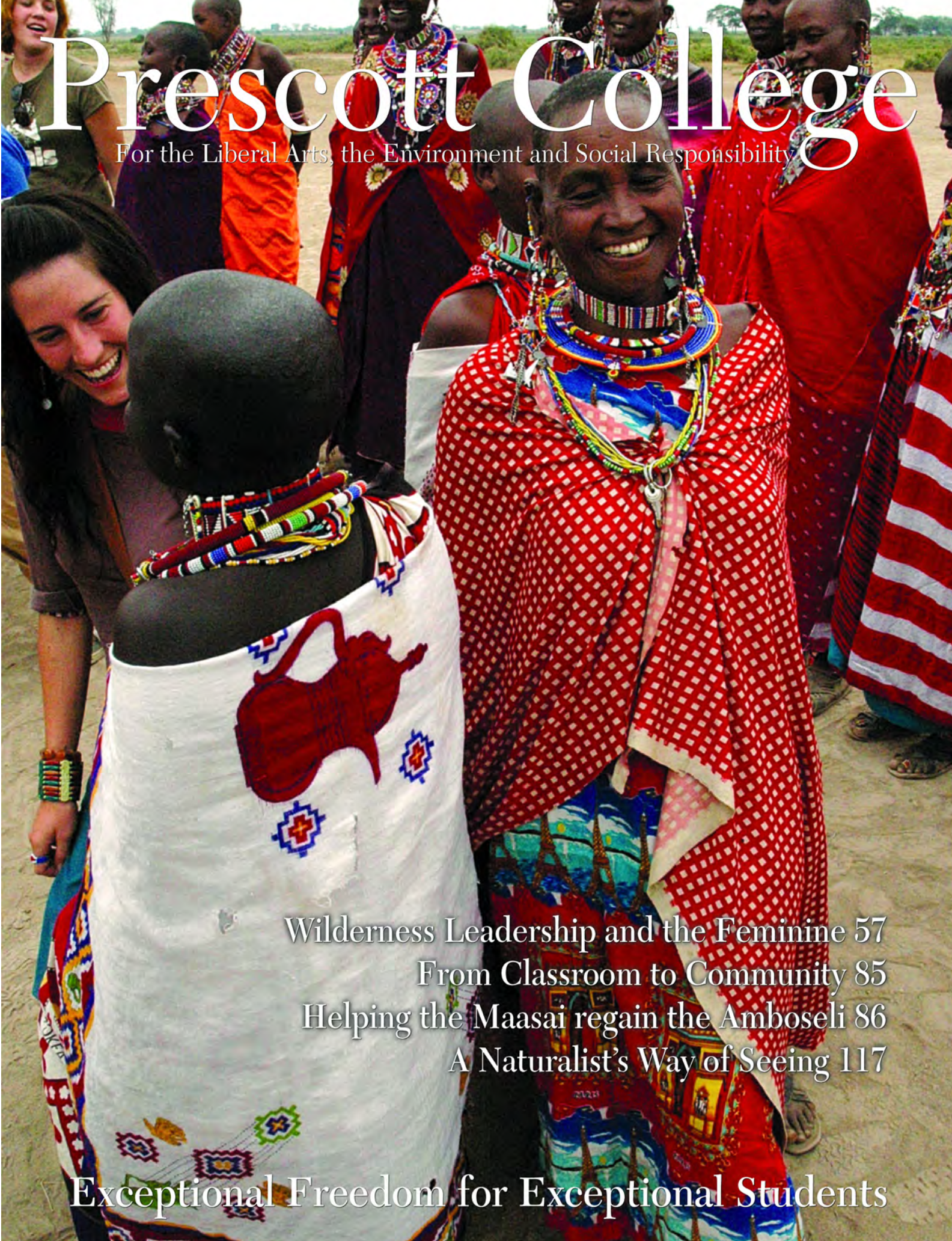
Prescott College

For the Liberal Arts, the Environment and Social Responsibility



Wilderness Leadership and the Feminine 57
From Classroom to Community 85
Helping the Maasai regain the Amboseli 86
A Naturalist's Way of Seeing 117

Exceptional Freedom for Exceptional Students

Prescott College On-Campus Undergraduate Program
At A Glance

Undergraduate Enrollment	500
Gender Distribution	49% female; 51% male
Faculty Members	77
Student-Faculty Ratio	7:1
Fall 2008 Freshmen	130
Fall 2008 Transfer Students (Sophomore – Junior)	60
Student receiving financial aid	68%
1st-time freshmen retention Fall 2006–2007	73%
(National average for Private Liberal Arts Colleges 70%)	
Average 1st-time freshmen graduation rate	56%
(National average from 1st undergraduate college 54.5%)	

Geographic Origin of Prescott College Students

Northeast/New England	30.25%
West/Northwest	23.46%
Midwest	11.73%
Southeast	10.49%
Southwest	22.84%
International	1.23%

Academics

Average SAT Composite of freshmen class (Critical Reading + Math+ Writing)	1680
Average ACT Composite of freshmen class	25

Distribution of Standardized Test Scores

SAT	Critical Reading	Math	Writing
700 – 800	19.44%	5.56%	4.17%
600 – 699	25.00%	27.78%	33.33%
500 – 599	33.33%	36.11%	29.17%
400 – 499	16.67%	22.22%	33.33%
300 – 399	5.56%	8.33%	0%

Graduate School

Approximately 43% of Prescott College graduates enroll in graduate programs within 5 years of graduation.

Accreditation

Prescott College grants Bachelor of Arts, Master of Arts, and Ph.D. degrees and is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602, (800) 621-7440. The Teacher Education Program is approved by the Arizona State Directors of Teacher Education and Certification. The College is accredited by the Association of Experiential Education. Prescott College operates all its academic field-based programs under permits issued by federal and state governments when required.

Competences/Majors

The Adventure Education Program:

- Adventure Education
- Adventure-Based Environmental Education
- Outdoor Experiential Education
- Outdoor Program Administration
- Wilderness Leadership
- Student-Directed Competences/majors (examples):
  - Adventure-Based Tourism
  - Expedition Leadership
  - Experiential Adventure Education

The Arts & Letters Program:

- Creative Writing
- Interdisciplinary Arts & Letters
- Literature
- Performing Arts
- Photography
- Studio Arts
- Visual Arts
- Writing and Literature
- Student-Directed Competences/majors (examples):
  - Art Education
  - Communication and Social Consciousness
  - Dance
  - English
  - Journalism
  - Mixed Media Sculpture
  - Painting
  - Photography: Emphasis in Social Documentaries
  - Photojournalism
  - Theatre

The Cultural and Regional Studies Program:

- Cultural and Regional Studies
- Religion and Philosophy
- Peace Studies
- Spanish Language and Literature/Latin American Studies
- Student-Directed Competences/majors (examples):
  - Agroecology, Ethnobiology & Sustainable Food Systems
  - Border Studies
  - Community and Social Change
  - Community Development
  - Global and Local Food Systems
  - History and Cultural Studies
  - International Relations
  - Political Ecology
  - Political Economy
  - Politics and Social Thought
  - Sustainable Community Development
  - Sustainable Development & Social Justice

The Education Program:

- Professional Teacher Preparation – Elementary and Secondary Education Certification
- Environmental Education
- Education (without Certification)
- Expeditionary Learning Outward Bound
- Social Justice Education
- Student-Directed Competences (examples):
  - Experiential Education
  - Secondary Education (emphasis on Experiential Methods)

Environmental Studies Program:

- Agroecology
- Conservation Biology
- Earth Science
- Ecological Design
- Environmental Education
- Environmental Policy
- Geography
- Human Ecology
- Marine Studies
- Natural History and Ecology
- Student-Directed Emphases (examples):
  - Adventure-Based Environmental Studies
  - Botany
  - Environmental Conservation
  - Ethnobotany
  - Field Biology
  - Field Ecology
  - Wildlife Conservation
  - Zoology

Human Development Program:

- Human Development
- Holistic Health
- Equine Assisted Mental Health
- Psychology
- Counseling Psychology
- Therapeutic Use of Adventure Education
- Ecopsychology
- Women's Studies
- Student-Directed Competences/majors (examples):
  - Expressive Arts & Depth Psychology
  - Psychology of Society and Culture
  - Social Psychology

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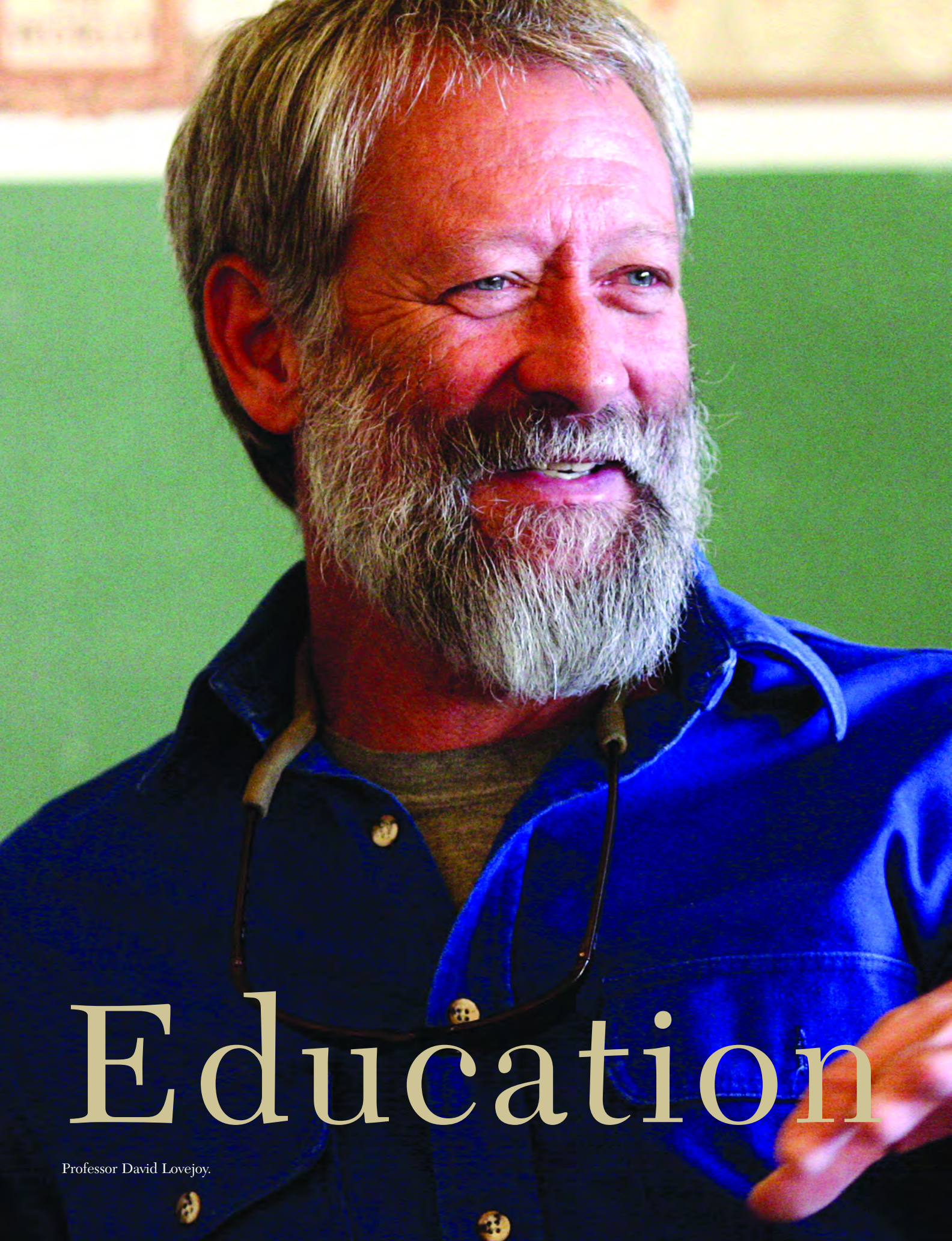
♻ Tan pages printed on paper that contains 100% post consumer recovered fiber.



Education

Professor David Lovejoy.

Critical Thinking in the Pines

Prescott College highlights the dramatic educational return on investment when experience is at the center of learning. Tucked into a corner of the town in central Arizona of the same name, Prescott College is an evolving experiment in rejecting hierarchical thinking for collaboration and teamwork as the cornerstone of learning. This is an educational institution that puts students at the center in everything it does and is. Optional grades. Narrative Evaluations. No barriers. Limited bureaucracy. No summa or magna or "best in show" ribbons. Just a peripatetic community of lively intellects and fearless explorers whose connecting threads are a passion for social responsibility and the environment, and a keen sense of adventure.

In 1963 the Ford Foundation challenged the country's most innovative educators to come together and design an "ideal college for the future that would prepare students for contributing in an ever changing, and ever faster moving, world." Prescott College is the result. Since its opening in 1966, more than 9,000 students have enjoyed the College's highly individual philosophy of higher education that mandates and incorporates experiential learning into every course.

This is higher education without the competition, without striving for someone else's definition of success, without dividing talent into that arbitrary alphabet of A through F. Unplugged from such conventional practices as the departmentalization of knowledge, confining learning to the classroom and textbooks rather than real experience, and thinking of college as preparation for life, rather than life itself. An organic process, moving almost seamlessly between teachers and students, focused on questions and problems that matter deeply to both. Prescott students learn critical thinking and research and how to apply them to real-life problems and their own passions by living them, testing them out in real time.

At Prescott College the best learning is collaborative, and the best teaching is individual.

Unplugged

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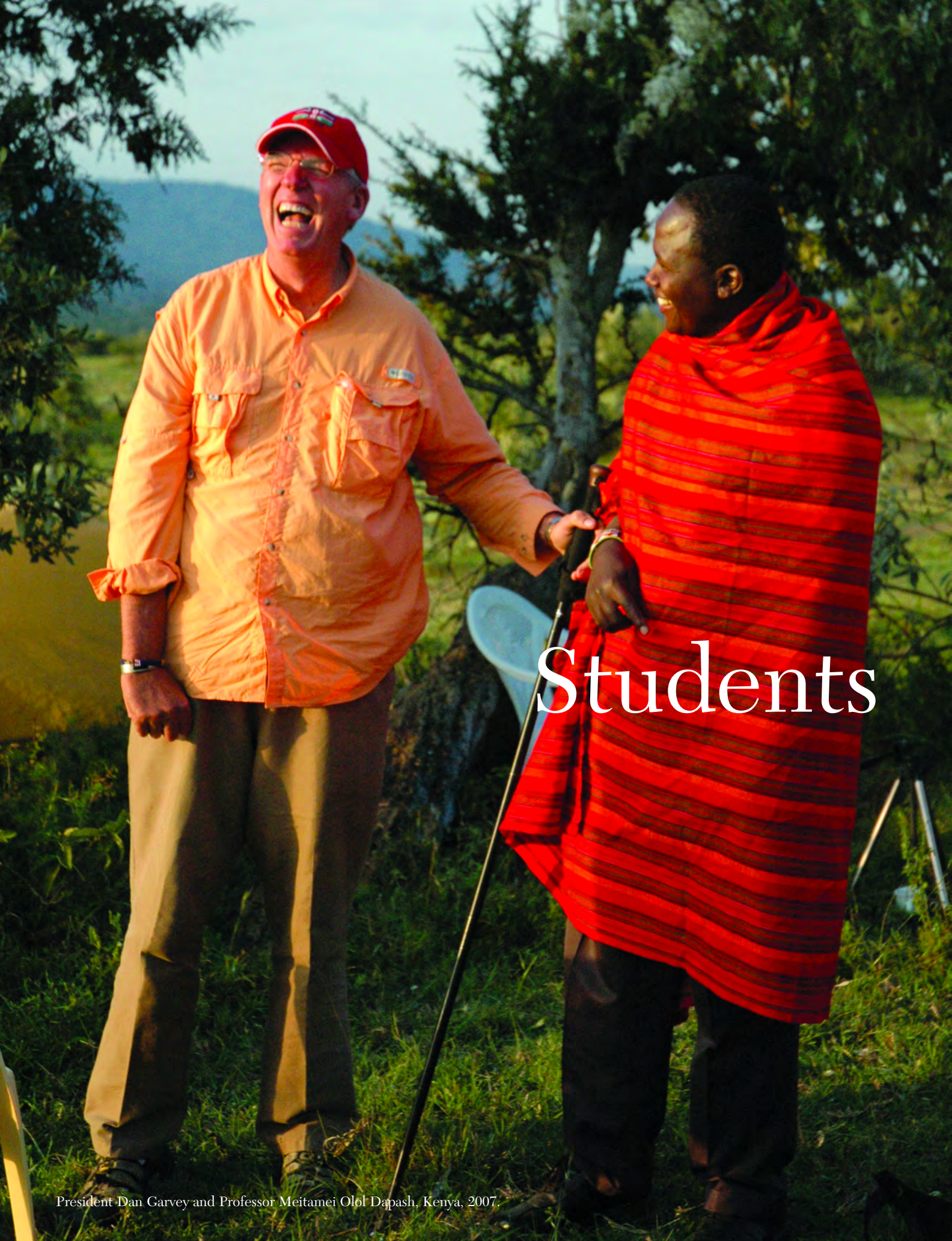
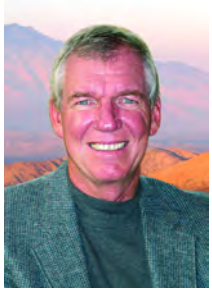


Students

President Dan Garvey and Professor Meitamei Olol Dapash, Kenya, 2007.



Co-creators of their own Educational Experience

Young people today are sometimes referred to as being "information-rich but experience-poor." They are seen as a generation that has access to unending pieces of information yet often have little experience learning how to use this information.

A partial explanation for this lies in how organizations that work with young people, colleges and universities in our particular example, view their participants. These organizations variously see students as victims unable to take responsibility for themselves because of the circumstances of their lives, as consumers who are on an endless quest for more material things and equate happiness with the amount of "stuff" they accumulate, or as co-creators of their own educational experience. It is this last group, the co-creators, who we believe are learning to make the best use of all this information that is available in society because they see information as the bedrock of positive social change.

As I cast my eyes across the landscape of higher education I can see colleges and universities that attract and cater to each of these groups. Prescott College is for the co-creators, those students who are interested in collaborating with the College and faculty to co-create their educational experience – young people interested in and capable of working with others to achieve results and contribute to the world.

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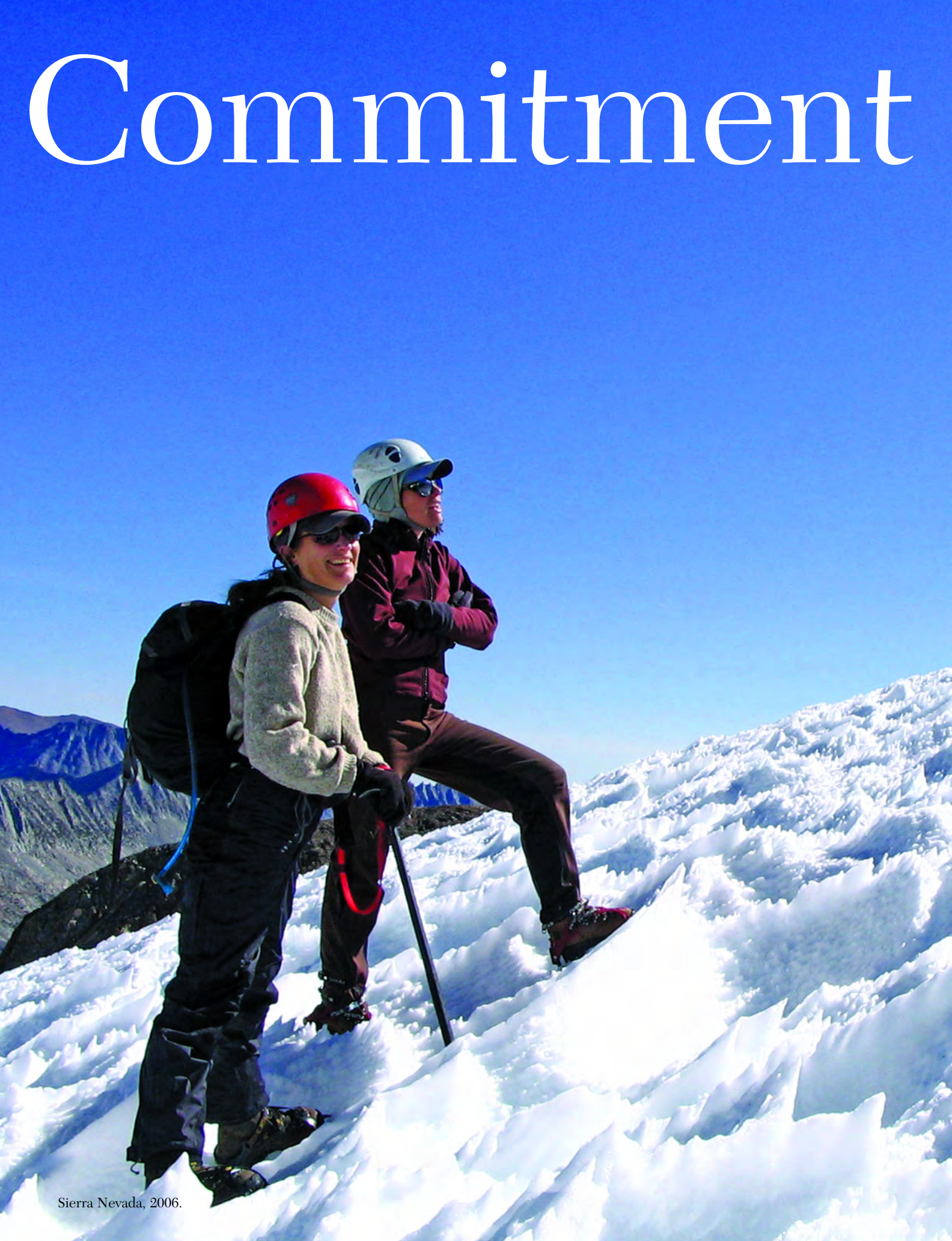
Commitment



Sierra Nevada, 2006.

Myanmar, Bagan 2006
Children making offering to temple, Nevada Wier

Extraordinary Lives

Eldoret, Kenya, 2006

Prescott College is committed to preparing students for extraordinary lives that will make significant contributions to the larger society by engaging them in a rigorous, well-rounded liberal arts education centered on scholarship, innovative teaching methods, close relationships between students and faculty, and opportunities to engage in independent study and collaborative research with faculty. Small class sizes, field-based courses, and real-life experiences are the hallmarks of the curriculum. The faculty are prominent scholars, activists, and practitioners in their respective fields.

The programs nurture potential through collaborative learning and personal experience. The excitement of designing a unique program of study entails great responsibility and yields even greater rewards.

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A College for the 21st Century –

Prescott College began in the 1950s when leaders of a small town off the main highway in the stunningly beautiful pine and chaparral country of central Arizona were searching for a new cultural identity. In this milieu, the idea of Prescott becoming a center for education was born. Although the whole town of Prescott was involved in one way or another, the leader with a transcendent vision and creative drive was Dr. Charles Franklin Parker, minister of Prescott's First Congregational Church. Drawing on the Congregationalist tradition of founding over 50 leading colleges and universities in America, beginning with Harvard in 1636 and including other leading colleges and universities such as Middlebury, Dartmouth, Amherst, Smith, Yale, Oberlin, Grinnell, Whitman, Colorado, Pomona, and Scripps, Dr. Parker announced an ambitious project of creating the Harvard of the West: Prescott College.

Prescott College Library.

Harvard of the West

A school that gives students the tools to make a Difference in the World

Many of the philosophical and educational principles that formed the foundation of the College emerged in 1963 in a significant conference of state and nationally known leaders from higher education. Funded by the Ford Foundation's Fund for Post Secondary Education, Business, and Industry, the conference was called *The Emergence of a Concept*.

Dr. Parker, a very effective humanitarian promoter, had a clear concept, and the time was ripe for a pioneering, even radical, experiment in higher education. By invoking the Congregationalist tradition, involving The Ford Foundation, and bringing in educators of national reputation, he set up the philosophy and foundations of the Prescott College organization.

This new College would be a laboratory where the best ideas in human learning and progressive instructional systems would be put to the test. Learning would combine rigorous academic and experiential learning, each mode reinforcing the other. Classroom learning would be made real by field research, service work, and travel. The foundations of the College curriculum would include self-direction, collaboration and teamwork, an interdisciplinary and solution-oriented curriculum, and a commitment to high ethical values. Graduation would be based on demonstration of competence rather than accumulation of credits.

Prescott College would be a leader in higher education, and its mission would be to graduate society's leaders for the 21st century who would be needed to solve the world's growing environmental and social problems.

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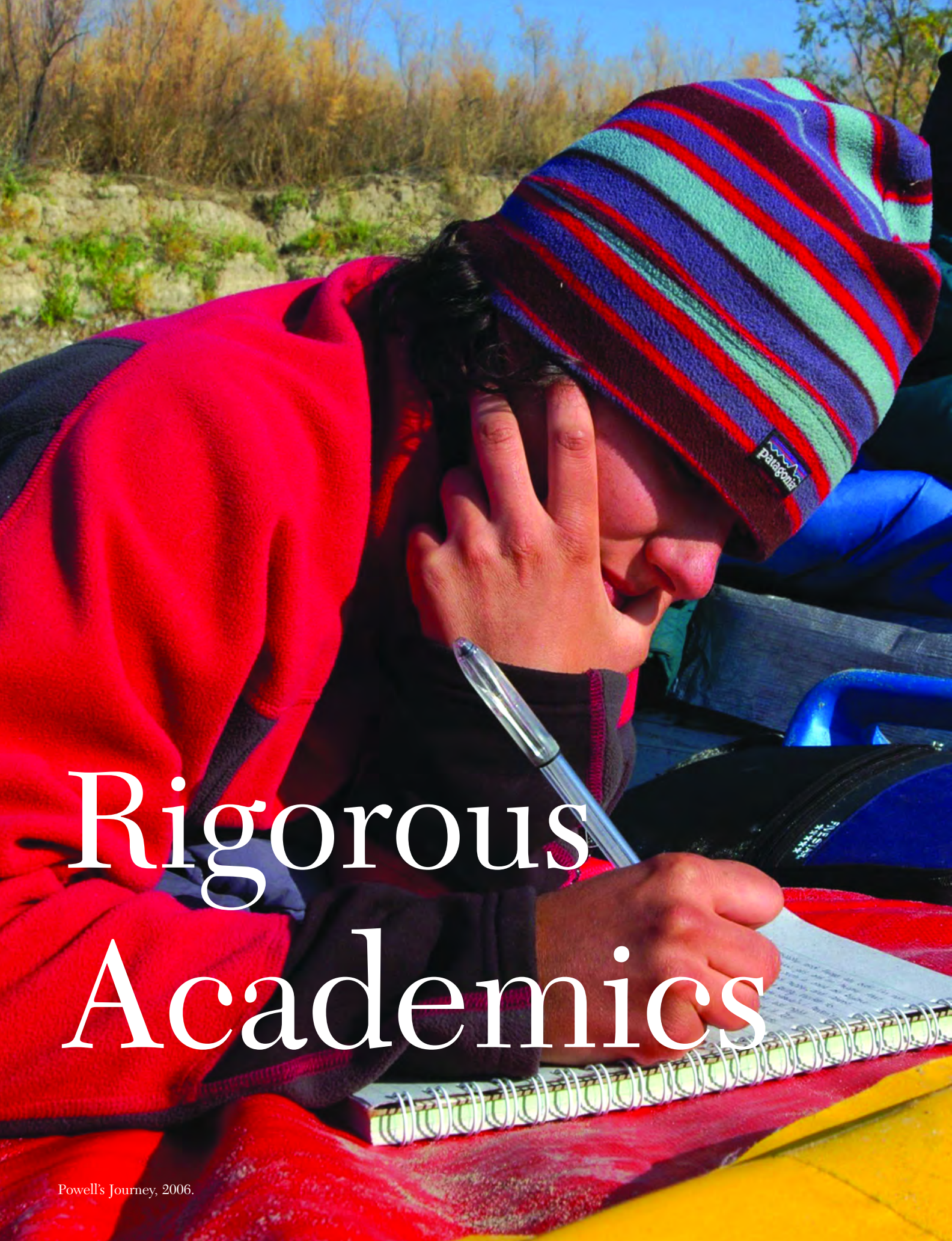

Rigorous Academics

Powell's Journey, 2006.

Idaho, 2006.

Experiential Learning

Education at Prescott College is based on the fundamental idea that students are in control of their learning, and learn best through self-direction, experiential learning, and real-life experience. This approach to education is both engaging and academically rigorous. Students are expected to assume an active role as they travel, mesh with local communities, conduct field studies, participate in faculty research, and apply their knowledge to real-life problems. Faculty members are guides and coaches who help the students acquire this knowledge. The College is organized to support this form of education.

Prescott College is not simply an alternative. It is an entirely different way to help support learners in their search for knowledge. This educational process favors understanding a world of interconnected systems rather than the learning of isolated facts.

The ultimate goal of all education is to help the learner understand information and gain the wisdom to know how this new knowledge can be useful. Experiential education is an approach that is not only powerful for the acquisition of information, but it has an associated positive impact on one's ability to make sense out of difficult moral dilemmas in our lives. Prescott College is committed to an experiential approach because it has the best chance of allowing students to master the knowledge they need and ultimately use this new information in the service of the common good – to become just, reasonable, compassionate, and ethical individuals.

Sea of Cortez, 2006.

Field-based Research and Learning

Peru, 2006.

Many Prescott College courses have strong field components, and some are conducted entirely in the field. Internships, apprenticeships, independent studies, community service, participation in faculty research projects, and study abroad are integral to the Prescott College experience. Students are encouraged to study and live in cultural contexts outside their normal experience in order to gain meaningful experiences about the world through interacting with it. Many block courses – month-long courses offered at the beginning of every academic term – are fully immersive and conducted entirely in the field, taking students to the Grand Canyon, the Sea of Cortez, Africa, Europe, Central and South America, the Caribbean, and throughout the Southwest and the world to engage in research and hands-on learning experiences – deliberately blurring the line between college as preparation for life and life itself.

In recent years Prescott College students have been directly involved in many significant research activities. Students worked as research assistants over a five-year period on a Wild & Scenic River Study of the Colorado River and selected tributaries in Grand Canyon National Park. They assisted Professor Lisa Floyd-Hanna and other researchers gathering data on vital issues in the history and ecology of fire in the Prescott National Forest. They conducted research to help craft Kenyan national policy for the Amboseli National Park, and developed a management strategy for Alcatraz Island in Bahia de Kino, Sonora, Mexico.

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Making a difference

San Juan del Sur, Nicaragua, 2006.

Preparing to Serve in the World

The theme of preparing to serve is a prevalent and powerful mission of the College, permeating its whole history from the 1960s to today. Prescott College provides students the opportunity to do something about environmental policy and practice, about social injustice, about teaching children and youth, and about spreading healthy values.

Service has long been a part of the Prescott College ethic, and the desire to be active and involved in the greater community seems to be an ongoing concern among students, faculty, and staff here at Prescott College. Individual students have incorporated volunteerism into their project ideas and personal ambitions for many years. Faculty as well have often integrated service into their class requirements and curriculum.

A class titled "Writers in the Community" encompasses the Prescott College philosophy of blending academic study with service learning. In this course students go out into the community and teach creative writing classes to diverse populations at juvenile detention centers, boarding schools, and veterans homes. This kind of constructive activism grows out of the College's embrace of experiential learning and out of the character of the people that this philosophy attracts.

This approach – to save the world one person, one canyon, one Ponderosa Pine at a time – is central to the Prescott College Mission.

Americorps & The Ripple Project

A most prominent project in the grand scheme of service learning at Prescott College is a student-driven initiative called the Ripple Project. The Ripple Project promotes community involvement through service learning initiatives that develop students' civic skills and values, help students organize service projects and find senior projects and independent studies; and enable students to learn through work with nonprofits and community service organizations. The Ripple Project also provides resources for faculty who wish to incorporate more community outreach and service learning into their curriculum. Since the addition of two Americorps VISTA volunteers in 2007, the Ripple Project has been working hard to bring service learning to the forefront of the Prescott College agenda. The Project has assisted a class in incorporating a new service learning project into their curriculum, and official partnerships have been established with seven community organizations.

The Ripple Project is in the process of creating an archive of "torch-passing" projects so that student-initiated endeavors that have been beneficial to the community can be carried on.

Prescott College encourages students eligible for Americorps Education Awards to enroll by providing scholarships that match students awards dollar for dollar.

Peru, 2006.

Adventure Travel

Early on, Prescott College gained national fame and was featured in the popular and educational media, with exciting photographs of students engaging in technical rock climbing, participating in political and environmental conferences, completing the first kayak crossing of the Sea of Cortez, vigorously debating in very small freshman courses, following Don Quixote's route in Spain through La Mancha on horseback, and working in summer archeological digs on the Hopi reservation.

The founders of Prescott College believed that "the contemporary student needs a program that provides adventure and challenge, both physical and mental, and is linked with nature."

Prescott College challenges students to engage in and excel in their chosen fields, and pursue a spirit of exploration, whether they are in a classroom or the field. Students build and strengthen intellectual capacities, inter- and intra-personal relationships, personal health, leadership skills, and environmental understanding. Prescott College students learn avalanche forecasting skills during backcountry skiing in Idaho. They acquire environmental perspectives while whitewater rafting on the Colorado Plateau. They develop international expeditionary skills when kayaking in New Zealand or mountain climbing in Ecuador. They learn what is happening in the world through immersion in other cultures in places such as Latin America, Africa, or Europe.

International Study Formats

International study courses at Prescott College are typically built around three different formats.

Outdoor Education Abroad
Offered through the Adventure Education Program, these courses proceed on the expectation that participants are committed to building on existing skills and knowledge in remote and challenging environments. Courses with interdisciplinary focus incorporate environmental studies of local ecosystems.

International Environmental Studies
Offered primarily through the Environmental Studies Program, these courses explore the cultural geography, natural history, and current environmental issues facing countries and regions of the world. The co-evolutionary relationship between human cultures and the landscapes that bore them are highlighted.

Cross-Cultural Immersion
The Cultural and Regional Studies program gives strong emphasis to the international and border programs. These courses provide students with more than contact with the exotic. An essential part of the curriculum is to host a progressive vision that leads to service learning education. This results in a student population that is aware of what is happening in the world, and that cultivates values that enable them to be better citizens of the world.

Authentic

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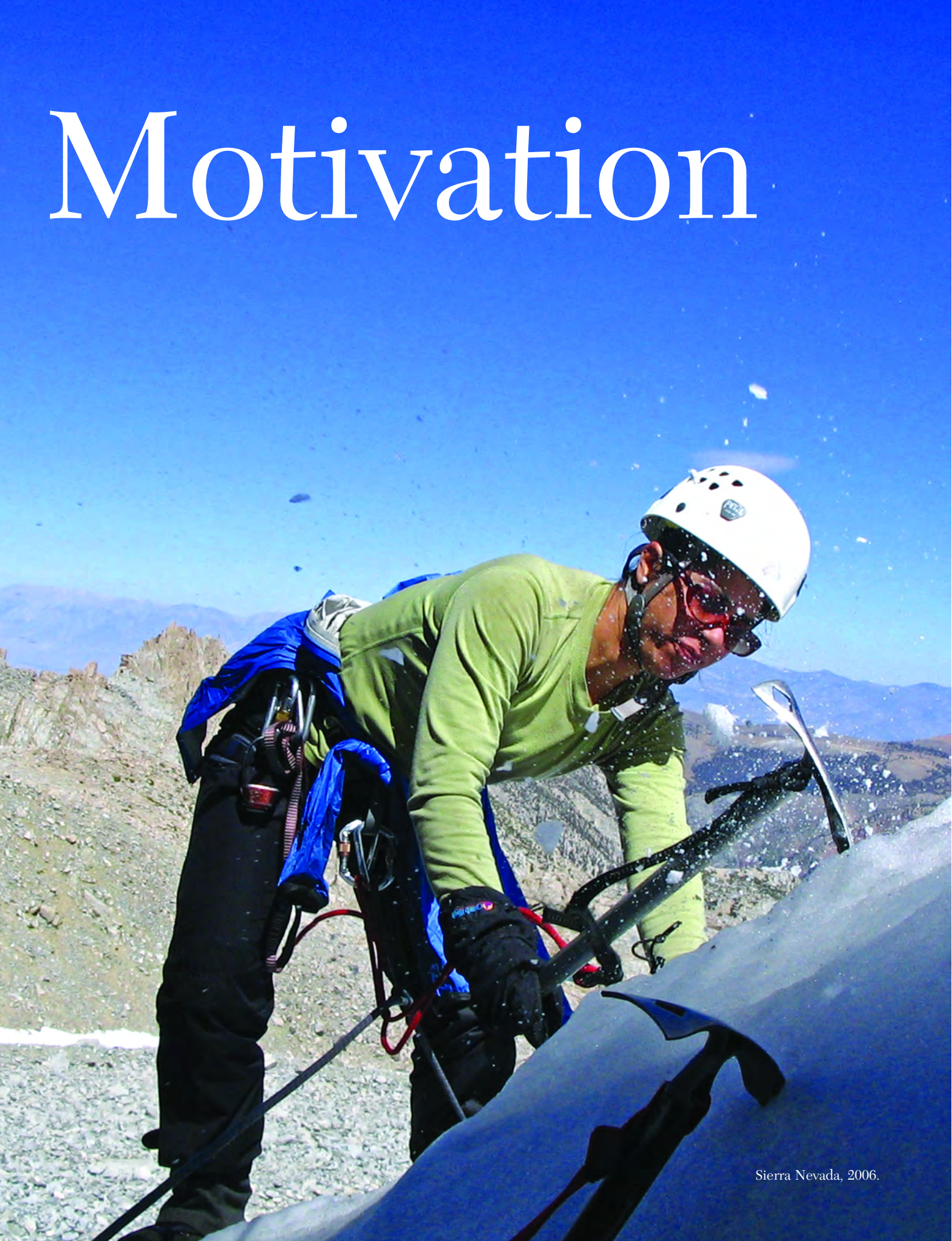
Motivation



Sierra Nevada, 2006.

Self-Direction

Based on the theory that people understand and retain what they learn if they choose it, structure it, operate out of internal motivation, and put it into practice in the real world, Prescott College considers self-direction the manifestation of motivation, the ability to direct oneself (but not to the exclusion of involvement with other people), self-knowledge, and a willingness to ask for help when necessary.

A self-directed person demonstrates the ability to set goals and objectives, take individual responsibility, initiate and carry out projects with little or no outside inducement, and form value judgments independently. We often assume that our students will be self-directed learners when they begin college. This is a fallacy. While many of our students are self-directed by nature, they often need coaching and practical skills in the art of self-direction. As American fiction writer Flannery O'Connor said, "Young artists must cultivate the habit of art." Many of our learning processes and tools – the seminar-style structure of our classrooms, course contracts, learning portfolios, self-evaluations, practicum requirements, independent studies, Degree Plans, Senior Project Applications – help students learn to see themselves as the primary architects of their education and help them not only take advantage of the privileges but also to accept the responsibilities of self-direction. We want them to succeed not only at Prescott College but in life. We want them to see their educational journey, and the tools they use to navigate that journey, as metaphors for navigating the difficult terrain of their post-collegiate careers. We try not to assume, especially with new students, that they have mastered these skills or have cultivated the habit of self-direction.We have to prompt and nudge and find the appropriate teaching moments to bring these lessons home.

Prescott, Arizona, 2006.

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Teamwork

Search and Rescue, 2007.

Collaboration

Kenya, 2006.

Cooperative work with others in small groups to achieve agreed-upon goals is the way of the modern world. The ability to effectively communicate with others is also an essential life skill that can make the difference between mediocrity and success. At Prescott College collaboration and teamwork in small groups is the key to gaining academic understanding, and applying academic principles and strategic thinking to solve real world problems is the key to using knowledge wisely.

That means putting a greater emphasis on teaching students to collaborate and solve problems in small groups and apply what they have learned in the real world. The Prescott College educational experience focuses on teamwork, self-transformation, and empathy and personal attributes such as self-reliance, collaboration, self-motivation, integrity, and perseverance. These characteristics, and an emphasis on communication skills and the ability to work in teams and with people from different cultures, are necessary to fulfill the College's central philosophy of experiential education and self-directed learning.

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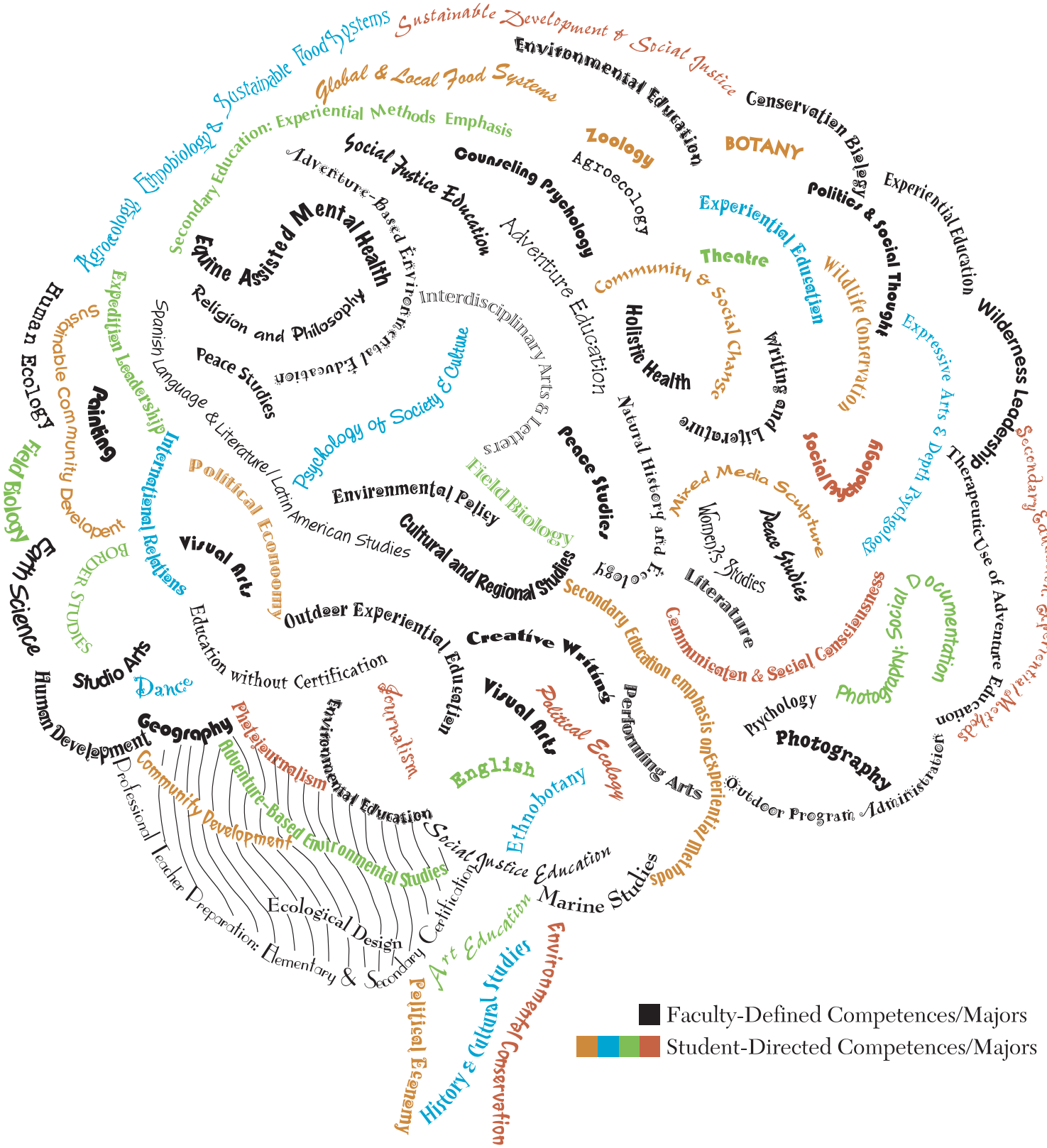
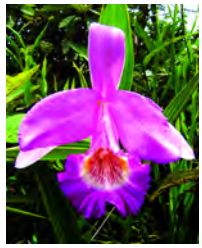
Competences/Majors at Prescott College



Interdisciplinary



Solution-Oriented Curriculum

Prescott College offers a wide variety of competences (majors) and courses that collectively explore what are traditionally considered separate fields of inquiry.

While each academic program defines requirements for commonly pursued competence, emphasis, and breadth (minor) areas, most grant considerable latitude in formulating student directed programs that fulfill individual needs and interests. Students have the opportunity to design their own competence, emphasis, or breadth areas with the help and approval of their advisor. In any given graduating class 25 percent of students may have designed their own competence or emphasis area. Student-Directed Competences may be a single discipline or students may create a new interdisciplinary field, combining two or more disciplines into a unique synthesis. The most commonly pursued competence areas (both faculty defined and student directed) are listed in the graphic on the facing page and are described throughout this catalog.

Many interdisciplinary classes are also offered and are co-taught by faculty from different programs, offering students the advantage of multiple perspectives and varied professional backgrounds. Furthermore, students have the latitude to design and implement independent studies with the assistance of an experienced faculty member in subjects not offered in the formal curriculum.

Many Prescott College courses also endeavor to involve students in devising solutions for real world problems. This often involves projects that contribute positively to particular communities or the environment. Each year a Prescott College class travels to Maasailand in Kenya to undertake new research that has been identified by the Maasai as particularly critical to the well-being of the people and environment of the region. This collaboration continues year-round, supporting community-initiated projects dealing with clean water, HIV/AIDS, women's micro- lending cooperatives, and culturally competent education. Socialism, Democracy, and Conservation students spend the majority of their time each summer in Costa Rica, where they conduct ongoing field research on ecosystem health in remote regions of the country and participate in ongoing work with indigenous banana growers in the Talamanca region.

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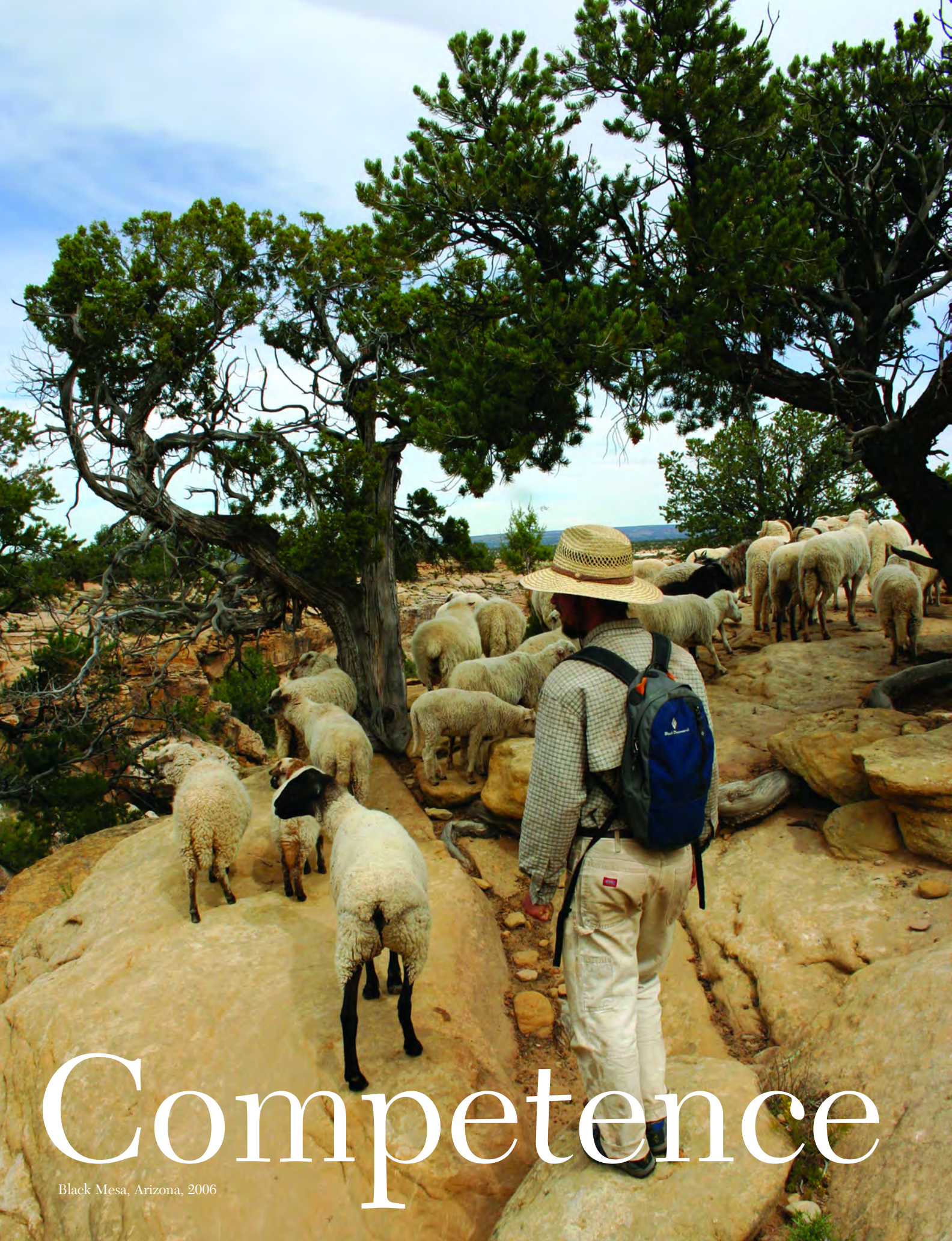

Competence

Black Mesa, Arizona, 2006

Genuine Learning

Prescott College is competence-driven. Students are expected to be literate in their fields of study, to have mastered the methodologies of a discipline, to have applied, integrated and personalized their learning, and to have demonstrated competence through the design and execution of a senior project. Students define, describe, and demonstrate how their courses, independent studies, and experiences create a coherent academic plan. They grapple with the larger philosophical issues of their education.

The College believes that internal motivation to learn leads to genuine learning, in contrast to working solely for extrinsic rewards like grades, credits, and GPA. This learning is accomplished through completion of courses and independent studies, and through hands-on research, service and management projects, and artistic creation. Credit is granted through completion of learning contracts in courses or independent studies. Students' self-designed graduation programs culminate in senior projects often comparable to M.A. theses. The demonstration of competence and breadth that Prescott students have accomplished under this philosophy are truly impressive.

Senior Project
And the Land Will Know You

Kimberly Loeb shared her understanding of the connection to place with the Navajo at Black Mesa. The residents cling to their way of life in the face of permanent destruction of their homeland by Peabody Energy Corporation, which mines coal in the region. She shared her experiences and photos she took while staying with a Navajo man named Jack Woody, tending his sheep and learning the traditional ways. The following is excerpted from her article, "Sacred Lands and Their People."

"The day before I was planning to leave Black Mesa, Arizona, Jack Woody told me that the land would recognize who I was upon my return. He said that the next time I walked upon it, the ground would whisper the announcement of my arrival to the grasses, washes, and sky. 'Kim is back,' it would say. The desert has a very good memory. It may recognize you by your footprints in the sand, your smell on the wind, or the gleam of your skin in the sun, and it will always remember your actions. So when you are in the desert, be aware of the things that you do, because they will come back to you whether you return or not...

"At Jack's house, you always know what time it is, because Peabody's corporate jets fly overhead at exactly the same times every day, transporting their executives 300 miles from Phoenix. They will never walk on the land and smell the sagebrush at their feet, hear the sheep bells chime in the wind, or see the ancient, wrinkled faces carved into the canyon walls of Black Mesa. According to Jack, the land will not remember them when they decide to return."

By Mary Lin

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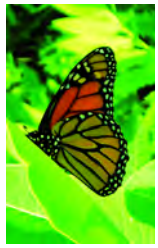
Community

Prescott College Visual Arts Center, 2005.



High Ethical Values

Sustainability

Sustainability – the effort to frame social and economic policy so as to preserve with minimum disturbance Earth's bounty, its resources, inhabitants, and environments, for the benefit of both present and future generations – plays a significant role in defining the character of the College community.

Sustainability implies working together in a functioning community that has staying power for people and the world. At Prescott College the combination of field-based and interactive classroom learning encourages a bond between people. The College places high value on students as functioning and contributing members of the College community.

The strong emphasis on ethics that permeates Prescott College curricula and community life produces community members inclined to activism in environmental, political, and social issues. Many classes and groups actively examine local, state, national, and international events and viewpoints. The College unabashedly encourages students to think critically, get involved, make commitments, and try to change the world for the better. In almost any week of the year, there are events on campus that examine controversies and organize advocacy or service. Faculty- and student-led groups travel to the Arizona-Mexico border, to Africa or Latin America, to disaster relief projects (students and faculty raised money to travel to New Orleans to help clean up and rebuild after Hurricanes Katrina and Rita), to environmental restoration efforts, and to regional and international conferences.

Senior Project

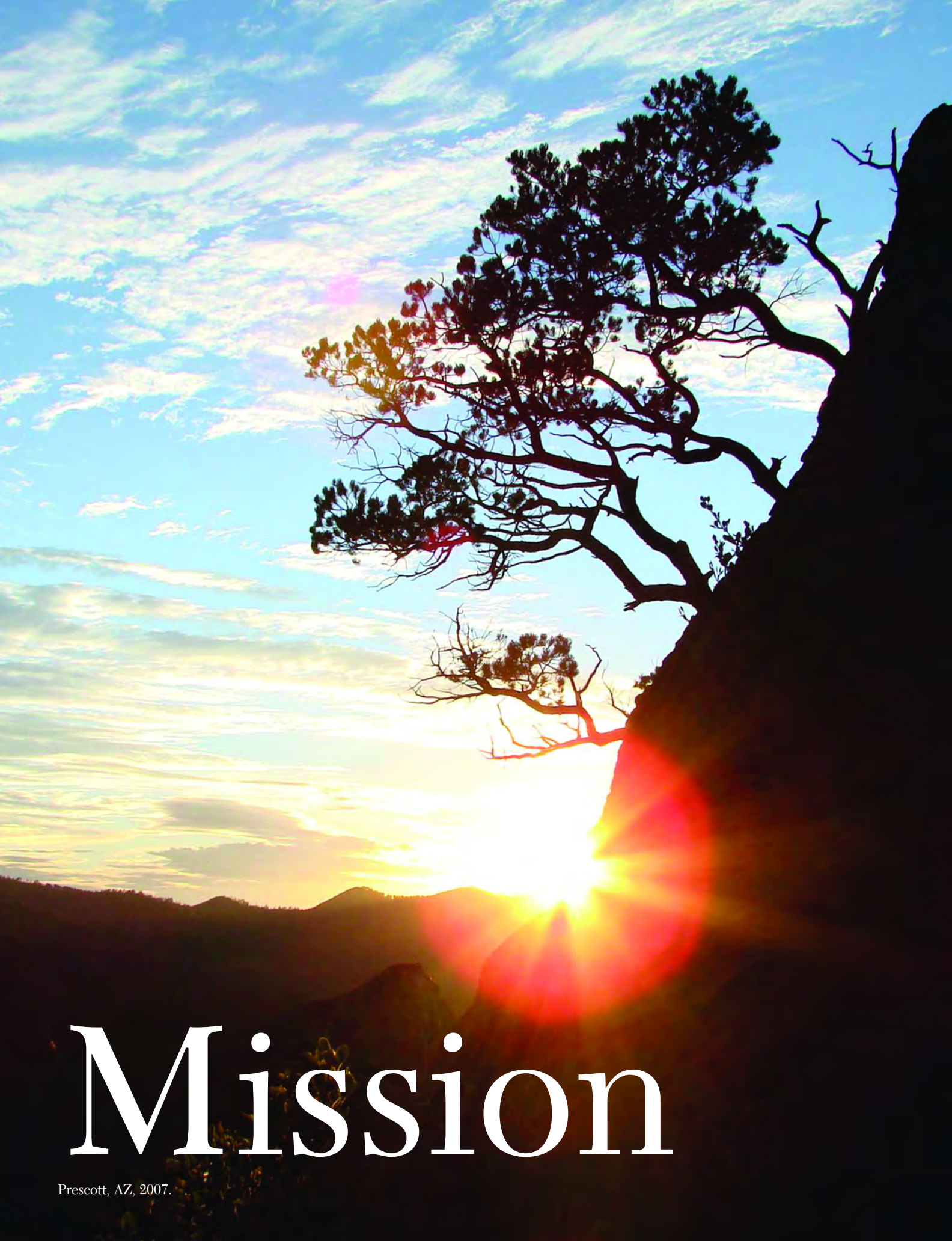
Solo Por Ser Mujer – Only for Being a Woman

Jessica Lichtig '06 spent two months in Mexico studying a decade-long outbreak of violent assaults on women. In Ciudad Juarez, just over the border from El Paso, Texas, "400 women have been found dead in the desert and over 600 have disappeared," she said, "and the violence is spreading into the capital of Chihuahua." Human rights activists are calling the acts of violence in Ciudad Juarez a female genocide, or femicide.

While in Mexico, Lichtig worked with several prevention centers and conducted interviews with mothers of the disappeared and dead women. "I wanted to know…what was causing the violence," she said. The answer she found in Ciudad Juarez was "an accumulation of many factors, ranging from economic disparity and drug trafficking to government corruption and lack of proper investigations, and the infamous maquiladoras." These factories clustered on the border, many of them US owned, are renowned for their poor treatment of women.

Jessica urges us to think about where we shop and not to support products that are made in the maquiladoras, and to raise awareness in our country about the femicide in Ciudad Juarez. "When our personal resources and countries aren't doing enough," Lichtig says, "we need to band together and help out."

By Mary Lin



Mission

Prescott, AZ, 2007.

Graduate Society's Leaders for the 21st Century

From the vantage point of today, Dr. Parker's vision "for a pioneering, even radical, experiment in higher education" and "to graduate society's leaders for the 21st century who would be needed to solve the world's growing environmental and social problems" seems especially prescient. Human society is coming to terms with the fight against global warming and its potential for large-scale, adverse health, social, economic and ecological effects. Society is also looking to new models of education to better prepare students for their role as global citizens.

Prescott College is foremost, "for the liberal arts, the environment and social responsibility." Everything the College does, plans and dreams is embodied in that phrase. Faculty are dedicated to fostering a passion for learning, empathy for ethical, environmental, and social issues, and an appreciation for diverse perspectives. Prescott College believes that through service to others, compassion can be fostered, and that by understanding issues of ecological sustainability, students can develop the skills necessary to both appreciate and protect the environment.

Taking Steps Toward a Smaller Footprint

Prescott College has long been recognized for its commitment to balancing human and natural environments. In early 2007 Prescott College President Dan Garvey was invited to join a handful of college and university presidents in signing the American College and University Presidents Climate Commitment.

"The fight against global warming will shape the 21st century," the Commitment reads. "Colleges and universities must exercise leadership in their communities and throughout society by modeling ways to eliminate global warming emissions, and by providing the knowledge and education graduates need to achieve climate neutrality."

Now over 150 strong, the signatories agree to reduce and eliminate greenhouse gasses at their respective institutions.

Solving the World's environmental and social problems

SKIP INTRO Contents Page 31

Jelly Fish, Monterey Bay Aquarium, CA 2007

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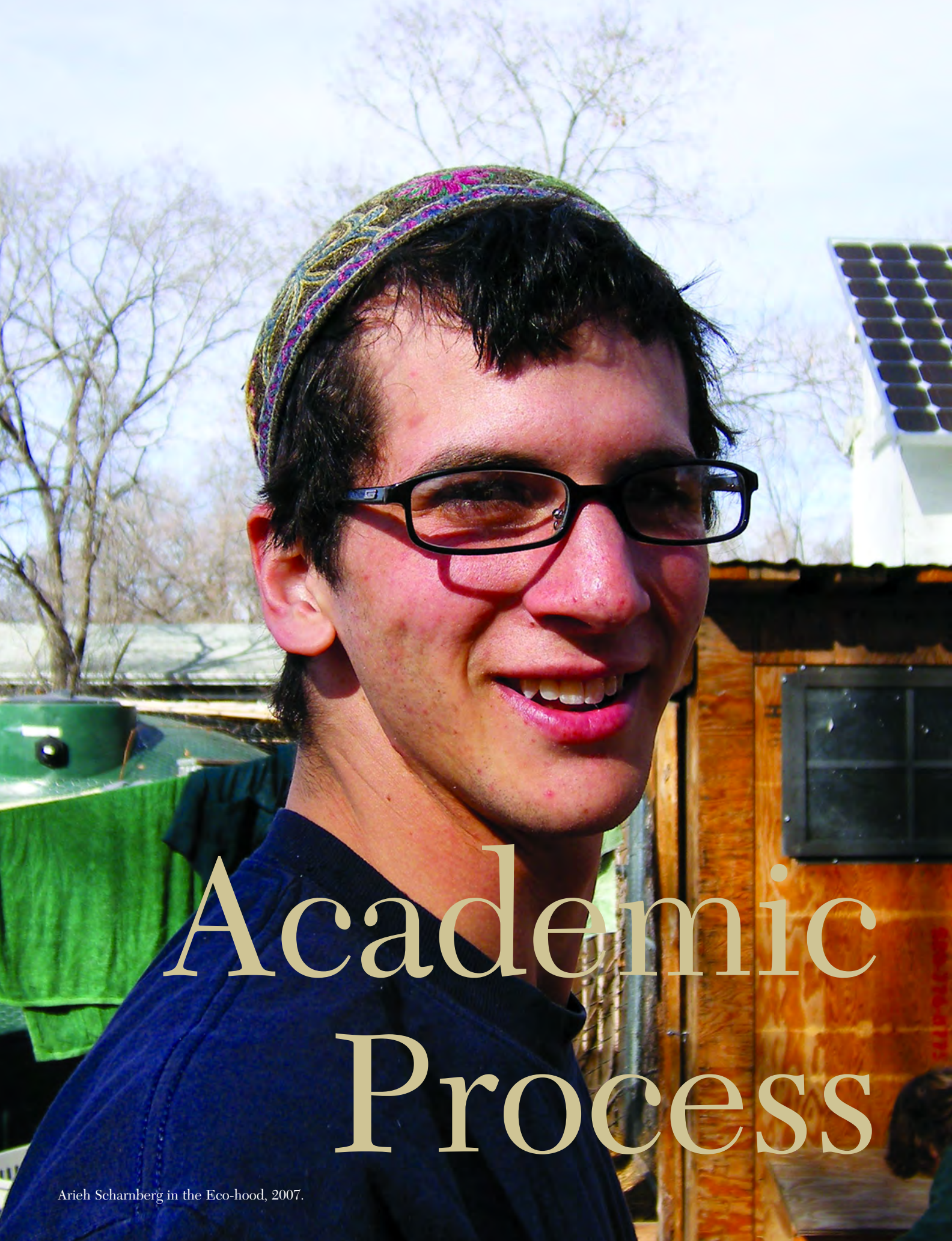


Academic Process

Arieh Scharnberg in the Eco-hood, 2007.

Admissions Office

Every Student is an Honor Student by K.L.Cook

Since its inception in the mid-sixties, Prescott College has prided itself on its strong advisor/advisee relationships. One of the great things about teaching and advising at Prescott College is that most students come here because they want to. They haven't been forced to enroll here. In fact, in most cases, students have had to search out Prescott College and convince their parents that this is the place for them. Many students apply here after experimenting with higher education at other, usually more traditional, institutions. This is the place where they believe they can flourish, where they will find themselves integral to any class, where their voices will be heard not only in the classroom or field but also in the design and implementation of their academic careers. Avisors are here to support them in their endeavors, to clarify their options, and to help them see their personal aspirations and goals within a larger context – academic, personal, ecological, artistic, service-related, and global. Prescott College wants to help students be agents of positive change in the World.

The Prescott College educational philosophy emphasizes individualized attention, and the graduation process is not designed primarily for efficiency in the way more traditional college and university processes are. One of the central roles of the advisor is to constantly frame and reframe the Prescott College journey for students. They read about it in their handbooks. They hear about it during Orientation. Yet, like any journey, the questions and issues and subtleties will only be urgent as students encounter the obstacles and opportunities strewn along their paths.

While theoretically every student's journey is unique, all students must deal with common issues. It's important that they understand that Prescott College is foremost, "for the liberal arts, the environment and social responsibility." Prescott College is not a vocational school. The College believes that the best stewards of the Earth and the most effective agents of change are liberally educated citizens. Students are expected to have some experience with and appreciation for various modes of understanding the world: historical, literary, artistic, scientific, social, physical, and spiritual. They are expected to cultivate political, cultural, and ecological awareness, as well as communication and mathematical skills. The College believes that a liberal arts education emphasizes process as much as content. At its best, experiential learning animates theory and engages the whole person.

Studies are competence-driven. Students don't just accumulate credits, get their tickets punched, and graduate. Students are expected to be literate in their fields of study, to have mastered the methodologies of a discipline, to have applied and integrated and personalized their learning, and to have demonstrated competence through the design and execution of a senior project. Students are to define, describe, and demonstrate how their particular courses, independent studies, and experiences create a coherent academic plan. The College believes that every student is an honor student and that the demonstration of competence requires a capstone experience. An Individualized Graduation Committee – a team consisting of the student, the advisor, a second faculty member, and a fellow student – helps students clarify and achieve their personal aspirations. Students are to grapple with the larger philosophical issues of their education.

Self-Direction

In *The Student Handbook*, self-direction, another cornerstone of our pedagogy, is defined this way: At Prescott College, self-direction is considered the manifestation of motivation, the ability to direct oneself (but not to the exclusion of involvement with other people), self-knowledge, and a willingness to ask for help when necessary. A self-directed person demonstrates the ability to set goals

and objectives, take individual responsibility, initiate and carry out projects with little or no outside inducement, and form value judgments independently.

It is often assumed that students will be self-directed learners when they begin college. This is a fallacy. While many students are self-directed by nature, they often need coaching and practical skills in the art of self-direction. As American fiction writer Flannery O'Connor said, "Young artists must cultivate the habit of art." Many of our learning processes and tools – the seminar-style structure of our classrooms, course contracts, learning portfolios, self-evaluations, practicum requirements, independent studies, Degree Plans, Senior Project Applications – help students learn to see themselves as the primary architects of their education and help them not only take advantage of the privileges but also to accept the responsibilities of self-direction. Students should succeed not only at Prescott

College but in life. They should see their educational journey, and the tools they use to navigate that journey, as metaphors for navigating the difficult terrain of their post-collegiate careers. It is not to be assumed, especially with new students, that they have mastered these skills or have cultivated the habit of self-direction. Faculty prompt and nudge and find the appropriate teaching moments to bring these lessons home.

Competence, Breadth, and Liberal Arts

At Prescott College, "competence" is the term for major, and "breadth" is the term for minor. Consisting of a minimum of 12–16 courses, a student's competence(s) must address these five qualitative criteria: (1) literacy in the field, (2) mastery of methodology, (3) interconnections between the competence and other areas of study, (4) application of learning, and (5) personalization of learning. Consisting of 6–8 courses, a student's breadth(s) also addresses these five criteria but in less depth than a competence.

Most liberal arts colleges and universities are descended from the Greek system of education that espoused the study of the Trivium (grammar, rhetoric, and logic) and the Quadrivium (geometry, arithmetic, music, and astronomy). The modern incarnation of the Greek system consists of three main branches of knowledge: the humanities (literature, history, the arts, and languages), the social sciences (psychology, sociology, anthropology, economics, etc.), and the physical and biological sciences (including mathematics). This approach to the liberal arts is content-centered, and most liberal arts colleges satisfy their liberal arts imperatives through general education requirements – what our dean, Jack Herring, likes to call "The Noah's Ark Model of Education." In other words, the student become a liberally educated by loading up your cognitive ark with two of everything: two composition and literature courses, two language courses, two physical science courses (and two labs), two history courses, two social science courses, two arts courses, two math courses, and two physical education courses.

An alternative to this content-based approach is the concentration on the skills needed of a liberally educated student – for example, environmental awareness, aesthetic appreciation, critical thinking, ethical valuing, communication, and multicultural awareness. The faculty has adopted this definition of the liberal arts to help guide students.

Prescott College is a four-year liberal arts college striving to prepare students to be life-long learners and critical thinkers in a broad, interwoven range of models of inquiry: literary, scientific, artistic, social, spiritual, and physical. The College emphasizes the interdisciplinary connections rather than the distinctions between these ways of understanding the world. The College is unique in its approach to the liberal arts in that it emphasizes direct experience; the process of learning is just as important as the content.

The College believes that the liberal arts should be fostered in every course students take, just as the criteria for competence – literacy, methodology, application, interconnection, and personalization – should be guiding principles of each class. This means that Prescott College has only a limited number of core or general education requirements. Students must complete college-level algebra or higher and must meet rigorous writing-across-the-curriculum requirements to demonstrate critical writing and research skills. Other than that, students must work closely with their Individual Graduation Committees to make sure that they do have a well-rounded liberal arts education, and that they are able to articulate the components and benefits of that education.

Conservatory vs. Liberal Arts Approaches to Education

Prescott College is uniquely positioned between conservatory and traditional liberal arts approaches to education. In a conservatory school (MIT or Juilliard, etc.), the student spends four years focusing in great depth, and almost exclusively, on a single discipline. The liberal arts tradition emphasizes breadth over depth. The required course work at a liberal arts school is often divided into thirds: 1/3 on general education requirements, 1/3 on the major, and 1/3 on minors and electives.

Student Union

Prescott College has a dual mission of both liberal arts and competence-based education. Faculty try to honor student's desires to lean toward greater breadth or greater depth. There is a unique graduation format that allow students to break down their course work in roughly this 1/3, 1/3, 1/3 ratio, or they can strengthen their competence area(s) considerably so that one-half to sometimes two-thirds of their course work is devoted to the competence area and the remainder devoted to liberal arts and additional breadth work. Students who choose to pursue this second model (which is the norm at Prescott College) still must demonstrate liberal arts breadth of knowledge in both their Degree Plan and Senior Project Application narratives, which are the two major documents that help students plan and articulate their educational journeys.

Mapping the Journey: The Degree Plan

The Degree Plan is the academic map of the journey. Due three enrollment periods (about eighteen months) before the student intends to graduate, it includes an overview of courses and credits earned, brief descriptions of competence, breadth, and liberal arts areas, lists of courses completed and those to be completed, a tentative senior project plan and description, and additional honors or experience that contribute to competence or breadth. An advisor or faculty member should be able to look at this document and see, in a nutshell, an elegant and coherent academic plan for the student's academic journey. It is also a tool for the Individual Graduation Committee (IGC) and the faculty in the program of competence to help students strengthen, deepen, and broaden the scope of studies.

The Degree Plan goes through a rigorous evaluation. Two primary advisors on the IGC review and approve the plan, and the Dean's Office evaluates it for minimum quantitative standards. The plan undergoes a program review. This involves the program coordinator and two additional faculty members scrutinizing the plan and offering detailed suggestions regarding the quality of the competence, breadth, and liberal arts. The student, in consultation with the IGC, then revises based on this additional feedback and resubmits the plan for approval. This process is similar to graduate program reviews, where every student's plan of study is rigorously evaluated not only by a primary advisor but also by an extended faculty committee and potentially by the whole department.

The Degree Plan may undergo additional changes in the student's final three terms. Those changes are noted and approved by the advisor and IGC and ultimately re-evaluated as part of the Senior Project Application.

The Senior Project: Culmination, Bridge, Calling Card, Legacy

Prescott College differs from most other liberal arts colleges in that it requires every student, not just designated "honor" students, to design and carry out an ambitious senior project. The senior project at Prescott College is both a demonstration of competence and a culmination of the undergraduate experience. It is an extension of the foundation of theory, method, and research that has been prepared by course work, independent studies, practicum and internship experiences, teaching assistantships, and professional work. It is an opportunity for students to dynamically synthesize their learning. This may take the form of an ambitious research project, a collection of original creative work, a curriculum plan and implementation, a studio art exhibition, a performance, a case or field study, or a challenging internship.

Another way of thinking about the senior project is as a bridge between a student's undergraduate career and the work after graduation. The senior project becomes a calling card that proclaims to graduate schools, prospective employers, and the world, "Look, this is what I'm capable of doing." For some students, the senior project is also a way of providing a legacy. Prescott College's Community Supported Agriculture (CSA) program, our college newspaper, and women's resource center all began as student-directed senior projects. Such projects obviously allow the Colleg to collaborate with its students in ways usually reserved for graduate-level research projects. As a result, students are often challenged (and expected) to do graduate-level work. Students typically perform exceptionally well if they go on to pursue master's or doctoral studies.

Articulating and Defending the Journey: The Senior Project Application

Students are asked to write a formal application before they embark on the senior project, which entails not only a detailed description of the project but also the student's reflective analysis of his or her educational journey. Due at the end of the term before students begin their senior projects, the Senior Project Application (SPA) is a lengthy narrative extension of the Degree Plan. Students must demonstrate their competence in their discipline before beginning the senior project by completing a senior project contract, writing a full narrative description of the competence area,

writing a narrative description of the senior project, writing a Liberal Arts Statement that interprets their educational journey and justifies the granting of a Bachelor of Arts degree, and, if substantial alterations of the student's academic program have occurred, formally amending the Degree Plan.

The SPA is a multi-draft document that must be approved by the IGC as well as the relevant program coordinator(s). It fulfills three purposes: it is a planning document, much like a thesis prospectus, that the student and the IGC use to design and approve the substance of the senior project; it is the place where students define, defend, and demonstrate their undergraduate education; and it also serves as a special independent study contract for the student to submit for registration.

Student Approaches to the Senior Project Application

This process is challenging and requires substantial time and effort beyond the student's course work and other requirements for graduation. Advisors coach students through this process by offering a number of approaches to writing these narratives:

- Getting It. One approach to writing the SPA is to have students think of it as a 1000–2000 word essay or a sequence of related mini-essays they could give their friends and loved ones who don't know much about Prescott College. After reading the SPA, those loved ones should "get" the Prescott College experience. The goal is to prompt students to make the document authentic, an eloquent and coherent reflective essay.
- SPA as Argument/Defense. The most common strategy is to have students think of the SPA as an argumentative essay – an opportunity to describe, analyze, and persuade their IGCs, the Prescott College community, and the greater world that their educational journeys demonstrate a liberal arts education and competence in a given field (or fields) study. The SPA is offered as proof of competence and readiness to graduate.
- SPA as Philosophical Inquiry. A related strategy is to have students think of the SPA as an inquiry into and examination of the nature of competence and liberal arts. What does it mean to be liberally educated? What are liberal arts skills? What does it mean to have academic breadth? What does it mean to be "competent," and how does that differ from having a major? This approach doesn't preclude argumentation or description or analysis, but it frames the SPA as part of a lifelong philosophical inquiry.
- SPA as Privilege/Opportunity/Responsibility. Another contextual framework for the SPA is to have the student consider it as a privilege. Very few colleges or universities allow students the opportunity to play a major role in designing and defining their education; most provide a list of required core courses and major and minor requirements. While Prescott College provides advising documents that range from prescriptive to flexible, no two plans will (or should) look the same. There are few core requirements. In exchange for this flexibility and freedom, students must shoulder the responsibility of persuading the College (and the greater academic and professional community) that they are indeed liberally educated and competent. At most other schools, students take the prescribed classes and then graduate. Here, students must make sense of their education and then persuasively articulate and demonstrate it.

Senior Project Description

The Senior Project Description demands that students articulate how their senior project(s) serves as a capstone experience in their competence area(s). It includes a description of goals and objectives, venues, resources and subjects, specific activities, timeline, evaluation process, bibliography, and other relevant information. It indicates the final form the project will take: thesis paper, research report, article for publication, artistic exhibition or performance, collection of poems or stories, etc. Finally, it demonstrates knowledge in the field of study, skills to apply learning to real-world problems, and personalization of the learning.

Liberal Arts Statement

Students reflect on the broader meaning of their education in the Liberal Arts Statement. Students are asked to assert their own views of the liberal arts, not simply replicate published definitions. They describe how their college program has equipped them with both broad knowledge of the world and specific understanding in their areas of concentration. They discuss the critical thinking skills they now use and the specific skills pertinent to their field(s). They define the ethical issues they have examined and the commitments they have made in such critical areas as the environment, social justice, and global awareness. They explain how the Prescott College emphasis on real-life experience and practical application of knowledge has shaped their learning process. They discuss personal breadth and self-direction, indicating (a) self-awareness and self-understanding; (b) integration of the spiritual, ethical, social, physical, and intellectual aspects of their lives; (c) progress toward

realization of their full potential; (d) ethical commitments as seen in personal reflections and ways of relating to others and the environment; and (e) commitment to service.

Competence Description

The competence description can be both the easiest and most difficult part of the SPA to write. It is easier because students understand and are passionate about their competence areas. Yet it is daunting to distill what one has learned in four years into a few pages. Students must define, describe, and document the competence area in a narrative format addressing these five qualitative standards:

- Literacy in the Field: a working knowledge of the basic history of the field(s), important individuals and their work, and major theories and their applications as found in key books and articles.
- Mastery of Methodology: a demonstrated understanding of, and capacity to use, the research techniques, scholarly methods, leadership skills, artistic modes of expression, etc., that are commonly employed in the field(s).
- Interconnection of Learning: an ability to see the relationships among the components of one's education and important ethical issues of the field which affect the world.
- Application of Learning: a demonstrated ability to apply the theories of the field of study to real-world situations and experiential demonstration of learning both in and out of the classroom.
- Personalization of Learning: discussion and demonstration of the internalization of work, creative and independent study, and ethical and personal challenges of working in the field.

The following is an extended example of a competence description for Creative Writing and Literature that illustrate what we expect from our students.

Literacy in the Field

As T.S. Eliot points out, the literary artist must not only write but also apprentice himself or herself to a long and rich literary tradition. You can't exist in a literary vacuum. No truly original work springs from a void. My literary education has been two-fold. I have attempted to work in many different genres (poetry, fiction, nonfiction, and scriptwriting), and I have supplemented my creative efforts with a rigorous study of literature – in the context of creative writing classes, in more straightforward literature courses, and in interdisciplinary courses. Many of my creative writing courses (e.g., Forms of Fiction, Memoir, Short Story Cycle) have intentionally forced me to practice my craft while simultaneously examining the tradition of the genre in which I was working. It's not enough for me to attempt to write a short story cycle; I must also study how writers as diverse as Chaucer, Sherwood Anderson, Louise Erdrich, and Joyce Carol Oates have approached the form. Courses such as Classical Myth, Vintage Verse, Shakespeare, and The World Novel have grounded me in the literature that has survived the ages. As a potential professional writer, I have read these texts as models of how to use literary form to explore a subject originally and profoundly. It's been my goal throughout to understand not only the historical and social contexts that formed these texts but also to examine how a Shakespearean tragedy, or an erotic poem by Sappho, or the dark parables of Kafka speak to the paradoxes of our own age. In such courses as Family Systems in Film and Literature, Holy Books, and Women's Literature, I have prompted myself to examine literature through the lenses of psychology, theology, and feminist theory.

Mastery of Methodology

While I hope to write stories and novels, I have attempted in my competence to establish a foundation in many different genres. I care deeply about the process and moral purpose of fiction, but I want my language to be as distilled and resonant as a poem, and I want my narratives to have the veracity and integrity of journalism. While my creative writing courses have been concentrated in fiction (e.g., Sudden Fiction, Forms of Fiction, Short Story Cycle, and an independent study in South American magical realism), I have also worked methodically, both in classes and special workshops, on poetry. I have worked for two years, both officially and unofficially, on *The Raven Review*, and have taken additional courses in Writing as Performance and Scriptwriting, which have allowed me to see my stories as performable texts. I have honed my critical writing skills in various literature courses, but at the heart of any creative writing degree is the workshop method. All my creative writing classes revolve around this process. The workshop method gives me what I cannot get by working alone as a writer: it provides a living, critical laboratory for my work. Submitting a story to my peers for discussion offers me an

immediate community of (hopefully) generous and honest readers who will help me understand what may have been merely half-conscious and/or ill-formed impulses in the first draft. The workshop forces me to become not just an intuitive writer but an intentional one, not just a spontaneous "gusher" but a disciplined craftsperson and (with any luck) an artist. As a member of a workshop, I also hone my practical critical skills, examining not finished masterpieces but works-in-progress. I learn not only from my own mistakes but also from the successes and mistakes of others, and in the process I begin to develop my own aesthetic. My own body of work, such as it is, is immeasurably stronger because of this ongoing community. And the work and the criticism of my mentors and the students from these classes will inform my future work. They are, as Prescott College President Dan Garvey stated in his inauguration speech, "my significant others." They are the voices in my head.

Interconnections

You must, as a writer, not just understand literature but also understand the world. In order to write with authority and wisdom, you must be insatiably curious. I have embraced my liberal arts education as a way of knowing the world. In order to write about my characters, I must understand them psychologically, socially, ecologically, spiritually, and physically. My memoir of my father's life is not just an autobiographical story; it is informed by my understanding of family systems theory, by my ethnographic field studies, and by my marine biology course set in Kino Bay, Mexico (near where my father was born). My poems are meditations on the mating habits of sea grunion, the spiritual complexities of St. Paul, and the sheer sense of wonder I experienced kayaking around the Sea of Cortez with professor Dave Craig. My news stories for *The Raven Review* forced me to educate myself on local ranching politics, grazing rights, and the economic oppression of Native Americans in Yavapai County. One of the rewards of being a writer is that I don't always have to be myself; I get to, at least imaginatively, be a field biologist, a lawyer, a psychologist, a yoga master, a woman. While my competence has been Creative Writing and Literature, everything I've done as a student here continues and will continue, I hope, to feed into my life's work.

Application of Learning

Pulitzer Prize–winning historian David McCullough said in a recent interview, "The great thing about the arts is that they are applied. You can only learn them by doing them." Writing, like other arts, is by its very nature experiential. All of my courses have allowed me the privilege of seeing myself as an artist. I haven't been just writing stories, poems, essays, articles, and scripts as exercises. The stakes have always been high; everything I've written has been for keeps. Robert Frost once said, "I never write exercises. Sometimes I write poems that fail, and then I call them exercises." That is the way I have approached my competence. As I begin my senior project, I already have a large body of work, "a carcass for my imagination to feed on," as Philip Roth says. I've written, revised, and polished my work. I've sent it out to editors of magazines and journals. I've received thirty-two rejections, four of them with seriously encouraging notes on them, and one letter that apologized for not accepting my sonnet. I have not "succeeded" yet by public standards, but I've entered the arena, and I've received enough encouragement – from mentors, peers, and strangers – that I now believe I have enough talent to be a working writer. Through such courses as Newspaper Journalism Practicum, Literary Journal Practicum, and Writers in the Community, and a teaching assistantship for Writing Workshop, I've also been given the opportunity to work as a semi-professional in my field. My senior project is a collection of stories expanded from work begun in Short Story Cycle. My experience as an editor, a teaching assistant, a writer in many workshop classes, and a student of literature, particularly fiction, has prepared me to put together what I hope will be my first published book. (If not, I can always call it an exercise.)

Personalization of Learning

In *The Art of Fiction*, John Gardner argues that the process of literature is inevitably moral: "Unexpected connections begin to surface; hidden causes become plain; life becomes, however briefly and unstably, organized; the universe reveals itself, if only for the moment, as inexorably moral; the outcome of the various characters' actions is at last manifest; and we see the responsibility of free will." For me, writing is an intensely personal and spiritual expression of who I am. Even when I'm writing from the perspective of an eighty-year-old Argentinean grandmother, I'm writing autobiographically. I cannot escape my obsessions. Writing poetry, fiction, articles, and plays allows me to investigate the world in minute and visceral ways. And this process forces me to test my own assumptions, to interrogate my own and my culture's psyche, and to articulate to myself an authentic vision of the world, however tenuous that may be. It makes me examine myself, certainly, but the process is not, in the end, an indulgent one. For me, all art, especially fiction writing (because it asks the writer to explore the inner lives of different people), is a constant lesson in compassion. When asked why he prayed, theologian and writer C. S. Lewis responded, "Not because I think it changes the world or because I think God listens, but because it makes me a better person." I write – and I study writing and literature – for the same reason.

Financial Aid/Registrar

Navigating the Program

A student's first year at Prescott College is time for building a solid academic foundation. New students participate in introductory classes or structured field projects, working closely with faculty members and advisors. After building a solid academic foundation, students move on to advanced work. They assume increased responsibilities and pursue a broader range of learning experiences, including independent studies, internships, and other off-campus projects. Students have the opportunity to work with faculty in tutorial relationships, serve as teaching assistants, co-researchers, or lead expeditions.

Advising

Since its inception, Prescott College has prided itself on its strong advisor/advisee relationships. One of the great things about teaching and advising at Prescott College is that most students come here because they want to. Many transfer students apply here after experimenting with higher education at other, more traditional, institutions. This is the place where they believe they can flourish, where they are integral to their classes, where their voices are heard in the classroom, field, and in the design and implementation of their academic careers. Advisors support their endeavors, help clarify their options, and help them see their personal aspirations and goals within a larger context – academic, personal, ecological, artistic, service-related, and global. We want to help students be agents of positive change in the world. The College's educational philosophy emphasizes individualized attention, and the graduation process is not designed primarily for efficiency in the way more traditional college and university processes are. Students read about it in their handbooks. They hear about it during Orientation. Yet, like any journey, the questions, issues, and subtleties are only urgent as students encounter the obstacles and opportunities strewn along their paths.

Learning and Evaluation

At Prescott College, students demonstrate their academic goals and achievements through learning contracts and portfolios. These convey an overview of the activities in which the students are engaged, and provide the results of these efforts. To evaluate mastery of the material, Prescott College uses a system of performance-based evaluations, consisting of student self-evaluations combined with narrative faculty evaluations. Instead of distilling student progress into a single letter grade, the 150-word narrative evaluations allow faculty to articulate the learning process, and the results, in detail. Students can elect to receive a grade. For students who request grades for at least 90% of coursework, the College can calculate a grade point average.

Learning Contract

Students are involved in directing and personalizing their education by developing a learning contract for each course. All classes begin with a learning contract between student and instructor. The contract describes what the student wants to study within the parameters of the course syllabus, and how the student will demonstrate what he or she has learned. Within these constraints, students and instructors negotiate objectives, activities, and criteria for evaluation. Contracts enable both each student and the instructors to individualize course content and activities.

Portfolio

Students keep a portfolio, or learning journal, for each course they take. The material contained in the portfolio is primarily a teaching and learning tool that provides a basis for documenting the learning process, for feedback, evaluation, and future reference. The content and nature of the course portfolios vary considerably depending upon the subject. The portfolio may contain personal journals, class and field notes, reports, papers, and reflections on readings.

Black Diamond

Finding Yourself in Nature: Orientation

"An afternoon thunderstorm rolls in. The buzz of cicadas fill the air. It's orientation time." -Julie Munro

Each fall, nearly two hundred new Prescott College students find themselves in "the classroom," as thousands have done before them- the breathtaking, sometimes raw, and diverse terrains and environments of the Southwest.

New Prescott College students learn about themselves, nature, and the ways of Prescott College in Orientation, the most revered of Prescott College's traditions, thus beginning the journey of developing the relationships with self, each other, faculty, and the natural world which underlie so much of the learning at Prescott College.

For most students, orientation will mean, as it has for thousands before them, a three week Desert, Mountain, and Canyon Expedition (a.k.a. Wilderness Orientation).

For other new students an Equine-based Orientation and two base-camp options, Environmental Restoration and Cultural Prehistory of the Southwest, and Life-Centering and Health-Based Practices offer a range of learning experiences which reflect the changing needs of incoming classes.

These field-based programs allow students of varying needs, interests, and abilities to successfully complete orientation in the format that has the most personal relevance for them and that introduces them to our experiential, field-based curriculum.

The Desert, Mountain, and Canyon Expedition unfolds during a three-week backpacking excursion through breathtaking environs of the Desert, Mountains and Canyons of the Southwest. Rigorous back country travel, map and wilderness navigation, and study of the ecology and natural history of the region foster a sense of place and a growing connection to the land and its inhabitants, human and otherwise.

Equine Orientation offers intensive experience working with horses in a field setting. Interacting with horses challenges students to relate to other sentient beings on a new level, facilitating greater personal understanding and interpersonal communication abilities. This Orientation includes time at the College's equine facility, Chauncey Ranch, learning the fundamentals of relating to horses as well as a horse packing expedition exploring the natural history and ecology of the area.

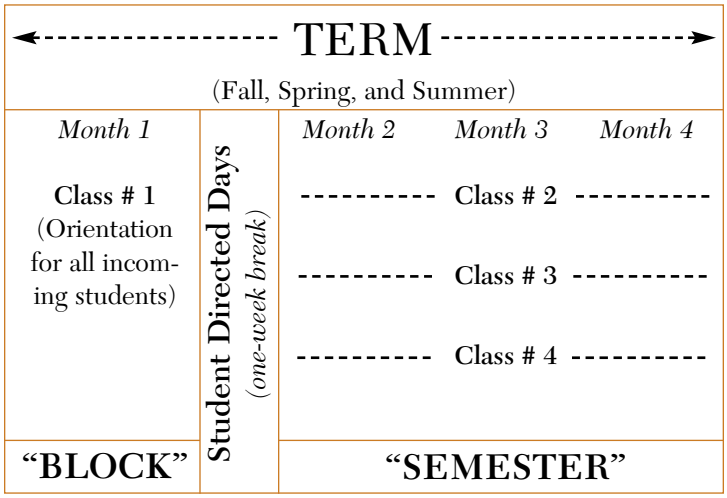
Environmental Restoration and Cultural Prehistory of the Southwest Orientation fosters understanding of the ancient and contemporary connections between human societies and the environment of the region, including hands-on experience in an environmental restoration project.

Students engaged in Life-Centering and Health-Based Practices Orientation explore the integration of nature, yoga, Qi gong, meditation and reflection in actualizing human potential.

Structure of the Curriculum

Blocks and Semesters

The school uses a novel "block and semester" term. A block is an intensive, four-week long course dedicated to one subject. A semester is an eleven-week period when students can take several classes simultaneously. During block periods, students are expected to be 100 percent available and dedicated to the class. Many classes take place in the field. Block classes move at warp speed. Students are expected to keep up their assignments as they travel, camp, mesh with local communities, conduct field studies, and apply their knowledge to the understanding of real world problems.



Small Classes: Classroom and Field-Based

Prescott College classes are small, allowing for more opportunities to participate, debate, and interact with the faculty. *U.S. News and World Report* consistently recognizes Prescott College for achieving one of the nation's lowest student-to-faculty ratios. The College maintains an authentic student-to-faculty ratio of 10:1 in on-campus classrooms and as low as 5:1 in field-based studies. Small classes encourage students to think critically and express themselves clearly, and enable faculty to meet individual interests and needs. Small classes are an ideal forum for developing students' analytic, writing, speaking, and critical thinking skills.

Independent Study

In any given term, up to one-third of Prescott College students design and enroll in independent studies. Independent Studies, undertaken individually or in groups under the supervision of faculty sponsors, qualified mentors, or outside organizations, are an integral part of the College's curriculum and an important component of self-directed learning. These studies provide important learning experiences for advanced students and serve to significantly extend the range and diversity of the curriculum and round out degree plans in preparation for graduation. Recent examples of Independent Studies completed within the six program areas include:

Adventure Education

Adaptive Skiing/Challenge Aspen
Environmental Factors Coinciding with Stress
Maximizing the Body's Potential
Inner Game of Women's Athletic Pursuits
Outdoor Rehabilitation Program for Troubled Youth
Wilderness Therapy & Personal Transformation

Arts & Letters

Applied Voice
Contemporary Literature & the Environment
Exploration of Human Anatomy & Self through Mixed Media Art
Experiments in Musical Improvisation
Advanced Modern Greek
Semiotics & Visual Media: Reading Postmodernism

Education

Adolescent Voices in Literature
Creating & Managing Learning Communities
Environmental Education: Practicum
Holistic Conventions of Language Arts
International Environmental Education Program Development & Administration
Secondary Education Methods for History & Government

Environmental Studies

Ethnographic Research & Food Systems
Calculus III
Case Study & Assessment of Urban Ecological Design
Environmental Law
Marine Mammal Anatomy, Physiology, Conservation & Rescue
Studies in Quantum Physics

Cultural & Regional Studies

A Study of Sustainable Community-based Economics
Advanced Spanish & Cultural Immersion in Oaxaca, Mexico
Contemporary Social Movements in Mexico: Case Studies of the Zapatistas, the PRD & the APPO
Conversational Swahili & Maa
Direct Service in Gulfport, MS to Aid in Recovery & Rebuilding Efforts Due to Hurricane Katrina

Law & Social Change

Human Development

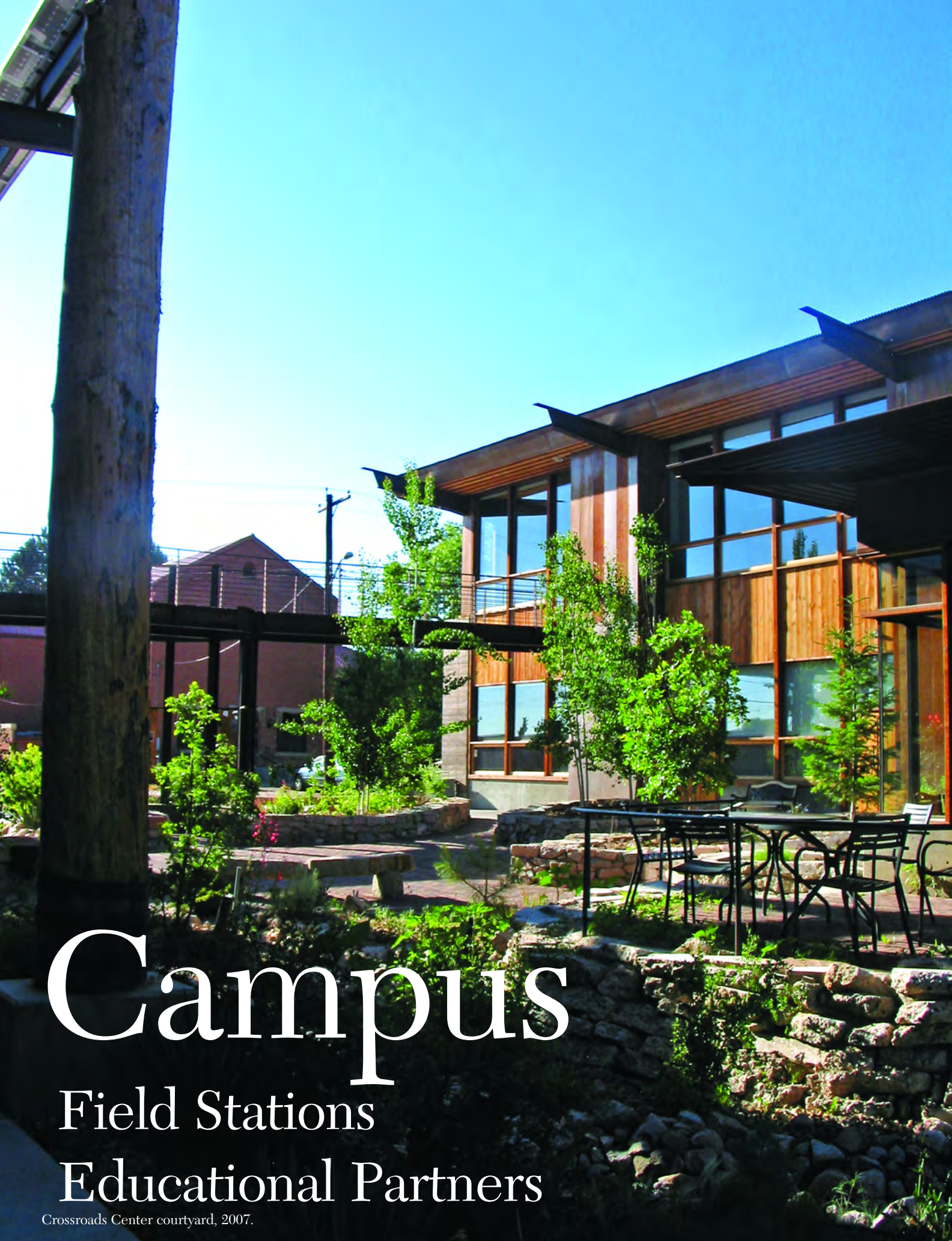
Advanced Topics in Counseling Theories & Practices
An Internship on Advocacy & Social Change
Emotional Intelligence: An Integral Perspective on Leadership
Foundations of Cross-Cultural Psychology
HIV/AIDS Outreach
Human Development & Human Rights: Freedom to Develop & Realize One's Human Potential

Internships

Internship experiences can supplement and strengthen students' educational programs, allowing them to apply their knowledge and skills and clarify future goals. Internships help students test their career choices early and develop the self-confidence, communication skills, and professionalism needed to perform competent work after college. Previous graduates have completed as many as four internships, varying in length from one quarter to over one year. Some students return to their internship sponsors for post-graduate employment. The Student Life Office maintains active files of organizations and job contacts to help students find internships that enhance their educational programs.

Organizations Where Students Have Recently Served As Interns:

Amnesty International
Arizona–Sonoran Desert Museum
Baja Expeditions
Boojum Institute
California Institute of Earth, Art, and Architecture
Center for Economic Conservation
Explore Magazine
Highlands Center for Natural History
Joppa Flats Education Center
Mingus Mountain Residential Treatment Center
New England Aquarium
Outward Bound
Penn State University's Berks Campus
Rocky Mountain Field Institute
Sierra Club
Turning Point Shelter
Utah Avalanche Forecast Center
West Yavapai Guidance Clinic



Campus

Field Stations
Educational Partners

Crossroads Center courtyard, 2007.

Prescott Campus – No Edifice Complex

Prescott College is an eclectic mix of buildings that once served other purposes. "Recycling" buildings is one tangible way in which the College demonstrates its commitment to sustainability, minimizes its footprint upon the environment and keeps budget priorities focused on students and faculty.

Manzanita Building

Main Administration Building

220 Grove Avenue

The College acquired the historic Sisters of Mercy convent building in 1976. The Sisters of Mercy operated the primary medical facility for the northern portion of the Arizona Territory at this site. The Manzanita Building is a remnant of the old facility and housed offices, the chapel, and dorms for the sisters. The College quickly outgrew the building. Throughout the next twenty-five years the College leased or purchased buildings in the neighborhood, much like medieval universities that were organized by students in rented quarters, and embraced the ecological mission of recycling underused spaces in the heart of town.

Crossroads Center

Classrooms, Café, Community Room, Library

215, 217 Garden Street

Behind the Manzanita Building, adjacent to Butte Creek, the Crossroads Center, was erected. Both Crossroads Center buildings are two stories, and together they enclose approximately 22,000 square feet of usable floor space, plus infrastructure. These buildings were designed to demonstrate the College's environmental philosophy. Eco-friendly materials and sunlight blend aesthetically with the natural landscape. State of the art electronic infrastructure support the College's educational needs. Whenever safety and other rules permitted, students worked with the demolition and construction teams.

The south building houses eight classrooms and large and small meeting rooms. The Crossroads Café serves organic, locally grown food. It has indoor and outdoor seating and two kitchens. The Café provides catering services for the conferences, workshops, campus meetings, and residential and non-residential programs of the College.

"I wanted to stress how important it is to me that the cafe doesn't go corporate. I really appreciate how the cafe uses whole foods to produce wholesome, nutritious meals. Through the Café, there is a focus on learning about the food we consume and about locally grown foods. I appreciate the work you do and the atmosphere you create. I wanted to let you know that those factors played into my decision to come to Prescott College." Sarah Thiel Butner

The north building houses the library (Information Commons). Beyond the still-growing collections and access to millions of texts through interlibrary loan and electronic access to journals, it is equipped with electronic infrastructure to support wireless computing and provide access to the College Website and the Internet. The Crossroads Center has become a community gathering place where one can find students hanging out between classes, having bake sales to support their causes, or see hand-painted banners hanging from the bridge announcing everything from dance performances to vigils, social actions to community meetings.

Computer and Learning Labs

Two student computer labs are located in the Crossroads Center. The Crossroads Center complex also provides wireless access to laptop users.

The College has several lab classrooms for study in biological sciences, earth sciences, geographic information sciences, and atmospheric sciences located in other buildings on campus.

In addition to the Manzanita Building and Crossroads Center, the College has 16 other buildings. These buildings provide additional classroom and office space, equipment storage, logistical support for the College's field-based activities, visual arts facilities, office space for the student newspaper *The Raven Review* and literary journal *Alligator Juniper*, performance facilities, and student housing. Prescott College maintains three permanent fieldstations in remote locations. The College participates in several educational partnerships that support various aspects of the curriculum.

Other major facilities, field stations, and educational partnerships are profiled in this catalog in association with the program area most closely associated with each.

Consortium Exchange Opportunities

Prescott College is a member of two major college consortiums which provide opportunities for students to experience vastly different campus cultures with different political and social milieus. Students live in different geographic regions, and develop a rich comparative intellectual perspective via temporary student exchanges.

The Eco League

In 2003, Prescott College joined four other ecologically oriented colleges and universities to create the ***Eco League***, a five-college consortium of schools that includes:

- ***Alaska Pacific University***
- ***Green Mountain College***
- ***Northland College***
- ***College of the Atlantic***.

The institutions share similar missions and value systems based on environmental responsibility, social change, and educating students to build a sustainable future. Many of the schools were original members of an organization known as the North American Alliance for Green Education (NAAGE), founded by students of Prescott College over a decade ago. The Eco League provides for students and faculty exchanges and serves as a medium for cooperative environmental education and activism.

Consortium for Innovative Environments in Learning

Prescott College also is a member of the ***Consortium for Innovative Environments in Learning*** (CIEL), an eleven-college consortium of so-called "alternative" colleges and universities:

- ***Alverno College***
- ***Berea College***
- ***Daemen College***
- ***The Evergreen State College***
- ***Fairhaven College*** at Western Washington University
- ***Gallatin School of Individualized Study*** at New York University
- ***Hampshire College*** (a member of a Five-College Consortium, which includes Amherst College, Smith College, Mt. Holyoke College, and the University of Massachusetts–Amherst)
- ***Johnson C. Smith University***
- ***New College of Florida***
- ***Pitzer College*** (a member of the Claremont Colleges, a college consortium located in Southern California that also includes Pomona College, Claremont Graduate University, Scripps College, Claremont McKenna College, Harvey Mudd College, and The Keck Graduate Institute).

Stand-Alone Exchanges

Prescott's stand-alone student exchange relationships include:

- ***Fisk University*** in Nashville, Tennessee
- ***Telemark College*** in Norway
- the ***ECOSA Institute*** (an ecological design institute located in Prescott, Arizona)
- the ***SOS Conservation Project***
- ***Sail Caribbean***.

Other Educational Partners

Coyote Radio

For over a decade Coyote Radio Theatre's been airing its offbeat, avant-garde radio theatre plays and in-depth arts reporting on various radio stations in the Prescott area. Over the years, the annual Day of the Dead Radio Dinner Theater event helped founders Andrew Johnson Schmit and wife Angie MAP '05 develop a near-cult following and raise the funds needed to debut an upscale studio at the Raven Cafe. Coyote Radio now podcasts, webstreams, and airs shows on its own signal, and through a partnership with Prescott College is gearing up to present new programming to the community. Motivated students have opportunities to develop programming, engage in internships, and learn about management and new media distribution.

Arizona School for Integrative Studies (ASIS)

Prescott College students may receive credit and certification as a massage therapist through completion of a three-month summer course through our partnership with ASIS. ASIS offers full-time, transpersonal training dedicated to the whole person. Students explore human anatomy and physiology, hydrotherapy, and a wide variety of massage modalities, all while heightening their sensitivity to the human soul.

Adventure Education

Arts & Letters

Cultural and Regional Studies

Education

Environmental Studies

Human Development

Academic Programs

Alaska, 2006.

Adventure Education

At Prescott College, adventure education is defined as an experiential process that takes place in challenging outdoor settings where the primary purpose is to build and strengthen inter- and intra-personal relationships, personal health, leadership skills, and environmental understandings. The field of adventure education holds tremendous promise for contributing to our society and environment in healthy and significant ways. The possibilities for social and environmental change are as numerous and as varied as the number of students pursuing an AE degree.

Adventure educators must be liberal artists, having explored broad perspectives that complement and ground their specialized study. Students are offered the ideal balance of structure and freedom in designing their degrees. The structure and requirements are core elements of the field and help to ensure a well-rounded and interdisciplinary approach to studies. Within the specified requirements students can influence their paths by choosing courses that match their hearts' desires for learning. Graduation with a competence or breadth in Adventure Education is based on a collection of appropriate course work, and the demonstration of a balance of theoretical understanding and practical experience. The faculty and instructors of the Adventure Education Program support courses of study that show a clear demonstration of competence, and allow for diversity in experience and exposure.

The Adventure Education mission is to provide the best education available at the undergraduate level. The program models the mission of the College by providing students with many opportunities to develop character, leadership abilities, practical and technical experience, theoretical grounding, health and fitness, and sensitivity to the environment. Faculty and advisors are committed to helping students acquire outdoor skills and knowledge as educators at a standard of competence that will enable them to become leaders in the field. Past graduates have played important roles in developing adventure education programs across the nation.

The Adventure Education Program graduates students with competences in the following areas:

- Adventure Education
- Adventure-Based Environmental Education
- Outdoor Experiential Education
- Outdoor Program Administration
- Wilderness Leadership
- Student-Directed Competences/majors *(examples)*:
  - Adventure-Based Tourism
  - Expedition Leadership
  - Experiential Adventure Education

Adventure Education

Students in this competence area gain a solid foundation of outdoor pursuit skills, leadership theories, and experiential education. Facilitation of adventure activities for groups, with the goal of increasing self-confidence and social skills among participants, is the major focus. Students graduate as academically and technically competent outdoor teachers who can apply their skills to diverse groups and environments. They can analyze problems, and identify and evaluate appropriate resources and trends with regard to environmental and social issues, cultural differences, and individual student's uniqueness.

Adventure-Based Environmental Education

Environmental Education encourages the discovery and understanding of the Earth's natural systems and the human role in those systems. Adventure education has typically put more emphasis on outdoor skills instruction and group dynamics. This emphasis explores the developing interface between these two fields from a philosophical and practical perspective. It is appropriate for students who anticipate employment in the adventure education field, and who recognize the importance of environmental education in their instructional repertoire.

Outdoor Experiential Education

This option is for those who want to design hands-on curriculum and teach in the outdoors. It provides a background in educational theories and philosophies, and the

Idaho, 2007.

technical, interpersonal, and group skills needed to be a competent field instructor. This competence balances a combination of technical outdoor skills and experiential education methodologies that help students develop their own educational philosophies and teaching styles. Students refine their teaching skills through opportunities to deliver diverse content in both wilderness and classroom settings. Students are prepared to work with people from diverse backgrounds and learning styles.

Outdoor Program Administration

The Outdoor Program Administration emphasis enables students to develop the administrative and leadership skills required to operate a successful adventure education program. Topics covered include: program design; safety and risk management; legal liability; hiring, supervising, and evaluating staff; fiscal management; access to public lands; and program leadership.

Wilderness Leadership

The wilderness leadership emphasis enables students to develop a high degree of expertise in a variety of technical, adventure-based activities. Wilderness leadership provides students with the skills and ability to guide and instruct others in activities such as whitewater rafting, sea kayaking, rock climbing, mountaineering, and skiing in a safe, enriching, and responsible manner. This includes accepting wide-ranging responsibilities for health and well-being of both clients and the environments where the activities take place. In order to support good decision making and appropriate actions, leadership training goes far beyond learning the use of low-impact camping and travel practices. Environmental, economic, and cultural issues; ethics; recreational management of public lands; and changing social values and demographics are all part of this competence.

Student Directed Competence Examples

Adventure-Based Tourism The study of natural sciences, outdoor program skills and education needed to create an ethical outdoor experience for tourists. This competence fosters a broad view of biology, geology, ecology and related disciplines, and proficiency in teaching and facilitating outdoor experiences and natural sciences to a broad population.

Expedition Leadership Students develop the skills necessary to guide/teach outdoor activities in a commercial and institutional setting, and to conduct adventure activities in a safe, enriching manner. A strong set of technical skills are developed along with a broad understanding of environmental and cultural issues to minimize impact on physical, biological, and cultural resources.

Experiential Adventure Education Students develop character, leadership abilities, practical experience, technical expertise, theoretical grounding and sensitivity to the environment. They actively engage in teaching diverse of student populations in outdoor environments. Students learn group process facilitation, expeditionary planning, risk management, curriculum design, teaching methods, and personal growth techniques while becoming proficient in adventure-based activities.

Joshua Tree National Park, California, 2006.

Granite Mountain, Prescott, Arizona 2006.

San Juan Building

Adventure Education Equipment Warehouse

370 Garden Street

Disguised as a quiet lumberyard, the Equipment Warehouse opens its huge bay doors to reveal a world of adventure.

The 2,800 square-foot Equipment Warehouse is a storage facility housing the college's field equipment and provides a staging area for forays into the wilderness. The state-of-the-art equipment and inventory are regularly rotated to provide students with access to the latest in adventure gear. "I'm hard-pressed to think of another college program that has a fleet of boats as nice as ours," comments work-study Nathan Stayrook Hobbs.

While field course support is the Warehouse staff's main purpose, the division has grown into an entity of its own and functions as a well-oiled machine. Up to five work-study students and one full-time staff member work year-round to repair equipment, order replacement gear, keep track of student rentals, and help students and instructors prepare for safe and exciting journeys.

The Equipment Warehouse staff provides equipment for camping, backpacking, rock climbing, mountaineering, ski touring, avalanche forecasting, white-water kayaking and rafting, sea kayaking, and canoeing.

Healthy, filling meals are crucial to all Prescott students, especially in the field. so they visit the food rations room before heading out of town. They can choose from a variety of bulk dried goods. Students can shop here to save money while living in town. First aid and medical supplies are available for students to slip in their packs before they head out to the field.

Another important member of the Equipment Warehouse team is the Director of Field Operations. Prescott College has so many classes traveling, camping, and using public lands that this important position is needed to keep track of applications for and coordinating of the required permits. The College operates all its academic field-based programs under permits issued by federal and state governments when required.

Colorado River, 2006.

Retracing John Wesley Powell's Journey down the Green and Colorado Rivers by Erica Ryberg and Mary Lin

A group of hardy Prescott College students and instructors in the *Wilderness Exploration and Landscape Studies* course departed from Flaming Gorge, Utah in early October 2006 for a "life-changing" trip in a riverborne classroom through the Colorado Plateau. The trip carried them through three states and into the winter months, as they retraced the 1868 journey of explorer John Wesley Powell.

Determined to explore unmapped terrain, Powell and ten men put in at Green River Station, Wyoming and rafted down the Green River, eventually passing into the Grand Canyon. During the trip, they lost much of their food and gear and were nearly killed by river rapids.

Though many never expected to see the men alive again, five of the original ten emerged as heroes several months later, having solved the mysteries contained in the West's most famous canyon system.

"Nobody knew what was down there," said trip leader John Farmer. "The mapmakers usually left the canyons blank or they drew in Indians or dragons."

It's the first time in over a decade that Prescott College has retraced the route, once considered impassable by pioneers and Native Americans alike. In 1992, faculty member Julie Munro '85 designed the trip as part of her master's thesis at Mankato State University in Minnesota.

Arizona native Emily Bacon has "a whole new perspective" on her home state after the trip, she said.

"Growing up in Phoenix, I never really connected that the grass in my yard was green because of the Colorado River," she said. "My family spent a lot of time down in the Grand Canyon, and I was surrounded by my grandfather's art – he was an artist and head park ranger at the Canyon in the 1920s. But it was really eye-opening for me to descend down into the plateau, to see it from the river, and to learn about all the politics and issues related to water."

While she learned about the environmental controversies around the Glen Canyon Dam construction, she was also fascinated to see the new migrating bird territories that have resulted. "Sometimes we only hear about the negative aspects [of projects]," she said.

Offered under the banner of Wilderness Exploration and Landscape Studies (WELS), the course is the culmination of three years of planning and obtaining permits on the part of Lead Instructor John Farmer. According to Farmer, returning to the river is an opportunity to use a spectacular landscape as a classroom. He asserts the trip is without precedent in higher education. "No other schools do 21-day trips, much less 70-day adventures," he said.

In this modern-day reprise, the students juggled lesson-planning and teaching with rafting and practical outdoor living skills in an effort to learn how to teach natural history in an adventure education setting.

Studies on the river engaged the 11 Prescott College juniors and seniors in diverse topics including teaching theory, group dynamics, and white water hydrology. "Prescott College sees value in learning through adventure and always has. People learn a lot about life through adventure and adversity. Specifically through adversity," said Farmer.

Teaching on a river during the wintertime has built-in challenges. "What kept me up at night is wondering what the students should wear on their feet," Farmer said, although he noted that the team "planned so hard that we really didn't have any major issues or crises. I think our biggest danger was overdosing on chocolate," he laughed.

Professor Joel Barnes noted that he's always deeply affected by the immersion in nature that a trip like this offers.

"We saw lots of wildlife up close: amazing birds, elk, lots of animals. The river has its own moods and sets the tone and the way you feel from day to day. We all discovered that we very quickly attuned to the river...came into a rhythm with it."

According to Farmer, though day-to-day life on rafts dominated much of the student's time, they nonetheless rigorously pursued the academic portion of the trip. "We brought a huge library with us," Farmer said.

On November 3, halfway through the quarter, the College presented a conference at Green River State Park featuring guest speakers Julie Munro, Grand Canyon Wilderness Coordinator Linda Jalbert, and Grand Canyon guidebook author Larry Stevens.

Sierra Nevada, 2006.

The Littlest Birds Sing the Prettiest Songs: Wilderness Leadership and the Feminine by Erin Lotz

A van's stereo can be a potential source of contention when heading out on a road trip with a group of college-aged women. Deciding to exercise my authority as instructor and matriarch of this flock headed to Yosemite National Park, I quickly put in my favorite CD. At first, only a few in the van were entertained by the Be Good Tanyas, a women's trio of bluegrassy folk music. By the end of our three-and-a-half-week intensive Prescott College course, all felt that this music was our anthem, our front-country energy source, and part of the glue that bonded us.

The chorus of the first song on the CD pronounces, "The littlest birds sing the prettiest songs," which is particularly fitting. We were eight female students and one female instructor. We set out to learn theories in women's psychology, their application to the field of wilderness leadership, and to challenge ourselves physically in a beautiful landscape. In one of our first class sessions, we studied women's physiology and noted how women are generally smaller than men. Though sometimes a hindrance when our work involves carrying heavy backpacks and cold weather, we shared the benefits of our lesser stature in field settings. Additionally, we discussed stereotypical social traits of masculine and feminine qualities as found in both women and men. We learned that connectedness, gentleness, and selflessness are typical of the more feminine. We affirmed that the beautiful feminine qualities that many women possess can be more valuable for wilderness leaders than size, strength, or speed. Thus, to us, the littlest birds do sing the prettiest songs.

Our first voyage in the backcountry of Yosemite National Park entailed a nine-day backpack through alpine terrain where we had the opportunity to summit many grand peaks including Mt. Lyell, the highest peak in the park. On day two we ascended what we affectionately called Peak 11,282. This peak was first climbed by three women in 1931; Julie Mortimer, Alice Carter, and Eleanor Bartlett. It struck us as ironic that this peak, first climbed by women, was left nameless while countless mountains less striking than her were the namesakes of male geographers, explorers, and politicians. Though women have been adventuring in the wilderness for centuries, they have been relatively invisible in history.

Stories from this Prescott College course illustrate several important curricular components critical for women to become visible, as well as to thrive, in wilderness courses. These components include structure and choice, relationship building and individuation, building connection before challenge, and valuing feminine characteristics in leadership. Men may notice that many of these components would benefit males as well. True, as the generalizations are applicable to gender socialization more than sex. The words "masculine" and "feminine" apply to both men and women since we each are a balance of differing gender characteristics. Though the focus of this writing is on females, it is intended that all involved in outdoor education can benefit from the following information and anecdotes.

Structure and Choice

On day three, half our group summited Vogelsang Peak, linking arms and hollering at the top of our lungs, while the other half, at the base camp, laughed out of control, wrote in their journals, or rested aching bodies. A journey in camp, or through one's emotions, was as appropriate a learning opportunity as reaching the top of a mountain. Both groups were having worthy wilderness experiences.

The National Outdoor Leadership School suggests structure is a factor to which female students respond well. Therefore, my intention was to provide a solid structure for this course. While the more masculine tolerate, and may even prefer, a more improvisational approach, clear steps and objectives allow women to relax and settle into what is to come. I gave the students a clear syllabus with a travel itinerary as well as due dates for several reading and writing assignments. Before the trip began we had ample planning days for folks to ask questions and be well prepared. We gave structure to our hiking one afternoon by instituting an expectation of not hiking more than fifteen minutes in any one position in the line. Many women are physically slowed down by the

idea of being the slowest; continuously hiking in the back of the line can be both physically and emotionally exhausting. It is as if the metaphoric weight on each woman's shoulders affects her pace as much as would additional pounds in her backpack. My student Dana found this to be true. Once she spent her fifteen minutes in the front she felt energized, capable, and yes, faster – all things with which she had previously struggled when taller, stronger men took up positions in the front of a group. Women who worry that they may slow the group are often hesitant to hike in front. That day our structure allowed Dana, as well as each of us, to experience leading the group without the discomfort of having to assert ourselves to do so.

Also critical, however, were choices – for both academic projects and physical activity days. When able to choose to go up peaks rather than have them as assigned destinations, women have a more personally affirming experience.

Dense Mitten, former director of Woodswomen, Incorporated, explains, "In order for a person to internalize an experience as her own, she has to choose it and acknowledge that she chose it." Clearly this approach would suit men as well. With fewer opportunities to feel empowered over their live's paths than men have, women can find a rare refuge from this societal norm in wilderness. On many hiking days, students were given the option to choose their pace and therein honor their own body's abilities and speed. Often, Erin W. chose to hike near the front of the pack, sometimes arriving at our planned destination an hour before our last little bird. Being able to release energy through her hiking helped her to relax and focus while we were in camp.

Obviously, every academic course must have goals; however, our task as leaders is to maximize the number of choices for each individual to obtain those goals. For example, on the day previously mentioned when students chose their activity for the day, initially several of the students felt they were supposed to choose the more physical option. They subconsciously believed that they had no choice, that there were predetermined good and bad alternatives. Others put pressure on themselves to make the perfect decision, lest they regret it later. It is important for the instructor to put a high value on each option given. Society historically has given greater appreciation to the more tangible achievements of the mountaineer who reaches the summit than to the one who descends to tend to her or his soul. If activities are given differing value, students will applaud themselves (and others) only to the degree of worth of the chosen activity.

Individuation and Relationship

The 3,000-foot ascent of rocky terrain leading to the glacier at the base of Mt. Lyell was enough to bring some of our group to tears. Making it to the summit was becoming less desirable and less probable at our collective pace. The obvious choices were to have the group turn around and head back to camp or to continue up to the summit, leaving slower members behind. Rather than summitting or returning, we chose to change our goal to something that everyone was capable of and invested in. We'd make the glacier our destination, an alpine feature that none had experienced before. Together spirits rose. We were an intact group once again. We arrived at the glacier, laughed, took photos, and enjoyed each other. Once all were content with our visit to the huge river of ice, we made a plan for our descent. I set a time when all must be below the terminal moraine. Students individually assessed their energy level, desire to summit, and their pace. Joy and Laura chose to attempt the climb before heading down. The three of us went up until steep, unrelenting ice kept us from reaching the summit, then hiked down joining the rest of the group, each of us satisfied as an individual and as part of our flock.

A common goal of outdoor education programs is personal growth or the development of self. Kurt Hahn, co-founder of Outward Bound, encouraged young boys to develop their identity and self through striving for self-reliance, craftsmanship, physical fitness, and service. To Hahn, individual achievement was a key component to individual development. Carol Gilligan tells us that for women, however, identity development is encouraged by intimacy. Expecting young girls to become more independent, or more self reliant, may run counter to their natural tendencies. A young girl's primary model, from birth, is the mother-daughter relationship. She is soon aware that caretaking is a large part of the feminine. Moreover, Gilligan tells us that relationship and responsibility are the moral pillars for the feminine, while the more masculine make moral decisions based on rights and rules. Under this premise, most women will base fairness on a complex network of people's effects on each other rather than a more masculine system of justice based on a pre-determined right and wrong. The bottom line, how we relate to others, as well as care for others, is critical in girls' and women's development.

This emphasis on responsibility and relationship to others is clearly not to suggest girls and women are unable to do things on their own. Rather, the intrinsic motivation behind separation, or finding their independence, is to more capably care for others. Kurt Hahn's "service founded in compassion" is not alone sufficient to illustrate the fullness of a woman's caregiving. From her empathetic standpoint, a female feels a personal purpose in the act of caretaking as much as the product of the care. Sara and Laura illustrated this feeling in their comments after climbing our most difficult peak, which became a short day for them but a very long one for other students. They felt guilty for being safe in camp while others were clearly going to return in the dark. Sara and Laura wanted to use their own strength and energy to trade places, to take on the burden for their peers.

As wilderness leaders and outdoor educators, we can cultivate personal growth and identity development in both males and females while at the same time honoring the moral objectives of all genders through a balance of both individuation and relationship. To our group, individuation meant having personal choice, each woman hiking at her own speed, being responsible for her own camp (setup, cooking, cleanup), and becoming an expert on a particular topic to share with the group. Relationships were cultivated through providing a physically and emotionally safe environment where students felt comfortable expressing themselves to others and were given the time to do so.

Connection Before Challenge

We embarked on our intended fifth-class climbing curriculum two weeks into the course. After two days of rest, research, and resupply in Mammoth, California, we returned to Tuolumne to hike into Cathedral Lakes. Our campsite for the next five days placed us on high granite slabs overlooking Cathedral Lake and with Cathedral Peak maternally watching over us. In 1869, John Muir said of this place, "This I may say is the first time I have been to church in California." We certainly felt blessed by the beauty surrounding us. Some also felt a nearly religious awe of the peak, which we would have the opportunity to climb on our final days.

Rock climbing can be an intimidating endeavor for any person, male or female; however, by sequencing group activities correctly, women may find challenge and risk easier and more successfully undertaken. A familiar sociological model of group development suggests groups progress from Forming, Storming, Norming, to Performing, and on to Adjourning. This model, however, was developed through the study of men's and co-ed groups. Linda Schiller suggests that the middle three stages be "altered" for groups of all women. Her work is in group therapy, but her theory is applicable to outdoor education as well. After leaving the first stage of polite interactions (forming), women advance to a stage called establishing a relational base. Only after experiencing their commonalities do women move on to the next stage, mutuality and interpersonal empathy.

Progressing beyond simple connection, in this stage women form bonds that allow for empathetic understanding of similarity as well as difference. The previous stages allow for a sense of safety through which challenge and change can then be approached. In this fourth stage, women are able to more confidently self-disclose emotional issues or to try new physical and mental challenges such as rock climbing. Groups of women then progress to a stage of adjourning similar to that of co-ed groups. I can recall many climbing days where the approach to the climb was spent catching up on the relationships of my climbing partners. For my female friends, this sharing plays a prominent part in the success of the climbing day. The apparent "gossip" is in reality a crucial element to improve the level of intimacy prior to attempting the challenge of the climb. For my male friends, the climb itself would likely rate higher as a measure of that climbing day's success.

There is physiological evidence that connecting with friends can actually serve to reduce stress in women. When women are under stress, the hormone oxytocin is released. Rather than the typical fight or flight response, oxytocin encourages women to tend children and gather with other women instead. When a woman "tends and befriends," her body releases more oxytocin, which further calms her and reduces stress. Oxytocin is one hormone released during the act of breastfeeding. This is an illustration of both nurture and nature further solidifying the connection between women's physiology and caretaking. High levels of testosterone, which men produce, reduce the effects of oxytocin. Men do not enjoy oxytocin's effects as women do; however, their higher levels of testosterone may better predispose them to using the fight or flight mechanism more effectively.

By the time we attempted Cathedral Peak, we had bonded to the extent that we knew the first concert each of us had attended, we had spent Dana's twentieth birthday

eating cheesecake in lightning drill position under an electric sky, and each student had experienced another's empathetic arm around her at some point. One student, Sonya, reacted to this bonding in a particularly refreshing way. Back in Arizona, she had always followed her boyfriend up climbs. But during our month in the Sierra, something changed for her. Despite the fact that the mountains were bigger and we were more remote, Sonya wanted to take on lead-climbing. Her body was strong and calm, her mind clear, and her heart so proud of her own accomplishments. Sonya had had enough time to settle into our group and to feel that her peers were there to support her efforts. She felt safe enough in that connection to then put herself out on a limb (or, in this case, a flake of granite).

Timely Feedback

Feedback was shared casually throughout the course: teacher to student, student to teacher, student to student, and

student to herself. The feedback most dreaded was the inner voice telling us that we were not doing well, we were not strong or fast. We often joked that this was an audio tape that plays over and over unless we can figure out how to hit "auto-reverse" and listen to the flip side, the positive inner voice. At certain points in the trip we all had a hard time finding that button on our own. For women more than men, external reinforcement is often critical. Many girls and women rely on others to form a concept of self as they find it hard to trust the perspective from within. Joy, for example, was in the middle of a tough section of a climb. She called out that she wasn't going to be able to "pull the move" and needed help rigging an alternative. My reply was not that I would come bail her out, but rather that I knew she could do it and she needed to try again. In minutes she appeared over the crest of rock proud for having succeeded. Nothing in her ability had changed. Only her self-concept.

Media has contributed to this focus on external perceptions. Women are consistently, though often unconsciously, encouraged to change their actions and appearance to please others. We see pictures on TV and in magazines of how we are supposed to look. Soap operas and movies show us how we are to act. The disappointing comparison of ourselves to the unrealistic media image of women is a powerful and unavoidable source of feedback.

Our own psychology, however, contributes as well. With relationship and connection so important to our own self-identity, knowing how we are measuring up to others (male and female) is a clue to the potential for alliance. Without that alliance, our identity of self is left in the balance, an area for uncertainty. Instructors, as well as fellow expedition members, can benefit female students by simply dispelling the uncertainty. If she is doing well, tell the student. Additionally, if she has a specific area for achievable improvement, let her know that as well. If we have the tools and information to better create our connections – whether in love, friendship, or professionally – as a result our sense of self can be enhanced as well.

Valuing the Feminine End of the Feminine/Masculine Continuum

Tara is a storyteller. Sonya doles out hugs without hesitation. Sara doesn't pass gas or belch in public. Joy keeps her stuff clean and tidy. Shana enjoys when others join her in processing her thoughts. Dana always has an open ear. Laura heats water in the morning for others and offers up her down jacket to those colder than she. Erin W. allows her weakness to show and interprets it to us with ultimate strength. These are not necessarily characteristics held solely by women, but they are traits that add to each of these women's individual styles as a student and a leader. As is so evident in groups, each student is made up of many socialized characteristics that fall in different places on a feminine/masculine continuum. Traditionally, however, the field of outdoor education has valued the more masculine characteristics: adventurousness, risk taking, ambition, self-confidence, independence, and self-reliance. Incorporating inherently feminine tendencies into women's (as well as men's) leadership style allows them to lead more confidently, capably, and authentically.

In a more feminine environment, to show one's vulnerability as well as to put one's energy into caring for another is celebrated. A leader tries not to answer all questions independently or, for example, to navigate for the group. Rather, she shares information and tasks and navigates with the group. Women for years have been socialized to take supportive roles such as wife, nurse, and secretary. In this field, women have often acted as the support system for men's adventures. Hundreds of years ago, women were cooking or sewing to support mountaineering expeditions. Today, female students on adventure education courses offer a new gift. They are repeatedly the ones to open the doors to personal disclosure. Though both genders have a need for an emotional outlet, it is usually women who more publicly express their emotions. Without necessarily being verbalized, women's ability to express themselves can be a relief to male students. Women are doing much of the work to cre-

ate emotionally safe environments and to provide a place for pent up frustrations, fears, or worries present in all members. It is essential that we start to recognize this as truly important work – as important as leading a climb, as carrying a heavy pack, or as arriving in camp first. Cultivating a healthy emotional environment serves a need for all in a group. This is leadership.

Tara presented a workshop on the loss of girls' voices at adolescence. Her teaching style addressed her topic so appropriately. Rather than report information to us, she encouraged us to tell our own tales of childhood and adolescence. Each point she made led seamlessly out of the last person's story. She leaned in and met us with sincere eye contact. She smiled at funny examples and showed empathy to the sadder stories. She was effectively leading us to an understanding of adolescent girls in a very feminine manner. She encouraged communication and emotion, two components that speak volumes to women.

Sure, there will be tasks to be done and decisions to be made in an assertive, timely fashion (first aid situations or mountaineering days for example). Men do not have the monopoly on these characteristics, however. Women should feel comfortable moving around on the continuum of masculine and feminine traits. Jill Lawrence, a talented veteran climber and outdoor educator, joined our group for our ascent of Cathedral Peak. At the base of the climb, one student's nerves made her flustered, hesitant, and teary-eyed. In her British accent, Jill eventually said something to the effect of, "Well, Love, we don't have time for that, and its not getting you anywhere. So get ready and tie in." Jill's compassionate yet no-nonsense demeanor was both appreciated and truly respected by the students. She helped the student overcome her "self-sabotage" and their trio climbed the 700-foot granite monolith in a timely and safe manner.

Studies show that men are more accepted when they integrate feminine styles into their leadership. Conversely, when women take on masculine characteristics, they are perceived as acting incongruently with their nature and, therefore, inappropriately. How, then, can women be authentic leaders? Debra J. Jordan speaks of Transformational Leadership, where power is disseminated to the group members to accomplish tasks. Because women see leadership more as a dynamic role than a static position, it is often easier to share responsibilities and allow the person with strength in a particular area to step forward when appropriate.

Immediately after the completion of the course, one student, Joy, enrolled in the most technical course offered through the Adventure Education Program at Prescott College. In recent years, this course has appealed to very few women and very few have had the skills to enter the course. (She was one of only two females in the class.) Nevertheless, Joy is confidently entering into a profession where she may someday find herself at the top of mountains named after her, the mark of a capable woman no longer invisible.

Conclusion

The final assignment for this course was to choreograph a slide show for Prescott College allowing us to share our learning with the larger community. Beautiful journal entries were read by the students with awe-inspiring photographs as the backdrop. We then invited the audience to ask us questions. Students were exceedingly eloquent, charismatic, and expressive. We were almost immediately asked to list actions leaders can take to empower female students. Both the students and I were nearly stumped by this particular question. Though we had certainly achieved a higher level of empowerment, it was difficult to parsimoniously articulate to others what we had done. Though the question motivated me to begin writing this essay, I believe that a definitive list is impossible to compile. That said, sharing our intentions for the trip does provide insight for empowering anyone struggling to separate gender roles from sex; therefore, our intentions included:

- Providing both structure and choice
- Cultivating both individuation and relationship
- Experiencing connection before challenge
- Giving timely feedback
- Valuing the feminine traits in leadership

Leaders should, however, not stop here. We must continue to learn about gender psychology and its application to wilderness leadership and outdoor education.

Women can be competent backcountry travelers and wilderness leaders without forcing the more masculine characteristics. Furthermore, it is when women are empowered to be their true, authentic selves that they will be more inclined to take on challenges such as high-risk activities or more technical tasks. By giving structure and choice, by cultivating relationship prior to challenge, and by supporting with positive feedback, we can help our female students succeed. We can allow our littlest birds to sing their prettiest songs.

Alumni

The Lovely, Killer Snows by Chase Edwards

When mountains turn deadly, avalanche forecaster Mike Bromberg '06 knows what to do.

While skiing in the Alps last spring, Mike Bromberg watched as tons of snow broke away from the mountain and crashed down the slope, killing several people. While the fact that he was just yards away from the killer mass of snow was something of an accident, Mike had just finished his Senior Project on avalanche forecasting for his degree in Wilderness Leadership, and he knew the avalanche itself was no accident. Although emotionally wrenching, the event reaffirmed his choice of career path and determination to save others from the fate he'd just witnessed.

Hundreds of people die in avalanches every year; in fact, in the United States alone, there were 24 fatalities in the last season, according to the American Avalanche Association and the USFS National Avalanche Center. While some of these accidents cannot be prevented, Mike knows that many are due to poor choices made by travelers in the backcountry. Last winter Mike completed his Senior Project while interning in Colorado at Crested Butte Mountain Guides and Crested Butte Avalanche Center. Mike educated skiers on how to minimize the risk of the catastrophic convergence of humans and sliding snow. His work included backcountry ski guiding, avalanche forecasting, and instructing avalanche education courses. "It was a great opportunity to further my education by immersing myself in the winter snow pack," he explained, "as well as teaching the public about the avalanche phenomenon." He remains immersed; he's now a full employee with the Guides.

Mike also earned an Avalanche III Certification, as well as a Level I Avalanche Instructor Certification, from the American Institute for Avalanche Research and Education. The Avalanche III Certification is the highest American avalanche certification available, earned only through rigorous testing. "Its a pretty big feat for someone so young," said Alan Bernholtz, owner of Crested Butte Mountain Guides. "Because of the certification, I'm able to give him more work in advanced terrain."

Mike's interest in avalanche education began early. He learned to ski at age five on the hills outside Toronto, Ontario. "I remember skiing out of bounds with friends…thinking that something wasn't quite right about the conditions, but being enticed by the fresh powder," he said. "I wanted to learn how to travel in the winter backcountry environment without being killed." Although he moved to Plano, Texas at age 12, he was undaunted by the change of terrain, "I just had to work a little harder for snow," he said. The only really good thing about Texas is that its close to mountains." (Read: many trips to Colorado.) Prescott College courses, including Alpine Ski Mountaineering and Avalanche Forecasting, helped Mike expand his interests to embrace snow metamorphism and avalanche forecasting.

During the winter Mike guides backcountry ski tours and teaches avalanche courses, and during the rest of the year he guides climbing, mountain biking, and backpacking tours for Crested Butte Mountain Guides. "He is a great addition to our team," said Bernholtz, "a great guy with a lot of skills." Mike is also currently working on his American Mountain Guides Association (AMGA) Certification in both ski and rock.

Senior Project

Laura Beebe Takes on Global Climate Change by Mary Lin

Even though she's a native Alabaman, Laura Beebe '06 did not need Hurricanes Katrina and Rita to drive home the impact of global climate change. For her senior project she spent 45 days backpacking and studying changes in the Arctic. She kept scientific "grinellogies" – natural history journals of flora a fauna distribution – and completed snow research with the Earthwatch Institute, recording baseline data on type and conditions. She rounded out her studies with an examination of human impacts, leading an Arctic backpacking expedition with teen girls and interviewing Native peoples about the impacts of conditions on their lives.

"I have always had a passion and draw to wild, pristine environments. The summer I was there was the coldest in over a generation, but the summer before, the region experienced a heat wave with ambient temperatures over 100 degrees, and lots of forest fires. It can get really hot because the sun is up for 24 hours. I saw vegetation on fire on top of the permafrost. I saw firsthand how quickly the atmospheric conditions can change. I did a lot of reading beforehand, studying how the permafrost is melting and spreading the tree line north. This has significant impacts on bird, caribou, and other animal populations."

"I talked to several scientists working with polar bear populations who foresee a significant decrease in the bears' snow-denning areas because of lessening snow drifts and pack. The pack ice is melting three weeks earlier and coming back three weeks later, so the polar bears are forced to sit on the shoreline and wait for the freeze so they can go out and hunt. Their primary food is seals. There's not access to them on land. A lot of them are significantly thinner than they have been in the last thirty years, much more aggressive, and having more interactions with people in the local villages. They are expected to be extinct within 50 years. It's very sad."

Laura also spent time with native people in the village of Anaktuvuk Pass, in the heart of the Brooks Range, listening to their concerns and thoughts on climate change.

"For the Inuit people it will cause changes in traditional annual migration patterns. The biggest thing I learned is the importance of including all voices, especially the Inuits, in understanding climate change. It's a collaborative effort among all the peoples who use the landscape to understand the systems and plan for the future."

"Climate change requires me to 'think big,' to understand the interconnections of many different systems, and to use a variety of academic approaches and information, including geography, chemistry, oceanography, natural history, and cultural studies. I read a great article that put it all in perspective, asking people in the scientific fields to become more generalized, and to understand the relationships between these major systems. That is what I've set out to do. In doing so I've combined my two areas of competencies, Adventure Education and Environmental Studies."

"Thinking big" also means understanding the interactions between warming, global currents, and the human impacts, including hurricanes and dramatic changes of climate in some regions, she said.

"The Arctic has an almost 80 percent albedo effect (with sunlight reflected rather than absorbed as heat) over a year. As the snow pack and pack ice decrease, darker vegetation and water are exposed. Much more heat is absorbed, which causes warming, which increases melt-off, which reduces snow and ice pack, and so on. Fresh water then enters the ocean, throws off the concentration of salt in the water, and changes circulation, with saltiest water sinking to the bottom. This messes up the habitats and microclimes of countless organisms," she said.

"Scientists are expecting that two circulation cells (circulation pattern of water movement) in the upper Atlantic around Greenland will shut down, bringing more cold water to northern Europe and maybe even a mini Ice Age. Growing up on the Gulf of Mexico I recognize that the same factors that increase hurricanes are warming up the permafrost in the Arctic. While I was off in the Arctic my own home town situated on the Gulf Coast suffered through three hurricanes and one tropical depression in just one season. The implications of a warming Arctic will produce larger ripple effects worldwide, but with more research we can began to have a better understanding about what to expect in the future."

Prescott, Arizona, 2006.

Arts & Letters

The mission of the Arts & Letters program is to enhance the ability of students to think critically and creatively, to understand divergent perspectives, and to communicate powerfully through a variety of artistic mediums. Through experiential learning and the study and practice of art, language, and literature, students are able to integrate individualized study programs which emphasize personal creativity with a historical and theoretical appreciation of the rich tapestry of human experience. Students become strong and flexible artists and writers with a well nourished aesthetic awareness and a creative response to the issues facing humanity.

The Arts & Letters Program graduates students with competences and breadths in the following areas:

- Creative Writing
- Interdisciplinary Arts & Letters
- Literature
- Performing Arts
- Photography
- Studio Arts
- Visual Arts
- Writing and Literature
- Student-Directed Competences/majors *(examples)*:
  - Art Education
  - Communication and Social Consciousness
  - Dance
  - English
  - Journalism
  - Mixed Media Sculpture
  - Painting
  - Photography: Emphasis in Social Documentaries
  - Photojournalism
  - Theatre

Arts and literature students flourish at Prescott College. The College's commitment to a small student-faculty ratio, student-centered learning and self-direction, individualized plans of study, and alternative methods of teaching all reinforce an artistic approach to education. An academic year is characterized by events including art and photography exhibitions, literary readings, dance and theatre performances, slide show presentations, lectures, informal dialogues, panel discussions, and the Arts & Letters Faculty Showcase.

In Performing Arts, there are numerous student shows and class presentations. Village Life, in connection with the African Inspired Dance and Drumming course, meets weekly to celebrate the power of community through music and dance. The Dance Workshop and Theatre Production classes produce shows each year. Students can arrange independent studies and internships with various regional and national dance and theatre companies. Choreography in the Community, Children's Theatre Workshops, and the Green River Project, an inspired dance performance in the canyons of the Green River engage the local community.

Students in the Visual Arts produce small- and large-scale exhibitions of their work done in the context of their photography and fine arts courses. At the end of each quarter, and in conjunction with graduation weekend, Arts & Letters sponsors a Student Art Walk, with student work exhibited throughout the campus. Studio Arts students study the history of art and hone their talents in painting, drawing, sculpture, and printmaking, with specialized classes in ceramics, book making, and glass blowing. Photography students combine basic skills technique in black and white, color, and digital imaging with theoretical, historical, and aesthetic specialty work in alternative processes, documentary photography, contemporary perspectives, and photographer as social artist. The Visual Arts Exhibitions Practicum allows students to participate in the selection of visual art for the College's national literary magazine, *Alligator Juniper*, and the student newspaper, *The Raven Review*.

Recognizing that a diversity of viewpoints and disciplines is essential to a dynamic arts education, the Visual Arts program supports an artist-in-residence program designed to bring practicing, professional artists to Prescott College. These artists teach a master class in their field, and conduct a public artist lecture and a weekend workshop that is open to the community. The Visiting Artist Lecture Series invites four

to five professional artists to campus each year.

The Writing and Literature program co-sponsors The Southwest Writers Series, which brings nationally acclaimed and emerging writers to Prescott for informal dialogues and readings. Students may work on the staff of the College's student-run newspaper, *The Raven Review*, and *Alligator Juniper*, which publishes fiction, nonfiction, poetry, and photography from nationally recognized authors and photographers along with Prescott College student contest winners in each category.

The Visual Arts program offers several endowed scholarships and fellowships for enrolled students:

The Clowes Foundation Visual Arts Scholarship

This annual scholarship is awarded to a continuing Resident Degree Program Arts & Letters student working toward competence in any variation of the Visual Arts. The scholarship assists the student with tuition costs or creative/academic project expenses.

The Roseanne Cartledge Arts Scholarship

This annual scholarship is awarded to a continuing Resident Degree Program Arts & Letters student working toward competence in any variation of the Visual Arts and assists the student with creative project expenses.

The Frederick & Frances Sommer Foundation Fellowship

The Frederick & Frances Sommer Fellowship is a gift to Prescott College to assist the academic and artistic endeavors of a senior Arts & Letters student. Established in 2000, this Fellowship provides housing in the Sommer cabin during senior year enrollment. The cabin is equipped a spacious studio and a black and white darkroom. The Fellowship is intended to support the concentration necessary to educate the aesthetic sensibility of the chosen student. Students in the Arts & Letters Program are eligible to apply during their junior year. The Fellowship is nondiscriminatory toward the various disciplines of study within the Arts & Letters Program – all students are encouraged to apply.

Dorothy Ruth Ellis Endowed Scholarship

The Writing and Literature program offers the Dorothy Ruth Ellis Endowed Scholarship to recognize an outstanding student in Writing, Literature, or Journalism.

Performing Arts

The Performing Arts are an integral part of a liberal arts education. Students explore aspects of history, culture, literature, the environment, and society through their study of theatre, dance, and music. The courses offered in this area range from appreciation to full production, challenging students to move from foundation courses to skills courses, from theory to practice, from the academic study of performance to actual performance.

Arts & Letters offers one competence track and three breadth tracks in Performing Arts:

- Performing Arts Competence
- Performing Arts Breadth
- Theatre Breadth
- Dance Breadth

These tracks are interdisciplinary, and have potential for community outreach, teaching, and service. Students are encouraged to link performance with other areas of study. The courses in the Performing Arts, especially skill-building and production courses, are experiential and demand that students develop a high level of problem-solving skills. Performing Arts are an important contribution to the larger community. Students can choose an integrated Performing Arts curriculum that combines theatre, dance and music. Limited music curriculum is devoted to the appreciation of music as a discipline and as an art form. The strongest areas of study are theatre and dance. Theatre and dance stress a balance of self-expression and attention to craft. Students develop skills in acting, directing, and design; study foundations in dramatic literature and theory; have opportunities to perform in full-scale productions, and write their own plays, screenplays, and performance pieces.

Dance courses encourage interdisciplinary, experimental, and cross-cultural approaches to performance. An emphasis is placed on body awareness and cultivating a mind/body/spirit connection. Students have several venues for performances, including the annual Theatre Production and Dance Workshop: Conception to Production, formal performances, informal performances, and class showcases. Students are encouraged to develop special interest areas. Special topics courses in performing arts are offered regularly.

Visual Arts

Visual Arts encompasses many art disciplines, technical methodologies, and scholarship. Students have opportunities to think creatively and critically, address current and historical issues of societal and environmental concern such as censorship or eco-sensitive art, and develop studio arts and photographic skills from foundation to mastery. The program emphasizes understanding of various studio arts and photographic media, an awareness of historical and theoretical issues and concepts, and development of personal vision, creativity, and expression.

The curriculum introduces students to the importance, impact, and influence of visual arts upon the individual and society. From basic craft through advanced theoretical studies, the curriculum establishes a foundation of ethics, responsibility, philosophy, and craft. Students develop confidence and commitment within their creative spirit as they express themselves. Most of the classes have field components, which focus on technical field practice, visits to museums and galleries, interviews with local and internationally known artists, participation in conferences and lectures, and collaboration with students from other programs around the world. Students gain professional experience in curating exhibi-

Phantom Tollbooth, 2006

tions and presentations, facility maintenance, and working alone and within a community.

Studio Arts

Students explore creative interests in more traditional media: drawing, life drawing, painting, sculpture, and printmaking; and non-traditional areas: environmental art, mixed media production, bookmaking, textile design, and glass arts. Learning takes place in the classroom, museums, and studios of local artists. Students can develop an individualized focus of study, including landscape, abstraction, or working with models in a studio setting. Students are challenged to create strong and dynamic portfolios, and to see their projects from conception through exhibition. Throughout the year, students participate in student art shows. Courses, such as Abstract Art and Nature, Women in Art, and Textile Design, focus on the aesthetic, cultural, spiritual, and environmental contexts for art.

Photography

Photography is a tool and a language. It is a tool for instigating change, and a language for discovery of the known and unknown aspects of the world, and for expression of the perceptions of these discoveries. Photographic processes reveal the personality of the practitioner and enlarge the vocabulary of the audience. Photography students build confidence in their creative vision, and challenge the rest of the world to consider their participation within that vision. The curriculum introduces students to the technical, theoretical, and historical craft, as well as the artistic and social potential of the photographic medium. Courses emphasize fine printmaking and intermediate and advanced courses in Large Format, Color, Alternative Processes, Contemporary Perspectives, History, New Technologies, and the Photographer as Social Artist. Students build a strong, thematic portfolio from conception to exhibition. At the center of the photography program is the Photographer as Social Artist sequence of courses. Students often travel extensively and examine other cultures in order to understand their own culture and values, and to interpret the icons and images that play a role in their lives.

Writing and Literature

The Writing and Literature competence corresponds directly with the liberal arts mission. Literature students have the opportunity to explore classic and contemporary poetry, fiction, plays, screenplays, and nonfiction. Students are introduced to literature from various cultures. They become careful readers, able to effectively analyze and synthesize. Writing courses are designed to help students hone their creative and critical writing skills, to produce original pieces of polished work in a variety of genres, and to learn how to give and receive constructive criticism in workshop settings.

A full curriculum in all genres of creative writing – poetry, fiction, nonfiction, and scriptwriting – is offered. Courses in literature include Literature as Experience, Shakespeare, Vintage Verse, World Novel, American Novel, Women's Literature, and Literature of the American Dream. Cross-disciplinary literature courses include Holy Books, Vertical Margins: Literature of Mountaineering and Exploration, and Family Systems in Film and Literature. Combination writing and literature courses allow students to study a particular sub-genre of literature, such as The Memoir or Short Story Cycle or Forms of Fiction, and create their own body of creative work. Field-based courses include: Travel Writing: Journey as Metaphor, Sense of Place: Alaska, and Advanced Fiction Writers Workshop. Students learn how to evaluate each other's work and to use that feedback to create strong stories, poems, essays, and scripts.

The centerpieces of Writing and Literature are *Alligator Juniper,* an annual literary journal and *The Raven Review,* the student newspaper. *Alligator Juniper* is student-staffed and faculty-mentored, publishing nationally recognized poets, fiction and nonfiction writers, photographers, and Prescott College student contest winners in each category. The journal has received the Association of Writers and Writing Programs Directors Prize for content in 2001 and 2004.

The College's literary community is enriched by its award-winning student-run newspaper, *The Raven Review*. The paper won First Place with Special Merit in the 2007 Amercan Scholastic Press Association student press competition. Six issues are published each year for a subscriber base of over 5,000. Students writing for *The Raven Review* have broken major local and regional stories, including stories about jail inmate abuse, grazing rights, and regional environmental politics.

Arts & Letters sponsors the Prescott College Arts Council, which supports writing and literature-related activities. The Southwest Writers Series hosts nationally acclaimed and emerging writers for informal dialogues and readings. Writers in the Community is a service-learning practicum, and the New Play Development & Production Practicum features student-written short plays. Playwrights work with student actors, directors, and designers in a repertory-style company to stage full productions. Students share their work through public readings and class-generated anthologies.

The literature curriculum is designed to provide students with the methodological skills necessary to be good close readers of literature. Student can complete a degree in literature that provides significant exposure to the standard canon, through a combination of introductory and advanced interdisciplinary coursework, including: individual and group independent studies, and creative writing courses with a significant components of literature study.

The literary curriculum emphasises an inter-disciplinary approach. Courses like Literature of the American Dream, Short Story Cycle, Women's Lit, Family Systems in Film and Lit, In and Out of Africa, Vintage Verse, The Othering of American Literature, The American West in Film and Lit, Literature as Experience, Voices of the American Mosaic, Nature's Voice, and Historical Fiction often have crossover into other areas of the curriculum. There is a blending of literature with creative writing in courses like The Memoir, where students read six book-length memoirs, 20 chapter-length memoirs or excerpts, write a paper, and give a presentation on one of the books. Students write and workshop a 20-30 page memoir. These upper division courses emphasize writing and literature equally.

Interdisciplinary Arts & Letters

Students pursuing an Interdisciplinary Arts & Letters competence complete significant work in at least three areas of the program. Students pursuing an Interdisciplinary Arts & Letters breadth complete significant work in at least two areas. They take introductory, intermediate, and advanced courses in different areas, and are encouraged to design independent studies (The Written Dance, Photo-Journalism, etc.) or take courses (Shakespeare, Writing as Performance, Bookmaking, Voices in Translation: Latin American Literature, Interdisciplinary Performance) which intentionally synthesize disciplines. Senior projects demonstrate an interdisciplinary approach. A recent senior project was a collection of the student's poetry and short stories, hand-bound using techniques learned in the Bookmaking class, and a multimedia performance of the students work.

Student Directed Competence Examples

Art Education Students develop awareness of historical and theoretical issues and concepts of personal vision, creativity, and expression within a firm understanding of various studio arts and instructional modalities.

Communication and Social Consciousness Students gain awareness of humanity's current situation and develop understanding of options leading society in a more ecological, psychological, and sustainable direction. Anthropology, philosophy, economics, global issues, ethics, mass media, ecological design, psychology and issues of social change are explored.

Dance Students develop proficiency in dance, expressive arts, technique, method, choreography, and introductory knowledge of psychology and counseling. Improvisation and group dance techniques are used to facilitate opportunities for self-expression and interpretation of personal experience.

English Students explore the language arts, including poetry, fiction, non-fiction, journalism, drama, literary critique, and creative writing. They develop familiarity with historic and contemporary works of importance, and knowledge of popular styles of writing and authors that typify genres.

Journalism Students focus on writing for media - magazine, newspaper, journal, commercial, technical, and public communication. They participate in college newspaper writing and production, prepare articles for campus publications while mentoring community writers.

Mixed Media Sculpture Students delve into personal reflection and self-analysis through exploration of the artist's place in the world. They explore ideas, beliefs, and emotions that comprise individuality, and gain competence in pottery, color study, painting, glass blowing, 3D design, contemporary art, and art history.

Painting Students develop a strong foundation in painting and experience in a variety of 2D art forms. They explore drawing, print on textiles, life painting, photography, and figure drawing, and gain a broad perspective of art through the study of art history, contemporary art trends, public art process, and art narrative.

Photojournalism Students merge the art of photographic image-making with journalistic-style writing and storytelling. They portray social, political, and environmental issues with the aim of educating and informing the public.

Photography as Social Documentary Students explore communication, anthropology, photographic theory and execution, journalism, and sociology. They addresses local or global issues such as sustainable agricultural practices, environmental conservation, or socioeconomic and political concerns to promote awareness and change.

Theatre Students study acting, classical training, production, children's theatre, movement/dance, creativity, scriptwriting, theatre history and literature, improvisation, and directing. They explore practical aspects of the theatre, including business practices and technical training through independent study.

Stories of Water in the Desert by Mary Lin

Students in Julie Comnick's block class in public art create a mural for the campus and community over Fall Block.

The Southwest, with its Mexican-influenced culture and heritage, has long been known for vibrant community murals and public art. This past Fall Block, students in Studio Arts Faculty Julie Comnick's Public Art: Mural Painting class added to that tradition by creating a mural on the wall alongside the Chapel building. Visible from Grove Avenue and the alley, the mural explores another historical aspect of the regional culture: our relationship with water.

The students agreed as a group on the theme for the mural, then traveled with Julie to Tucson to visit the Sonoran Desert Museum and for a guided tour of the Tucson-Pima Arts Council public murals. Along the way they worked in as many theme-related ecological, cultural, and historical sites as they could, "visiting mines, waterways, and desert…areas influenced by and involved in issues of water and drought," Julie explained.

The class collaboratively designed the mural on long rolls of paper, projected it onto the wall using multiple overhead projectors, and painted it with high quality exterior mural paint and varnish.

R. Wall, director of the Prescott Downtown Mural Project, offered tips on painting, guidance for the public proposal process for creating murals with the City of Prescott, and ideas on getting the community involved. He reinforced the student's intention to raise awareness of water issues in our history through the project. "Murals make a difference. They tell the story of the people who live here," he said.

According to Julie, the class alternates between creating a mural or a sculpture each year. As yet, no site has been picked for the next project.

SAM.L. HILL
HARDWARE CO.
MINING SUPPLIES
VEHICLES

Red Dog Woman,
Tina LaMarque Dennison

Sam Hill Warehouse

Prescott College Visual Arts Center

212 N. Granite Street

The Sam Hill Warehouse is significant for its historic associations with one of Prescott's oldest businesses and with the general economic growth of Prescott at the turn of the century.

The Sam Hill Hardware Company Warehouse was constructed in 1903 to serve the storage needs of the expanding Sam Hill Hardware Company. Architecturally, it is the best local example of warehouse construction for its building type and period. This beautiful building, constructed of red brick, and supported by massive cut stone piers, contains exposed wooden Howe trusses and a maple floor. Among its more significant features are the sliding wooden service and freight doors that open onto what was the building's own railway siding to the Santa Fe, Prescott, and Phoenix Railroad.

Ruby Pan,Travis Patterson 2005.

Prescott College acquired the building in 1993. The Warehouse has served as a venue for art exhibitions, concerts, readings, dances, fundraisers, and College community gatherings. Currently the Prescott College Visual Arts Center, "Sam Hill" houses a dedicated art gallery, art archive, permanent art collection, visual arts studios/classrooms (painting/drawing, printmaking, sculpture, photography, and digital arts), darkrooms, and art faculty offices.

Visual Arts Gallery

The gallery provides students, faculty, and the community at large with access to a diversity of exhibition, research, teaching, and public service opportunities. Student interns, under the direction of visual arts faculty, work in the gallery learning professional gallery management and exhibition skills.

The gallery is a venue for a variety of exhibitions, ranging from student shows to solo exhibitions by nationally recognized artists. The gallery facilitates students' demonstration of competence in the visual arts through class exhibits, independent studies, and senior project exhibitions. Gallery programming also includes exhibitions by local, regional, and national professional artists. Ongoing programming includes an annual juried student exhibit, the Arts & Letters Faculty Showcase, and the Visual Arts Exhibitions Practicum.

College students learn while teaching in the community by Hilary Eller

Service Learning Practicum sends writers forth to lead creative writing workshops at sites throughout town.

They learn by teaching, and, in turn, others learn as well. The eight students who were in Melanie Bishop's Writers in the Community class at Prescott College paired up and led creative writing workshops at sites throughout the community. The students were Iris Cushing, Melissa Doran, Eric Insel, Libby Jones, Sam Reed, Heidi McKye, Lara Ruggles, and Will Waterman.

> "My joy come in witnessing my students doing what I do out at these sites, bringing their passion for writing and literature to individuals who might not otherwise have the opportunity to take a writing class. I rotate among the sites on teaching days, and observe my students in action with their students. For me and for them, it's incredibly gratifying. This is the best of education."
>
> Melanie Bishop

Prescott House

Sam Reed taught at Prescott House for Men, a residential treatment center. Reed said he enjoyed the diversity in how his students expressed themselves and their willingness to try anything and everything. During one of Reed's workshops, he led 11 students through an exercise in which they each had five index cards, and on each one wrote down a different aspect of a short story – two characters, a setting, a situation, and a conflict. They shuffled the cards and then redistributed them, causing chuckles and some outright laughter, including conflicts such as one in which a dingo eats a character's baby and the character gets accused of the crime.

The cards included settings such as Coney Island, trash on the ground, sea gulls all over, near the fairgrounds, winter 1983, and characters such as Alan, a 33-year-old man from Michigan, a forensic toxicologist with the county sheriff's department. The Prescott House students wrote a story, using one card from each subject area.

"They're definitely more enthusiastic about it," Reed said of his student's progress. "Both with myself and with everyone else, everyone's getting more comfortable with the idea of having the class, and with my role of facilitating it," he added. The director of the Prescott House's programs asked each of Reed's students to commit to the entire 12-week class, but some Prescott College students did not have that luxury with the classes they taught.

> **Ode to My Car**
> By Eric V.
>
> I first saw you, cobras with bling,
> Curves like a supermodel.
> Paint so green trees envy you.
> So metallic, I was lovestruck.
>
> Seats like a giant glove,
> More beautiful than a white dove.
> Neck-snapping speed, indeed.
> Nobody loves you like me.
>
> So much power under the hood,
> Too much for my own good.
> You sound like a massive beast
> Screaming down upon the lands.

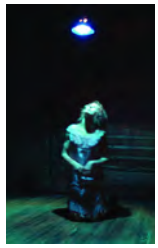
Blue Hills

Will Waterman taught at Blue Hills Academy, a residential treatment center for teen boys. He shared with the Prescott College writing class his plans to help his students start a newspaper. "They're so involved," he said. "They love it." The challenge, he said, was providing his students with a way to use the tools he'd given them during the first part of his 12-week course. The newspaper gives the students that opportunity, while allowing them to use their interests, such as writing, photography, and book reviewing.

> **My Favorite Time of Day**
> By Alice
>
> My favorite time of day is evening. The day is ending and there is a calm settling down – evening! There is a delicious supper waiting – oh! Then after the table is cleared and leftovers refrigerated, we relax.

Juvenile Detention

Iris Cushing and Libby Jones, who taught at the County Juvenile Detention Center, saw different students



just about every time they visited. If anybody needs to write, Jones said, these kids need to write.

She said she enjoyed watching the moment when each student's protective wall dropped away, and he became just a kid, struggling with adolescence. "He's not a criminal or a drug addict, he's just a kid," she said. Cushing pointed out the difference between herself as a writer and her writing students. "I use writing to form linkages," she said, when reading from a weekly journal entry, adding that for many of her students, writing has caused rifts between them and other people.

Everyday Struggle
By Ryan

Livin life in a concrete jungle
Everyday, a struggle
A juggle between right and wrong
Staying strong is a must
Because at any time
You can fall off
Or wind up
In handcuffs

And now you're stuck
In a five-by-seven

Steadily wondering to yourself
Do I finally get to die
And go to ghetto heaven

Peppertree

Eric Insel taught at Peppertree Square, an assisted living facility. Many of the people he worked with, he said, were difficult to teach because they have so much knowledge already. He called one of his students a poet/circus performer/lion tamer and a kindergarten through 12th-grade teacher.

Therefore, he's tried to make his workshops a cathartic writing group, where they could rethink some of their "self-imposed tyrannies."

Turning Point

McKye spoke mostly about her work at the Turning Point Youth Crisis Shelter, a crisis shelter for children and teenagers. Since her student population changed rapidly, she often improvised lesson plans. "I love that it can be that flexible," she said. "From what they responded to, I changed the lesson plan as we went. It blew me away to work with these kids so closely in such a short period of time. It made my week, every week."

Skyview School

Lara Ruggles taught with Eric at Peppertree, and with Heidi McKye at Skyview School.

Ruggles said she enjoyed the dichotomy of teaching adults one day, and middle school students the next. "It's neat to see how enthusiastic they are about creative writing," she said of the Skyview students. "On the other hand, with the Peppertree residents, with the creative writing exercises, you have to drag it out of them." Lara was home-schooled and this is her first experience with middle school.

"The kisd at Juvenile Detention consistently broke my heart and sewed it back together. Through their writing, they have pried open my world and crawled in. This class will be what I remember when I look back on my years at Prescott College."

Libby Jones

Alumni

Writing and Literature and Political Science

Desiree Andrews' '06 senior project combined her love of words with a passion for social justice in a narrated audio story about the deaths of migrants crossing the US-Mexico border.

"I've always been interested in radio as a medium," says Andrews, who documented "all the political elements that come together to create this problem. I'm coming in with the idea that our current border policy is failing, and its failing on many, many levels." Desiree recorded interviews with No More Deaths volunteers, activists, residents of the border area, and people who deal with border issues on a professional level.

No More Deaths is a coalition of individuals, faith communities, human rights advocates, and grassroots organizations advocating for reform of immigration policies and providing aid such as water and medical help to migrants crossing to the US. While working with the group, Desiree realized "storytelling…plays into activism. A lot of activism is bringing information to people and being able to engage them in a meaningful way."

After graduation, she wants to film a documentary with her friends, modeled after a movie called "My Date with Drew." In movie, an ambitious young man buys a video camera and films his attempts to get a date with Drew Barrymore. The version Andrews would like to film has a decidedly political bent;" she and her friends will be pursuing a date with John McCain.

Senior Project

Processing Experience Through Art

by Loryn Isaacs

Iris Cushing '06 traveled the world, working on organic farms in Fiji, New Zealand, Australia, Thailand, Europe, Spain, and South America. While working on these farms she developed a writing practice that intensified and crystallized her traveling experience.

"After doing very physical manual labor, I always spent a lot of time writing and drawing and painting. Those kinds of creative things were the most rewarding, having a creative way to process the types of experiences I had."

To continue her passion for the arts at Prescott College Iris began creating collections of work using various media and gained

an interest in sewing sculptural pieces and combining performance with writing.

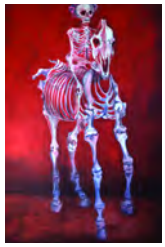
Iris crafted a site-specific sculpture at the Mountain Club playground and an accompanying performance for her senior project, "Ecstasy of the Obsolete." She created three dresses from different time periods – Italian, Renaissance, Edwardian, and 21st century – sized to fit over playground equipment. After filming the performance, the project was relocated to Sam Hill Warehouse. The project culminated with the performance projected on to the dresses.

The multimedia approach stems from her experience that "mixing different types of media allows you to address different ways that language and sculpture operate on different levels. It allows the artist to create a more complex idea than with just one medium. The overlap areas create an unexpected element – one type of medium is more controlled, but multiple mediums create a loss of control and chance."

She appreciates the artist community at PC and in Prescott because "there's a lot more room to explore, freedom to write however I want to write. Faculty and students have been really supportive of me going outside my comfort level. I've grown a lot in that way and been exposed to great work."

Last fall Iris completed an independent study called Synthetica with PC student Ramona Bradley '07, a performance series of spoken word poetry about different senses with sense-specific costumes. She won the *Alligator Juniper* 2007 Suzanne Tito prize in Nonfiction and also held the Frederick & Frances Sommer Fellowship for the '06-'07 school year. During late spring the Raven Café displayed a selection of Iris' work, including painting, drawing, and printmaking pieces.

After her stay at the Sommer house, Iris will take a residency in New York, North Carolina, and California. Iris plans to go to graduate school and teach creative writing and art and continue exploring ideas and experiences as a professional multimedia artist.



Tina LaMarque Dennison

Senior Project

Sacred Spirits: Women's Wisdom

by Loryn Isaacs

Emily Fitzgerald '06 uncovered a wellspring of inspiration when she photographed over a dozen women for a documentary on women and positive change in the world. By interviewing women from various professions, including educators, artists, and politicians with a range of ages and ethnic backgrounds, Emily created a book of portraits and quotes as a tool for empowering young women.

With an extensive background in commercial photography, Emily came to Prescott College hoping to integrate art and cultural and regional studies to foster social change and raise her own awareness of the role of images in society. As she says, "Art is a wonderful mirror to see and express and inspire, and we need to be aware of how images and the media affect us. By studying art it makes you more aware."

Emily's approach stressed the importance of holistic learning. To create artwork with greater power and potential to inspire, she integrated her creative passion, women's studies, religious studies, social activism, and human development. This philosophy developed during her cross-cultural field courses in Mexico and Kenya, in which Emily incorporated photography into her studies.

To create more resonating portraits of the 13 women she interviewed, Emily chose to take "environmental photographs," where her subjects were photographed in the environment where they felt most at home. This meant near water for one woman who works to promote access to fresh water worldwide, the office for a politician, and the studio for a musician. This approach avoided the stereotypical "woman pose" and told a story through each picture, capturing part of each woman's essence.

The process of searching for women to interview proved organic. Emily found that "every woman that I connected with recommended eight others," and her final product represented only a small fraction of the committed individuals she could tap. During her interviews, Emily gained a sense of each woman's vision for the future, general advice for women on how to maintain hope, and the motivations that spur them towards greater accomplishments.

Creative Writing Stars

***Sten Carlson** '97 is pursuing an MFA at the University of Pittsburgh, where he teaches composition, and a poetry workshop. He won the Ed Ochester award from the Academy of American Poets for his poem "Prayer for the Royal Palm Hotel," and his essay "Meeting." He is a poetry editor for* CutBank, *the University of Montana's literary journal.*

***Sam Reed** '05 is studying at the Iowa Writers Workshop for an MFA in poetry. He was given the Truman Capote Fellowship, which covers tuition and living expenses. He will also be a Teaching-Writing Fellow and teach an undergraduate poetry workshop. Sam won the John Logan Poetry Contest and had poems published in* Beloit Poetry Journal *and* Verse Daily.

Nepal - Porter carriyng pots to Khanbari Market, 2007.

Myanmar Shwedagon Pagoda Reflection, 2006.

Nevada Wier by Loryn Isaacs

Images of our world community

Award-winning travel photographer and '75 Prescott College graduate Nevada Wier has explored the globe, capturing striking images of the natural environment and its human communities. Between 1998 and 2000 alone she traveled to over 11 countries in South America, Europe, Africa, Southern Asia, and the Middle East.

One of Nevada's current books in progress, called *A Nomadic Vision*, will retrace the path of her travels beginning in the 70s by highlighting some of her key experiences. When she first went to Nepal, running a program for Southwest Outward Bound School, she realized in a major shift that "I was more interested in what was on the bottom of the mountain than the top."

Nevada tries to depict an individual's experience in their culture, and stresses that "I'm not just looking for new experiences, I'm also looking to expand my knowledge of the countries I go to. I'm attracted to what is beautiful in the world, but I'm not trying to isolate the mythical moment… I grew up in Washington DC, so politics is a part of my life, but not an overt part of my photography."

Nevada remembers her times at Prescott College as "having the biggest impact of anything. Because I grew up as a city girl, to me it was a wild or divine fluke of nature that I ended up in Prescott College. It had such an unusual educational paradigm for that time….Prescott was one of the only ones looking at integrating mind and body with the environment."

Nevada's works appear in numerous publications, including *National Geographic*, *Smithsonian*, *Outside*, and five books, several of them her own. *National Geographic Explorer* featured her on assignment in Ethiopia on the Blue Nile River, and she's appeared on the *Travel Channel*, *OLN*, and *ESPN*. She's also had interviews and articles in a number of travel and photography magazines.

Guizhou Proovence, China – Long hair Miao heading home from festival, 2007.

Recent and upcoming workshops in Nevada's schedule include the Sundance Photographic Workshop and Santa Fe Workshop in the Southwest, and in Bangkok, Thailand.

Costa Rica 2006.

Cultural and Regional Studies

The Cultural and Regional Studies Program explores the many ways – political, economic, social, and cultural – that human communities relate to each other and to their environmental surroundings.

The Cultural and Regional Studies Program graduates students with competences in the following areas:

- Cultural and Regional Studies
- Religion and Philosophy
- Peace Studies
- Spanish Language and Literature/Latin American Studies
- Student-Directed Competences/majors *(examples)*:
  - Agroecology, Ethnobiology & Sustainable Food Systems
  - Border Studies
  - Community and Social Change
  - Community Development
  - Global and Local Food Systems
  - History and Cultural Studies
  - International Relations
  - Political Ecology
  - Political Economy
  - Politics and Social Thought
  - Sustainable Community Development
  - Sustainable Development & Social Justice

Cultural and Regional Studies

The Cultural and Regional Studies competence area is an innovative approach to the College's liberal arts and environmental mission. Students are given the opportunity to understand varied cultural responses to the human condition and its environmental surroundings.

The curriculum is designed to enable students to think critically across a number of disciplines including anthropology, communication, economics, history, politics and sociology. Students pursue a combination of local and field-based courses and explore the interwoven forces of globalism and localism in a variety of cultural settings. This competence is complemented and enhanced by the rich variety of extracurricular activities at Prescott College such as the Amnesty International Club, the Aztlan Center for Environmental Justice, the Student Environmental Network, and the Gender and Sexuality Alliance.

The Cultural and Regional Studies competence provides the student with the explanation of the relations between and among the cultural practices of everyday life, economics, the material world, the state, and historical forces and contexts. Recognizing that "people make history in conditions that may not be of their own making," Cultural and Regional Studies seeks to identify all dimensions of power relations as they relate to different contexts, including when people are manipulated and deceived, and those times when they are active, struggling, and resisting. Whenever possible, the truly international nature of contemporary life is presented, while considering the differences that are the result of speaking from and in different contexts.

Areas of Knowledge

Cultural and Regional Studies includes Political Economy, Gender Studies, Border Studies, and Regional Studies.

Political Economy is the study of the relationships, among political institutions and values, economic institutions and practices, and the natural environment that supports them all. The study of political economy raises questions and hopes for change on a global scale. Through the methods of ecological economics and political ecology, students acquire a deeper understanding of the concept of "development."

Gender Studies is the study of questions of power organized around differences of gender. This area focuses on gender representations in the mass media, on the mapping of gender hierarchy onto the nature/culture distinction, and on the social construction of gender roles in private and public life.

Border Studies is a new and flourishing field of study that analyzes the layering and clashing of cultural practices and images. Prescott College's location in the Southwest provide a unique opportunity to consider "borders" as fundamental to analysis of the contemporary world. This decisive idea pushes study into the fresh and often uncharted conceptual territory

of exile, migrations, diasporas, ecotourism, post-colonialism, multi-culturalism, subcultures, and xenophobia.

Regional Studies focuses on the authenticity of bioregional and cultural location. Regionalism is a critical perspective providing new resources for identity and energies for re-imagining the nature of the nation/state. Regional Studies is bound by the particularities of place: history, language, cultural expressions, and physical environment. Study opportunities are available within the United States and abroad.

Skills/Methods

Students in Cultural and Regional Studies develop critical thinking skills and empathetic understanding across racial, gender, class, regional, international, and non-human structures and practices. They learn to interpret human behavior and culture, criticize written texts, synthesize ideas from various academic and real-life situations, and develop their own conclusions regarding social change. Students learn the research and writing skills appropriate to their areas of knowledge. In some cases, proficiency in a language other than English is recommended.

Ethical Issues

In giving to the word "ethics" its strongest meaning – a questioning concerning the distinctive character or spirit of a people, group, or culture – Cultural and Regional Studies encourages an ethos of concern as well as a lively critical consciousness.

Experiential Learning

The Cultural and Regional Studies curriculum provides ample opportunities for integrating theory and practice. Teaching and learning techniques vary according to the character and requirements of each course and include a variety of active learning situations between and among students, students and other teachers and mentors, on field trips, and through travel courses in the United States and abroad.

Religion and Philosophy

The Religion and Philosophy competence corresponds the College's liberal arts mission. Students experience and endeavor to understand the universal human process of understanding themselves and their world. Through religious studies courses, students have the opportunity to explore a wide variety of religious experiences, thought, institutions, texts, and ethics. The courses are designed to enrich and encourage students' efforts to relate to the sacred or spiritual aspects of their world. Philosophy introduces students to the great issues that have intrigued people through time. It offers them opportunities to develop their own personal philosophies. Students learn to think critically about and evaluate key issues and communicate their ideas orally and in writing. The religion and philosophy area seeks to integrate the human experience on both the intellectual and spiritual levels, integrating not only religions and philosophies, but also religion and philosophy within the humanities and the sciences.

The curriculum covers a broad range of spiritual and intellectual contemplation. Courses such as World Religions, Mysticism, Women's Spirituality, and Studies in Buddhism help students examine religion from several cultural viewpoints. Religious Ethics and the Environment, Interreligious Dialogue, Religion and Science, and New Religious Paradigms show students how religions are growing and changing to meet contemporary needs. Students can explore important historical issues in philosophy in Themes and Questions in Philosophy, History of Western Ideas, Eastern Philosophies, and the History and Philosophy of Science. Modernisms and Ideologies, Death and Dying, Prejudice and Intolerance, and the Individual and the State give students the opportunity to examine past and present life issues and reflect on those concerns to begin to create and act upon their own philosophies toward life. Students are also encouraged and expected to take related interdisciplinary courses such as Philosophies of Interpretive Naturalists, Human Rights Seminar, Ecopsychology and Wilderness Rights of Passage, and Environmental Ethics.

Most of the classes have field components, which include visits to museums and community religious institutions, participation in lectures and conferences, and meetings with meditation teachers, philosophers, and religious practitioners. Students are also encouraged, through class projects, to become more aware of themselves and their local and global community. Audio-visual materials, guest speakers, debates, and energetic class discussions engage students. At weekly "lunch-box" forums, students informally discuss current world problems and topics. Students are invited to submit columns to the student-run newspaper, *The Raven Review*, in an effort to engage the community in thought and discussion.

Areas of Knowledge

Students are introduced to general knowledge and familiarity with influential religious and philosophical concepts, figures, texts, and patterns of historical development, East and West. Students have a general understanding of important themes in the world's religions and philosophies. Students seeking intermediate-level knowledge of this field gain a greater understanding of one representative tradition of thought and practice from the East and one from the West. They gain a deeper understanding of two to three themes in philosophy and/or religion. Students seeking advanced-level knowledge of this field emerge with an in-depth understanding of one system of thought and practice and one theme in religion and/or philosophy.

Skills/Methods

Students in the Religion and Philosophy area hone critical thinking and empathic understanding skills, and develop research and writing proficiency appropriate to these fields. They learn to interpret primary texts, synthesize ideas and extrapolate conclusions, apply religious and philosophical

concepts and practices to personal, real-life situations, and use participant-observer techniques for field research.

Ethical Issues

Religion and Philosophy teaches and encourages students to examine their own and others' deepest-held beliefs and practices in a responsible manner. Students learn to formulate, express, and apply personal values in sensitive cross-cultural issues and situations. Students understand environmental issues connected with philosophical and spiritual interpretations of the nature of the world.

Experiential Learning

Religion and Philosophy invites students to actively participate both mentally and physically in the world around them. Students meet and interact with meditation teachers, religious practitioners, and lecturers who demonstrate various forms of thought and practice. Courses use guest speakers, active-learning techniques such as debates and film reviews, and field trips to enrich the students' learning experience and help them begin to see the world as an interconnected whole. Exercises included in these courses encourage students to develop their own philosophical views, religious ideas, and spiritual approaches to life. Students have the option to pursue field research projects that take them into the community. Local resources include the Hindu religious community in Skull Valley, various area Christian churches, Prescott's Jewish synagogue, the local Baha'i group, the Thai Buddhist temple in Phoenix, and the Tibetan Buddhist Garchen Institute in Chino Valley.

Peace Studies

The mission of the Peace Studies curriculum is to foster an academic environment in which students acquire the knowledge, skills, and experiences necessary for analyzing and resolving social conflict and for promoting peace in a variety of social contexts. The primary purpose of the Peace Studies curriculum is to educate students in ways of thinking, feeling, and acting that enable them to minimize destructive human behavior and to promote the principles of freedom, justice, respect, cooperation, love, and personal and global harmony.

The mission of Prescott College is to educate individuals who will make a difference in our world – agents of positive change and creative problem-solvers. Social conflict, from the interpersonal to international, and its destructive outcomes are pervasive in modern life. An essential feature is to educate students to exercise the knowledge, skills, and attitudes necessary for analyzing and resolving social conflict and for creating peace.

The importance of systematically including peace related subjects cannot be overstated. The world requires that its people learn to live peacefully with others. Peace can be defined as "a universal, voluntary, social condition of harmony among people and the environment, maintained in such a way that wars cannot occur." This definition connotes an absence of war, and the absence of preparation for war and even the expectation of war and destructive human conflicts.

In a democratic society, colleges have a responsibility to prepare students to exercise informed judgments about human and ecological survival and sustainability. In fact, this may be the most important function of a liberal education today. The topics and skills may be complicated and are often reserved for graduate studies, but there is no reason to exclude them from undergraduate study.

Academic preparation in this field requires that faculty members read, talk to colleagues, learn along with students, and utilize the original discipline in which they were trained to provide a basic framework for addressing the pertinent issues, thus enhancing the Peace Studies curriculum. It becomes the self-directed students' responsibility, with the counsel of their Individual Graduation Committees, to integrate their learning in this vital, interdisciplinary field.

The Scope of the Peace Studies Curriculum

This interdisciplinary field involves all programs of study in the Resident Degree Program. While its "home" is in the Cultural and Regional Studies program, it also includes Arts and Letters, Human Development, Environmental Studies, and Adventure Education. Students are challenged to grapple with the entire range of human conflict and peace; these include personal, interpersonal, family, organizational, communal, national, international, environmental, and global challenges.

- Personal, interpersonal, and family conflict are addressed in the curriculum strategies of the Human Development and Adventure Education, especially in Psychology and Outdoor Leadership.
- The philosophical, ethical, and spiritual foundations for conflict resolution and peace are addressed in the curriculum strategies of Cultural and Regional Studies, particularly Religious Studies and Philosophy.
- The legacies of war and peace at the personal, interpersonal, familial, communal, national, international,

and environmental levels are addressed in the curriculum strategies of the Arts & Letters, Cultural and Regional Studies, Human Development, and Environmental Studies programs, especially Literary and Visual Arts, Psychology, Religious Studies, History and Philosophy, and Environmental Studies.
- Conflict analysis and resolution at the community level, cultural and public policy, national and international, and environmental policy levels are addressed in the curriculum strategies of the Cultural Studies, Human Development, and Environmental Studies programs, chiefly in Psychology, and in Environmental Studies.
- Education for peace and conflict resolution are addressed in the curriculum strategies of the Education and Adventure Education programs, especially Education and Experiential Education.
- The Peace Studies curriculum is designed for a wide variety of people and professions involved in social and environmental advocacy and activism.

The curriculum and some of its particular features serve students who have these aspirations after completing their undergraduate studies:

- Graduate studies in Public Policy, Public Administration, Education, the Social Sciences, Environmental Studies, and related fields.
- Conflict mediation work with families, civil disputes, and workplace discord.
- Community and social service professionals, including advocates and activists.
- Staff, volunteers, and directors for local, national, and international nonprofit organizations.
- Staff and officials in local, state, and federal government.
- Specialists and managers in environmental management, community relations, and human resources departments.
- Labor and gender advocates concerned about human rights, environmental, and community issues.
- City and regional planners and designers.
- Environmental educators and other educators wishing to orient their work toward social and environmental justice.
- Community and environmental foundation officers.
- People integrating social and environmental justice concerns into spiritual work.
- People who want to bring relevant knowledge and skills from Peace Studies to other graduate studies or fields of work.

Areas of Competence, Learning Goals, Objectives and Activities

Scholars and practitioners demonstrate competence in Peace Studies when they are able to employ the knowledge, skills, and attitudes that are necessary for success in this interdisciplinary field. Four broad areas of competence may be used as a framework for planning to attain overall competence in the field. These areas of competence are translated into more specific learning goals, objectives, and activities by students and faculty as they negotiate course syllabi and course contracts.

The Foundations of Peace Studies and War and Peace may best be described as core competences and form the foundation for overall competence in Peace Studies. Typically, students complete a set of specific required and recommended courses to achieve these core competences.

Foundations of Peace Studies

Students acquire basic information and theory in disciplines that provide a foundation for general competence in Peace Studies. Students learn to examine conflict and peace from multiple perspectives, and begin to learn to think systemically. They deepen their ability to be reflective, and to help others be reflective, about their own values, as well as shared values. In these ways they also learn to "keep their eyes on the prize:" peace and conflict resolution.

War and Peace

Students achieve an interdisciplinary understanding of the sources and effects of conflict and peace-making, and are able to articulate a critical understanding of the economic, political, regulatory, and institutional structures underlying historical and contemporary social problems and debates. They are able to explain to other citizens the wisdom of historical peace-makers and help others understand the pervasive social and environmental effects of national and international socioeconomic structures, policies, and institutions.

When students complete the core competences they have the opportunity to pursue either generalized competence in this field, or more specialized competence, depending upon their areas of interest. Students pursuing general competence in Peace Studies usually take a variety of courses listed under all four areas of competence, including Conflict Resolution and Leadership Skills and Social and Environmental Justice. Students wishing to specialize may concentrate their studies in one or more of the areas of competence, usually by completing a substantial number of the most relevant courses.

Social and Environmental Justice

Students are able to analyze social and environmental conflicts, identify their roots, and articulate possible avenues toward social and environmental justice. Students gain in-depth knowledge about special domains in social and environmental justice such as environment-community dynamics of their local bio-region, socio-cultural dilemmas, and gender conflict. Competence means being able to explain to other citizens the relevant individual, social, political, legal, economic, and spiritual aspects of specific conflicts. Students develop additional research skills and deepen their knowledge in particular areas of interest through individualized research, study, and practical projects.

Conflict Resolution and Leadership Skills

Students acquire alternative dispute resolution skills and are able to apply them to real-world circumstances. They develop effective approaches to becoming peace ambassadors, and cultivate skills such as conflict resolution, diplomacy, mediation, arbitration, collaborative problem-solving, and participatory action research that enable them to participate effectively in a variety of social change processes. They become capable leaders, able to foster significant, positive, social and environmental change. They become capable of educating themselves about technical aspects of social and environmental issues through consultation with experts and independent research. Students are capable of successfully communicating information about technical issues to other citizens.

Spanish Language and Literature/ Latin American Studies

People partially understand the world community and environment if they only communicate in one language, or if an experience is limited to a single area or nation. Spanish and Latin American Studies help students achieve the following goals:

- College-level skills in written communication. Greater understanding and appreciation of one's own language is a major result of the study of a second language.
- The skills necessary to analyze problems and identify and evaluate appropriate information resources. The study of languages and other peoples introduces students to new ways of thinking and opens up new paradigms of information and resources.
- Sensitivity to, and understanding of, one's own and other cultures. This goal reaches far beyond the monolingualism and monocultural experiences of too many people in the world today.

This competence area focuses on mastery of Spanish as a language and the study of Spanish-speaking cultures through literature and history. It offers a comprehensive sequence of language courses at beginning, intermediate, and advanced levels. Students study at universities and language institutes in Latin America in intensives that can be linked with other courses students take at the College's field station in Kino Bay, Mexico. A rich array of courses are offered which center around the social, political, spiritual, and cultural contexts of Spanish-speaking countries. Courses such as Social Revolutions in Latin America and intensive travels to South America, Costa Rica, and Spain provide students with exciting experiences where they can immerse themselves in the language, literature, traditions, and culture of Mexico, Central America, South America, the Caribbean, and Europe.

Areas of Knowledge

Students begin the study of Spanish by mastering the sound system and progress to fluency in the language through a sequence of courses offered at the College and abroad. Emphasis is placed on comprehension and conversational skills. Students learn to read and write Spanish correctly. The literature of Spain and Spanish America is studied for the enjoyment of great literature. Students are expected to be comfortable with basic concepts of literary theory and analysis (what are the factors that make a literary work "good" or "great"?); to understand the several literary genres and the general history of Spanish and Spanish American literature; and to learn about the social and personal circumstances of the writers studied.

Skills and Methods

Students are expected to demonstrate reading and analytical skills as well as oral and written skills in both English and Spanish.

Ethical Issues

Literature is a forum for the treatment of ethical issues across time and cultures. Students come to understand those issues evident in the works studied and relate them to personal experience. These issues range from the fundamental question of good versus evil, to the meaning of love and its appropriate expressions, to choices between two apparently "good" alternatives.

Experiential Learning

The use of language is a fundamental human experience. As students master the basic linguistic skills (comprehension, speaking, reading, writing), they are immersed in a total experiential activity that can enhance the enjoyment of life and improve academic and professional skills. Reading and understanding the literature read are intimately related experiential learning processes in and of themselves and constitute the fundamental activities in these courses. Literature is the artistic expression of the human experience. Authors and poets share and describe all kinds of real and imaginary experiences which the reader can "live" vicariously. A major part of literary analysis is interpretation and application of literary experiences.

Student Directed Competence Examples

Agroecology, Ethnobiology, and Sustainable Food Systems

Students explore the conservation of traditional sustainable economies, the environment, the development of more sustainable economies within areas of natural resource depletion, and the application of traditional knowledge to agriculture to achieve more sustainable and non-exploitive practices.

Border Studies Cultural and economic conflicts resulting from land and resource battles throughout the world are explored through independent studies and on-site visits. Study of the history of conflict, revolution, environment, and independence create a context in which present-day conflict is examined, and creative options for resolution and diplomacy are explored.

Community Development Students study numerous areas to understand community development, including the infusion of ecology, social relations, health and wellness, food production, building design and implementation, consumption dynamics, resource management, and local, regional, and global connections. Application of skills gained may result in development of a plan for social movement toward holistic living.

Community and Social Change Students integrate research and practical study to understand and utilize the essential tools for the creation of healthy community structure. They develop understanding of social and physical cultural borders, ideologies and diversity within communities, and issues such as generational differences, gender studies, race relations, non-violence, social action, education, and community development.

Global and Local Food Systems Study includes the ties between food, people, politics, land, culture, and power. Students explore the farm-to-table food chain and consider socioeconomics, energy efficiency, land degradation, and cultural customs tied to growth methods and food preparation using concepts of agroecology, ecodesign, and permaculture to gain practical skills of food growth and production.

History and Cultural Studies Students study of how culture changes over time and how this impacts the modern world. Topics include comparative religion, political systems, world history, anthropology, conflict history, race and gender issues, and human rights. They gain perspective on trends and cause-and-effect relationships between internal and external pressures and cultural reform.

International Relations Students study of a wide array of cultures and religions of the world, along with historic, environmental, and political factors that shape populations. This includes the exploration of societal structures within various contexts through understanding of psychology and group behavior, and travel to examine a specific culture and its responses to governmental, environmental, and societal pressures. They have opportunities to gain understanding of cultural dynamics and community existence within a larger social context.

Political Ecology Focuses are on the disciplines of ecology and cultural studies in an effort to gain holistic understanding of the interrelation and effects of humans with the environment, using science as a base for thoughtful, constructive action. Students learn basic social science research methods, while exploring historical and ongoing cultural attempts to quell environmental and societal discord. Topics covered include capitalist globalization, poverty reduction, social inequality, resource monopolization, and human and environmental rights abuses.

Political Economy Students combine political science and economics as a unified subject to examine the reciprocal relationships between policy and the economy, social organization, behavior and welfare. They analyze environmental, social, historical, cultural, psychological, and labor forces in the context of politics and economies.

Politics and Social Thought Students develop knowledge, skills, and experiences necessary for analyzing and resolving social conflict and for promoting the principles of peace, freedom, justice, respect, cooperation and personal and global harmony. They gain holistic, historical, and political understanding of societal constructs including gender, race, and government.

Sustainable Community Development Students explore how grassroots community action can be used as an approach to resolve larger environmental and social problems. Studies include exploration of approaches and limitations to sustainability in diverse regions to gain a broad perspective on practical application of global sustainable community movements.

Sustainability and Social Justice Study covers the history and current standing of the interacting issues of sustainability and social justice in such areas as food production, resource distribution, human rights, wilderness protection, reproductive health and education. Students explore the tools to address these partnerships and predicaments.

From Classroom to Community by Randall Amster

I am guided by the teachings and insights that: 1) teachers and students learn best together and in egalitarian environments; 2) personal development and social change are related phenomena, and both should be cultivated simultaneously; and 3) its important to strive for a balance between theory and practice (or vision and action) in any learning environment.

During the build-up to and the aftermath of the recent wars with Afghanistan and Iraq, I sought to strike a balance in the classroom between critical inquiries into the background and nature of the conflicts, students' emotional concerns and intellectual responses, and my own commitment to practices of non-violent direct action and civil disobedience. As events unfolded, it became apparent that whatever else we did in the classroom it was bound to touch upon the issues of the day. In fact, I often would set aside significant time at the beginning of each class for a discussion of current events, asking students to share news articles they had read or stories of events such as rallies or teach-ins in which they had participated. At times when world events would reach a particular crisis point, it was not unusual to spend nearly an entire class session on current issues and concerns. While it was difficult at times to work through my own feelings and concerns openly and on a daily basis, there is no doubt that my comprehension of the issues and sense of positive possibilities was greatly enhanced through this regular access to the students' inquiries, insights, and perceptions.

I found that these times presented enormous opportunities for students to participate in specific activities that enhanced the academic experience. Our excursions included peace rallies and anti war demonstrations, visits from social justice advocates, and trips to teach-ins and conferences around the region, where students participated in panel discussions and decision-making forums with hundreds of others from across the western United Sates. In each case, the students were able to decide on their own level of participation, and often acquired important insights into not only the substance of issues such as human rights or social movements, but the practice of such concepts as well. These experiences raised numerous opportunities for dialogue, a plethora of teachable moments, and a chance to actually have plain old fun in times of great strife and tension.

The prevailing mood was one of optimism and hopefulness. The remarkable fact is that none of us would likely have been able to sustain such energies on our own; but through the experience of coming together regularly and exercising our minds and emotional centers, we were able to help each other make sense of unfolding events and maintain a spirit of empowerment in the face of increasing fear, repression, and violence. My own observations and feedback from the students suggest that a large measure of our collective positive experience was due to the open-ended and non-hierarchical nature of the classroom environment, as well as to the feeling of being in a safe place to explore such issues, to elaborate upon fears and doubts, or to discuss political activities. The teacher-student contradiction that Freire warns against often solved itself as we shared perceptions and discussed readings simply as people searching for compassion and understanding in difficult times.

Peace & Justice Studies Association

Randall Amster, J.D. Ph.D., Professor of Peace Studies & Social Thought, manages a full schedule. He teaches a full course load, serves as a Program Coordinator, sponsors a local film series, engages in a host of educational and activist pursuits, and recently was appointed Executive Director of the national Peace & Justice Studies Association (PJSA).

The PJSA unites academics, and grassroots activists to explore alternatives to violence and share visions and strategies for peace-building, social justice, and social change. PJSA serves as a professional association for scholars, and is the North American affiliate of the International Peace Research Association.

Randall manages the day-to-day operations of the organization, publishes the quarterly newsletter, organizes the national conference, and works with the Board of Directors.

"Prescott College is the new National Headquarters for the organization, and will likely host a national conference in Prescott in the coming years," Randall explained. "It is a great honor to be working with an organization like PJSA that strives to create a more just and peaceful world." The program offers work-study and independent study opportunities for students, as well and providing fertile ground for expansion of the College's Peace Studies program.

Handing Over the Homelands by Kaitlin Noss

Prescott College students forge public policy, strong bonds as they help the Maasai to regain stewardship of the Amboseli wildlife refuge.

It's dawn, and our van full of students, teachers, and College board members bounces over unpaved park roads in the Amboseli National Park. A pair of grey-crowned cranes extends their wings near the edge of a precious and dwindling swamp. Just behind them, a group of zebras takes turns bowing to the water and keeping an eye out for

lions. We drive away from Mt. Kilimanjaro, its ice cap turned pink by the rising sun, and out of Amboseli. During our six weeks on course in Kenya, we have seen over a hundred species of birds, have come to know the intimate conversations of several families of elephants, and have been awakened in the night by the sound of wildebeest bones cracking in hyena jaws outside our tents.

But, while the wildlife is breathtaking, it is not the only reason we're in Kenya. This morning we are driving to Kajiado town to present our research to the Olkajiado County Council, the locally elected representatives of one of the largest areas of Maasailand. We've collected evidence supporting the return of the Amboseli Wildlife refuge to control of the Maasai, traditional inhabitants and stewards of the region.

Each summer a Prescott College class travels to Maasailand to undertake a new research question that has been identified by the Maasai as particularly critical to the well-being of the people and environment of the region. The questions are identified in a consensus-based process facilitated by the Maasai Environmental Resource Coalition. This year's class of 15 comprises the second year of PC's field study program in Kenya. The program has emerged from a years-long relationship between Cultural and Regional Studies faculty Mary Poole and Maasai activist and visiting faculty Meitamei Olol Dapash. The collaboration continues year round, from both Prescott and Maasailand, to support community-initiated projects dealing with clean water, HIV/AIDS, women's micro-lending cooperatives, and culturally competent education.

The course, Maasailand: Community Perspectives on Conservation, immerses students in foundational cultural and environmental studies curricula, but the deepest learning comes from the process of researching and writing a paper that will have direct impact on a current issue among Maasai people. The research is approached across disciplines, encouraging Resident Degree Program (RDP) students from Environmental Studies, Cultural and Regional Studies, Arts and Letters, and Adventure Education backgrounds to get involved and share their particular expertise. Through this process students make connections across the disciplines, develop authentic relationships within the community they are visiting, and immediately share the benefit of their education.

At the end of the dusty drive, our van pulls up to the County chambers, where we are greeted by Maasai representatives in suits. We are led into a mahogany-paneled room where we will turn over the culmination of our summer's work to the most powerful and recognized governing body for over half of Maasailand. They have been awaiting our finished product. The issue at hand has become increasingly urgent since we began our work, and we are aware of the potential national impact.

This year, the future of Amboseli National Park itself, with its legendary elephants, rebounding cheetah population, and one of the most photographed horizons on the

planet, is the issue we've been requested to investigate. Last November, President Kibaki proclaimed that the park would return to Olkajiado Council, who, in fact, hold the legal title to it, and therefore to the communities that share their surrounding homes with the wildlife.

The presidential decision met with hot opposition, especially from international conservation groups who claimed that Maasai leadership was unfit to manage the prized park. The local Maasai communities recognized the turnover as a political tactic, but they saw the opportunity to readdress the issue of governmental land-grabs by fighting for the rightful return of park revenues, without which communities have suffered for the past 30 years. While international non-governmental organizations waged a million-dollar media campaign against the turnover of the Amboseli, PC students and faculty combed through the Kenya National Archives, interviewed dozens of Maasai elders, surveyed World Bank water projects, visited government schools, and worked nearly round the clock to help bring Maasai perspectives into the debate. After weeks of living with Maasai communities, taking classes from Maasai experts, and meeting with Maasai university students, our PC class compiled the research and wrote a lengthy report on the history and current status of the Amboseli area.

In the chambers there is an air of excitement and profundity as students realize the crucial role they and their classwork play in this social action. After Professor Poole presents the key findings, we hand over the document. The Maasai leadership immediately begin making phone calls. They're distributing the findings, generating publicity around the Maasai communities' position on the park turnover, bolstering the Maasai lawyer's current court case against the international NGOs, and informing the national Parliamentarians who review indigenous land rights.

The Maasai share in the excitement of the students. "We have worked with many universities over the years," said Tarayia Ole Kores, Chairman of the Olkajiado County Council. "We have helped many students put together dissertations and get their Ph.D., but until today, we have not received any tangible product in return."

The benefits of this collaboration are just as tangible for the group from Prescott College. We are asked to participate in a Nairobi press conference on our findings, and find ourselves on Kenyan national television discussing national policy. We have also stayed with Maasai families and learned about their pastoral land management strategies, and learned about the land from indigenous experts while immersed in the Amboseli ecosystem. Far more than through the typical safari or field study experience, Prescott College students have been able to find deep hope as they forged a partnership between communities across the globe.

At the end of our meeting with the Olkajiado County Council, student Maria Cunha speaks on behalf of the class, saying, "We want to thank you from the bottom of our hearts, for helping us realize what a privilege and gift we have in our educations. We want to thank the Maasai community for empowering us to use our education as a tool for social change."

The great outdoors that we were enabled to enjoy while in Kenya, living among the flora and fauna of the Great Rift Valley, has survived for millennia in large part because of local indigenous management. Prescott College is working to conserve that landscape by supporting local Maasai initiatives and helping to address the social issues that are inextricably linked to environmental preservation.

Meetings at the Edge: Stories from the Borderlands by Loryn Isaacs

Students explore globalization on the Mexican frontier

On the wall between Nogales, Mexico and Nogales, Arizona someone has painted a migrant on his knees, a US Border Patrol agent pointing a gun at his head.

The caption, roughly translated: "Live to be free. Die to stop being a slave." This cry of helplessness, of the borderlands between two contradictions, echoes the voices of more than migrants crossing the desert. It echoes the many conflicts and paradoxes of this no-man's-land where poverty and prosperity face off over hundreds of miles of harsh terrain.

I am with the Prescott College class, *US Mexico Interface: The Border*, taught by professors Bernardo Aguilar and Heather Craigie in the small US border town of Douglas. Local Cochise Community College students have joined with us to understand and assess the future of the borderlands. This region, we realize, is not simply a line separating Mexico and the US. It serves as a locus of culture and economy, and a litmus test of globalization.

We have traveled from twin border towns of Tijuana/San Diego to Tucson/Nogales to Agua Prieta/Douglas, and we will go on to Cuidad Juarez/El Paso, Texas. We have visited Chicano Park in San Diego, where dozens of murals painted on concrete columns supporting the highway overpass express Latin American history and identity. We have encountered stories of hardship and success, of the push and pull of migration, and of environmental jewels – the beauty of the desert – coupled with the industrial and fecal contamination of local water supplies.

The issues surrounding the border are rife with tension. Graffiti covers miles of border, more than once depicting the US government as, paradoxically, both terrorist and imperialist. In Ciudad Juarez, anguished mothers tell of daughters who disappeared, victims of the city's increasing number of unsolved femicides. The stories are not new for teaching assistant Jessica Lichtig '06. For her senior project she spent two months in Mexico last year, working with prevention centers and family members of victims of the crime.

We meet with humanitarian organizations, journalists, businessmen, workers. We visit the Chamberlain maquila in Nogales, a factory of several thousand employees that assembles garage door openers. In Tucson, we meet with Maya Quetzal restaurant owner Sandra Salazar, who traveled to the US when displaced during Guatemala's civil conflict. The list continues: US Border Patrol, migrants preparing to cross the border, sanctuary movement leader John Fife, priests of Ciudad Juarez colonias.

A maquila worker and activist in Nogales, hosting the Prescott class in her home, summarized her plight and her community's. Maquilas aren't the problem – she needs to work to provide for her family – but her dignity and rights aren't respected by international corporations or by her government. Systemic poverty keeps her children from receiving an education that would lift up their family.

BorderLinks Mexico director Francisco Trujillo told us that the crisis of poverty in colonias means impoverished individuals and communities not realizing why they are poor in the first place. Foreign humanitarian programs can assist, but such communities also need their own sense of agency.

But focusing solely on the problems of the border also depicts the area as something of a wasteland, as if the border deserves attention only because it needs fixing. While struggles continue, progress also continues, regardless of how much media hype the border gets on the nightly news. Blaming individual stakeholders or searching for a panacea confuses progress, as does any overly reactive approach to changing complex systems.

The wisdom those individuals imparted to the class rings with a clear message: to create lasting change, raise the community's consciousness, and your own.

Alumni

Give a Man a Fish...

Diana Papoulias '79 knows that if you teach a community to raise their own fish, they will eat forever.

Diana Papoulias spent a couple years at traditional colleges in her native New England before her disillusionment led her to Prescott College, at the time a bold new experiment in education, and a place where she felt she could "learn the skills I thought I would need to make a difference in the world." What she learned allowed her to not only transform a community, but help to teach a country how to raise its own fish.

"I had been reading Frances Moore Lappe's work about food politics and following the demise of wild fisheries," she said. "Growing fish in ponds using wastes seemed like one solution to providing much-needed protein that increases in global population would require in the years to come."

Diana's aspirations were relayed to an individual who served on the boards of both PC and Nuestros Pequeños Hermanos (NPH), the Mexican orphanage of over 1,000 boys and girls, and Diana's Senior Project was born. Four years later she left after helping to feed the first fish dinner to a thousand children.

Diana spoke little Spanish but soon found herself in charge of an "army of rascals."

"I had to learn to work within...a small sub-culture of "pequeños", sort of a cross between the *Lord of the Flies* and the Partridge Family," she recalls. "For the most part, the community was run by boys who had grown up in the orphanage community and had their own ways," she said. "I had to do a sales job to get cooperation, from the small ones that were my labor force, to the older ones in charge of purchasing cement, sand, and gravel, to the accountants that held the purse strings." She engaged the kids by teaching aquatic biology in the school and leading field trips to the local streams and reservoir.

The fish ponds integrated with the rest of the farm, with the algae and fish-feces-rich bottom water of the ponds gravity-draining to crops downstream, with pig and chicken excrement in turn used to grow algae for the fish to eat. Corn from the tortilleria, buggy rice, old oats– all were recycled.

But success bred jealousy. "Sometimes we would lose half a pond to the nocturnal fishermen," she said. Few locals took her up on offers to learn to grow fish themselves. "There were a million frustrations and setbacks."

An event one blistering afternoon fairly early on cemented Diana's determination. "It was hot, the boys were hungry and tired and had been sent out to me to work a few hours in the afternoon before supper. We were digging some of the smaller ponds by pick and shovel and the ground was like cement. Our hands were blistered, the tools were too big for the small kids to handle...it was horrible.

"Finally I pushed too far and they all left except one boy, maybe he was 10. I asked him why I got so little cooperation. Afternoon chores were expected in any household. It was only a few hours…why couldn't they see the benefit of what they were working on?"

"Ezequiel was really blunt…he said 'Why should we help you, the project isn't really for us, it is for you.' He was sure that I would most likely give up half way through like most of the do-gooders who had come down there to put up solar panels, or build compost piles, or raise chickens, and all their work would be for nothing.

"I was floored. I vowed to him then that I would stay involved in the project as long as it took to keep it functioning. As a result of that awakening, I've counseled many people since who get all starry-eyed about going to 'help' the unfortunate," she said.

Diana kept the project going after returning to Prescott College, where she taught aquaculture courses in Spanish that prepared students for stints at the fish farm. Later, she trained older boys to run the farm in their mandatory year of service between high school and college. Nearly thirty years on, she still visits a few times a year, but "mostly they don't need me. Although chickens and pigs and cows have come and gone, the fish continues to produce, because it was designed to be simple and nearly self-sustaining."

"In the early years, we had visitors all the time. It was a model project for the country – there was nothing else like it. In fact, when I went looking for some assistance from the state and federal fisheries folks I got laughed at. I was told to raise ornamental fish, sell them, and buy food fish at the market.

"Those same fish biologists a few years hence were coming to NPH to learn what we were doing."

Alumni

Senior Project

The Kenya Project

by Loryn Isaacs

Eirik Martin '06, helped found The Kenya Project, which networks Prescott College students with the Maasai Environmental Resource Coalition. Students work to assist the Coalition, a grassroots social justice and environmental organization.

After nearly a year of planning, the College's first class to Kenya departed. During his time working with Maasai communities, Eirik developed strong connections with the people and place of the Maasai Mara. To continue the process of creating a long-term and supportive partnership between PC students and the Maasai, Eirik's project focused on designing an innovative community center in Maasailand.

When the College group visiting Kenya received a plot of land to continue their involvement in the local community, Eirik took the initiative to create an environmentally and socially conscious space in the form of a tented camp which could be a focus for current and future projects.

Part of Eirik's goal included having an information commons for both local Maasai and visiting foreigners. To this end, several tents provide room for Prescott College students and other researchers, which enables them to better assist the local community in addressing social and environmental issues. Other tents that tourists can rent and a kitchen restaurant also support the local economy in a responsible fashion, fueled by the tenets of ecotourism and cultural sensitivity.

During his visits, Eirik also became involved in local educational issues. The camp includes an outdoor classroom and tutoring program that support the flourishing of education. Eirik hopes to acquire solar panels that would reduce the demand on the community's strained supply of wood and support a more sustainable ethic.

Eirik began his career at Prescott College interested in adventure education, but "learned my own learning process," from which grew an interest in natural history and ecology, sustainability, and cultural studies. "It's time that we start living more responsibility – to our home and planet," Eirik says. Eirik's connection with the Maasai resulted in the longest and most challenging ongoing project of his life, which fostered his growth as an individual dedicated to creating change globally.

Senior Project

Cultural Identity

by Loryn Isaacs

Elliot Calloway '07 mapped The Evolution of Familial and Religious Cultural Identity in Jewish Philadelphia for his senior project in peace and conflict studies.

Elliot delved into his heritage and the history of persecution that led to immigration to the US by interviewing ten individuals of liberal Jewish affiliation whose families lived in Philadelphia for at least three generations. He then mapped the differences and similarities of these families' transitions from having an immigrant identity to being fully incorporated Americans and created a 150-page compilation of his interviews, including photos of each generation of the families.

The pursuit of discovering his roots through an oral tradition came from Elliot's prior experience with US-Mexico border studies and exposure to the oral histories of Mexican Americans in Tucson. "I became interested in the creation of national identities in immigrants. What does it mean when I say that I'm American? I firmly believe that America's in a state where it's going through a major change, and that change is being caused by immigration," he said.

"The progression from immigrant to assimilated is very visible in my family history. My great-grandparents came over from Eastern Europe and very much embody the early immigrant mentality. This had a big effect on how my mother was raised, in a mentality that was very much focused on educational and economic success and trying to make a life in this new country."

Elliot came straight from a Waldorf high school to Prescott College. He plans on becoming an educator with an emphasis in social justice and getting a master's in education in the near future. Through researching his family history Elliot realized the nature of his own cultural roles.

"I embody a new generation of Jewish thinking which is building off the counterculture movement of my parent's generation and bringing more tradition back into the picture. I saw how my parents and their friends interacted with religion, how myself and my friends interact with religion, and am exposing the realities of this evolution."

Senior Project

A Safe Haven

by Mary Lin

A lifelong animal lover and advocate, Katelyn Cabot '06 co-founded Safe Haven.

The nonprofit organization places animals from homes suffering from domestic violence in specially trained foster homes until their people can get back on their feet. Kate's project started right at home, with her own beloved dog, Miakoda, who came from the local Yavapai Humane Society. The 10-month-old dog had been abused and was in bad shape. Three years later, Kate calls Miakoda "the perfect therapy dog." When Kate brings home dogs that have been abused, Miakoda shows them it's safe to be friendly to people again.

Kate explains there is a very real "connection between animal cruelty and domestic violence." She also believes its important not to underestimate "how important [companion] animals are in the family system." Of women in abusive homes with pets, 74 percent delay seeking help, she said, because they don't want to leave their animals behind.

So what comes after graduation? Besides continuing to develop Safe Haven, Kate has a long-term vision. "I really want to be involved in a lot of policy-making, law-making. I really want to be involved in mitigating human-wildlife conflict. Eventually, I want my own sanctuary."

A Tree Grows in the Bronx by Mary Lin

Lee Stuart '75 earns honors for bringing green spaces, new vitality to a Bronx neighborhood

When Dr. Lee Stuart '75 looked around her Bronx neighborhood 20 years ago, she wasn't daunted by the burned-out houses, drug dealers, and prostitutes offering services in makeshift tents. Lee saw the seeds of a vital community.

Over the last 20 years she's been a driving force in shaping that vision, and the City of New York honored her for her service this year by awarding her the 2006 Neighborhood Achievement Award for Leadership. The Mayor's Office and Department of Small Business Services chose her for "…outstanding leadership over the course of her career in advancing the development or overall economic welfare of a New York City neighborhood, and demonstrating success at bringing together different stakeholders." In her over two decades of service Lee's been involved with the creation and success of numerous projects. In 1985 she created the SHARE food program, which coordinated 250 churches and community organizations with over 10,000 families in providing food assistance and community service projects. After becoming lead organizer in 1992 for South Bronx Churches (SBC), a network of 35 Christian and Muslim congregations, she helped SBC to create the Bronx Leadership Academy High School in 1994, one of the first small high schools in the City.

The SBC's Nehemiah program built or renovated 900 units of affordable housing between 1992 and 2004 and transformed an area saturated with crime and drugs to an affordable housing community with vegetable gardens, outdoor shrines, flowering pear trees, and verdant green spaces. The newest cause Lee has taken up is providing language education to immigrants in the Bronx as a means of economic advancement. She credits her time at Prescott, where she was "one of the geeks, taking differential equations and loving it," with shaping her passion for the environment and for social change.

MEXICO
Panasonic

U.S.–Mexico border 2002.

We Are All Immigrants by Mary Lin

John Sheedy's '05 documentary film *El Inmigrante* wins awards, focalizes border issues

Although *El Inmigrante* has won six film festivals and has been screened at 26 and counting, on the day of this interview, John Sheedy (RDP '96, MAP '05) is like an expectant father. Despite the buzz, the film still hovers on the verge of being picked up for distribution, and the life of the starving artist is wearing a bit thin.

"I'm broke, I have major educational and cable companies thinking of distributing it, and they can't make up their minds," he laughed.

Irrepressibly upbeat nature notwithstanding, Sheedy is deeply serious about the subject matter of the film, which he produced and co-directed with brothers John and David Eckenrode. He began piecing together the story of the illegal murder of immigrant Eusebio de Haro at a border crossing in Texas while a master's student in Art Education at PC.

"In the fall of 2005 I was living in Tucson, shooting and trying to finish my thesis at the same time, and wondering what I was thinking, trying to do both," he said.

His undergraduate competence in Social Documentary Photography laid much of the groundwork for his cinematic passions and achievements. "See what kind of wild stuff an education at Prescott College will get you into?" he joked.

While he's naturally excited about current opportunities, John is also deeply committed to the mission that has driven him since his undergraduate days – revealing social injustice through art.

"Whether we crossed the sea or the desert, we are all immigrants. This is my passion. I was spending time with some of the humanitarian groups in Nogales. Seeing the number of deaths at the border is really shocking. Over 200 a year…[die] trying to cross the desert. Those are just the ones that are documented.…There are many that are just not found." Since California and Texas have stepped up border enforcement with "these Berlin walls in places like San Diego and El Paso, Texas," he explains, crossers have been funneled into the Arizona desert, where many die in the extreme heat.

While many Americans feel their jobs are threatened by the influx across the border, John feels that the US is in large part responsible for the loss of jobs in Mexico and Central America. "NAFTA has made life far worse," he said. "Look what it did just to the price of their coffee alone. Globalization crushes any competition, so these poor farmers have to give up their farms, and they have to come to the US just to try and put food on the table."

The most meaningful part of the entire experience of *El Inmigrante* so far, he said, has been the opportunity to show the film for Eusebio's family and community.

"We did a crazy tour of Mexico for a few months last fall. We loaded up my [cherry red] 1964 Chevy Impala with as many donations as we could fit, everything from school supplies, to clothing and Frisbees, and headed from Nogales to Mexico City. We gave the donations to schools and orphanages as we traveled. Everyone at the border got to know the red Impala."

While the grand culmination of the tour was an invitational screening at the National Museum in Mexico City, the highlight of the trip was the opportunity to bring the story back to Eusebio's family. He and traveling companion Amy Iwasaki showed the film in Eusebio's hometown, San Miguel de Allende, where it sold out for three nights.

"It was the adventure of a lifetime, to have the film be a success and share it with his family, to show them that folks cared," he said.

John and Amy screened the film with the family, in their home, prior to the public showings. "They were crying at times and laughing at times," he said. "I thought to myself, if I can take this back to the family and get both of these reactions, tears and laughter, the film is a total success."

John admits that it was "the scariest thing I've ever done to ask the family for their help and permission to make the film."

"I asked them to expose the most painful thing in their whole lives. Their son was lost in a hate crime on the border. He was the oldest of their 14 children, and he was sending money back for his sister to go to college, his younger brother to go to seminary, for another brother who needed surgery after an accident, and to put an addition on the house. These people felt like they were invisible, with no justice. I think it was empowering for them. Now I've been adopted by their family."

What's his next project?

"Find a job. Maybe start a film school at Prescott College," he quipped.

Tucson

Education

Prescott College seeks to make the world a better place by providing an environment in which students may develop the wisdom and values for becoming conscientious teachers. Students are exposed to experiential methods and cultural and environmental sensitivities that will in turn enable them to flourish in a variety of educational settings. Prescott College graduates students who have the skills, knowledge, and confidence for establishing and maintaining compassionate and just learning communities.

The Education Program develops teachers who are dedicated, informed, and resourceful learners prepared to provide a dynamic and learner-centered classroom. Courses emphasize current educational research, theory and practical experience. Students master educational principles and apply these in authentic classroom situations. Their professional goals help guide their coursework. Teacher preparation is supported in a broad continuum of settings including public schools, environmental education centers, alternative schools, and social justice outreach programs. Prescott College partners with local schools that employ a wide variety of educational approaches, including expeditionary learning, Outward Bound, Waldorf, multiple intelligence, multi-age grouping, and more conventional approaches.

The Education Program graduates students with competences in the following areas:

- Professional Teacher Preparation – Elementary and Secondary Education Certification
- Environmental Education
- Education (without Certification)
- Expeditionary Learning Outward Bound
- Social Justice Education
- Student-Directed Competences *(examples)*:
  - Experiential Education
  - Secondary Education (emphasis on Experiential Methods)

In any education degree plan, students demonstrate knowledge and/or experience in:

- The history and philosophy of education
- Learning theory and educational psychology
- Education for diverse populations
- Both guided and independent study and practice in curriculum design, teaching, and assessment

Professional Teacher Preparation Program

The professional teacher preparation program is approved by the state of Arizona to recommend certification in Elementary (K-8), Secondary (7-12), Bilingual, English as a Second Language and several areas of Special Education. Requirements for a teaching credential can be earned concurrently while earning a Bachelor of Arts degree, or the requirements may be met after attaining the undergraduate degree. To teach in a public school setting, the student pursue either an elementary or secondary certification. Students are expected to master educational principles and apply these in many problem-solving situations in courses, through independent studies and in a 12-week student teaching assignment. Elementary school educators pursue a broadly based liberal arts education, including solid preparation in math, language arts, science, and social studies. Secondary school educators will be required to have a significant coursework in a subject area typically taught in a public high school.

Course Sequencing

Students proceed from foundational coursework to practicum experiences to gain the most benefit from application of their knowledge. Teaching experience followed by careful reflection is an essential element in quality teacher education and professional practice. Students are strongly encouraged to engage in teaching activities throughout their educational preparation. Teaching internships, volunteer or paid positions in camps and schools, volunteering in adult literacy programs, and tutoring are all viable means of gaining experience in teaching. It is not necessary that students seek credit for these experiences as independent studies in order for them to be considered valid for inclusion in the degree plan.

Elementary and Secondary Arizona State Teacher Certification

To become a public school teacher, pursuing either elementary or secondary certification is the right choice. The certification track meets the requirements for teachers in the State of Arizona. Students who want to know whether certification in Arizona is good preparation for teaching in another state need to determine whether that state has an interstate contract with Arizona. Students should visit www.nasdtec.org/report.tpl or contact the Department of Education in the state where they anticipate teaching. Students intending to teach at the secondary level must declare a competence in a content area, such as science, English, or social studies, and a breadth or competence in secondary education. Students intending to teach at the elementary level should pursue a broadly based liberal education including solid preparation in math, language arts, science, and social studies.

Expeditionary Learning Teacher Training

Education students have the opportunity to concentrate their studies in the philosophy and methodology of Expeditionary Learning. This opens doors for future employment in Expeditionary Learning Outward Bound (ELOB) affiliate schools like the Prescott-based Northpoint Expeditionary Learning Academy, a partner teaching school with the College. Prescott College is the only college approved by Expeditionary Learning Schools Outward Bound to offer a specific emphasis in Expeditionary Learning Teacher Training.

The Prescott community has the unique distinction of being the only community in the United States to offer Expeditionary Learning Schools Outward Bound-affiliated education in grades K – 16, through Expeditionary Schools in Prescott include Skyview Elementary K – 6, Mile High Middle School 6 – 8, Northpoint Expeditionary Learning Academy 8 – 12, and Prescott College 13 – 16.

The Expeditionary Learning emphasis area includes the following courses:

- Investigating Models of Expeditionary Learning
- Experiential Education and Expeditionary Learning Practicum
- Curriculum Theory or Authentic Assessment

Environmental Education Emphasis

Environmental Education encourages the discovery and understanding of the Earth's natural systems and the human role in those systems. Environmental educators strive to see, feel, and teach about the interrelationships among all living things. They have a solid comprehension of ecological concepts, and an understanding of environmental history and the ecological effects that humans have had on the Earth. An exploration of the literature and philosophy concerning the human–nature relationship is important.

Environmental educators acquire political and economic background in order to teach about relationships among local communities, technological society, and the global environment. They are able to teach and exemplify responsible, informed involvement in political and corporate decision-making. A foundation in the field of education with an understanding of learning theories, curriculum design, and experiential education provides them with the necessary knowledge and skills to develop their teaching and to demonstrate their competence.

Environmental education covers a broad spectrum of disciplines, requiring students to develop well-defined programs to meet their particular interests. Environmental educators must remember that before people are confronted with the grim realities of environmental problems, they must be given opportunities to experience the joy and beauty of the natural world. Responsible stewardship occurs when people develop an appreciation for the complex and diverse life that inhabits the Earth.

Social Justice Education

The focus of this competence area is the preparation of educators and change agents who are able to understand and work effectively with social justice issues in traditional and non-traditional settings. The goals of social justice education are to promote full and equitable access to education for all members of society, and to use education as means for promoting social change. Social justice education is an interdisciplinary competence with a solid foundation of core education courses. Students focusing on this competence can align themselves with any academic program, and might teach in some capacity after graduation. Students interested in social justice education may choose to concentrate on a specific issue such as gender equity in schools, programs for English learners, or rights for homeless students; alternatively, students in this area might focus on a particular educational setting such as an alternative school, an NGO educational outreach program, or a diversity workshop organization.

Student Directed Competence Examples

Experiential Education Students learn to utilize experiential teaching methods that effectively incorporate recognition of current cultural issues, multi-cultural sensitivity, and current political and environmental situations into the classroom. They develop an understanding of group dynamics, educational theory and practice, special education, and the foundations of education to develop multi-intelligence teaching skills.

Secondary Education and Experiential Methods Students explore a range of teaching philosophies and practical methodologies. They survey teaching strategies to find positive and ethical educator and facilitator techniques for in-classroom and field-based learning. Students incorporate multicultural, multi-intelligence, experiential and action-oriented education into their skill set. Studies include exploration of outdoor and wilderness activities as an experience-based teaching tool.

Environmental Education

The Environmental Education Competence at Prescott College gives students the latitude to design their personal program in a direction that emphasizes specific outcomes relevant to their field such as teachers, adventure educators, or interpretive naturalists, while providing a foundation of classes that will insure foundational theoretical understanding in environmental studies, the natural sciences and educational philosophy.

Students are encouraged to develop a broad interdisciplinary background in historical and contemporary perspectives relating to environmental ethics, educational theory, and methodology. With this understanding, students graduating in this emphasis area should have the skills necessary

for designing and implementing environmental education programs which encourage place-based understanding, awareness, appreciation, and knowledge that will hopefully lead to ethical decisions with respect to the Earth and life that depends on it. Examples of courses in this area include: Basic Concepts of Ecology; Ecology and Natural History; Philosophies of the Interpretive Naturalists; Curriculum Design; Environmental Education: Theory; Environmental Education Methods; and Environmental Education for Adventure Educators.

Environmental education encourages the discovery and understanding of the Earth's natural systems and the human role in those systems. Environmental educators must strive to see, feel, and teach about the interrelationships among all living things. Students must have a solid comprehension of ecological concepts as well as an understanding of environmental history and the ecological effects that humans have had on the Earth. An exploration of the literature, philosophy and ethics concerning the human-nature relationship is also important.

Environmental educators should acquire some political and economic background in order to teach about relationships between our local communities, technological society, and the global environment. Students should also be able to teach and exemplify responsible, informed involvement in political and corporate decision-making. Finally, a foundation in the field of education with an understanding of learning theories, curriculum design, and experiential education will provide them with the necessary knowledge and skills to develop their teaching and to demonstrate their competence. It is important to remember that environmental education covers a broad spectrum of disciplines requiring students to develop well-defined programs to meet their particular interests. Most importantly, environmental educators must remember that before people are confronted with the grim realities of environmental problems, they must be given opportunities to experience the joy and beauty of the natural world. Responsible stewardship will only occur when people develop an appreciation for the complex and diverse life that inhabits the Earth.

Highlights

Environmental Education Methods is a capstone class that provides students with the opportunity to work with a local public elementary school. Students assist in planning and implementing an 8 week thematic unit that emphasizes state standards through a place-based program that focuses on the local watershed and creeks. Through this class, students are exposed to a diverse economic and ethnic population of fifth grade students. Students also design and implement a three day camp experience that provides them with

the opportunity to experience teaching in a residential environmental education setting.

Environmental Education for Adventure Educators gives students interested in combining place-based environmental education with adventure education programs in remote settings. Students develop thematic programs that integrate educational experiences with travel based programs while recognizing the unique challenges and opportunities.

Environmental Education Practicum provides students an opportunity to identify and implement strategies and methods appropriate to selected groups and settings. Topics covered might include teaching methods for secondary teachers, outreach in natural resource agencies, and community-based environmental problem-solving using issue investigation and action skills.

Northpoint Academy students, 2006.

Senior Projects

Environmental education students have demonstrated their competence at schools, residential centers, adventure-based programs, and through community-based bioregional projects. Most Senior Projects in Environmental Education include a practicum element that also allows for the design and implementation of a thematic unit. A close relationship exists with numerous highly respected environmental education programs throughout the country and abroad. Many of the College's graduates are employed by or have worked for schools and environmental education centers such as:

The Teton Science School
The Gore Range Natural Science School
The Aspen Center for Environmental Studies
The Four Corners School
The North Cascades Institute
Canyonlands Field Institute
The Highlands Center for Natural History
Wolfberry Farm
Kino Bay Center for Cultural and Ecological Studies
Yosemite Institute
The Boojum Institute
Keewaden Camps
Farm and Wilderness Camps
Outward Bound
National Outdoor Leadership School
Student Conservation Association

Paulo Freire Freedom School, Prescott College forge bonds of friendship and learning by Chase Edwards

At a new charter middle school in Tucson, students are learning by asking questions, by challenging assumptions, and through hands-on experience.

Sound like Prescott College? Anita Fernández, Prescott College education faculty, thought so, too. Last fall, she took one of her classes to visit the school in Tucson. "The Freire School is a great model of a progressive school," she explained. "It is based on the philosophy of Paulo Freire, whose critical pedagogy involves making change through questioning where knowledge comes from."

Paolo Freire was a radical 20th-century Brazilian educator and social and political theorist who taught the need for freedom and self-empowerment for all members of society. Based on his philosophies, the charter school emphasizes social action and experiential education, much like Prescott College. Several Prescott College faculty and students have collaborated with the school, including Freja Joslin '01 and MAP '06, who now works there, and Brian Maher '05, who developed another class that visited the school.

After the initial visit by Anita's class, the Freire School furthered the relationship by organizing a collaborative workshop during the charter school's intersession, entitled Pushing Our Boundaries. Twenty students from the Freedom School visited Prescott College in early March to learn with, and from, Prescott College students.

The first session, hosted by Anita's Special Topics on Race, Power, and Education class, looked at identities and stereotypes with the students, who are of diverse ethnic and racial origins. The students considered how their personal identities were linked to stereotypes and drew what they discovered. The drawings were then linked in a paper quilt, which the students took back to their school.

Jordana Spencer's Learning Theories class shared a lesson on community with an educational scavenger hunt centered on Courthouse Square in downtown Prescott. "The objective was to interface with the local Prescott community," Spencer explains, "and to learn about the town they were visiting." Each scavenger hunt group focused on different topics: one group learned about Prescott's history, another about resources and activities for children in Prescott, and a third about Prescott statistics ranging from the diversity of religious organizations in town to the environmental initiatives of the Forest Service. The last session, hosted by Jack Staudacher's Ropes Course Facilitation class, used games to promote teamwork and group problem-solving. The students played tag games and jumped rope as they worked on developing and improving communication skills.

Anita believes the Paulo Freire Freedom School's visit to Prescott College gave both groups of students an opportunity to grow and learn. As PC students shared their skill with experiential education, Freire School students learned more about themselves, each other, and their community. "We're hoping to make this a permanent collaboration," she said.

Northpoint Academy student, 2006.

Northpoint Expeditionary Learning Academy

Northpoint Expeditionary Learning Academy presents a full spectrum of high school courses through challenging hands-on projects known as learning expeditions.

Students engage in intensive studies utilizing a compelling topic or theme, such as water quality, the civil rights movement, or the Industrial Revolution. Teachers collaborate to design learning expeditions that align with district and Arizona standards, emphasizing high achievement through active learning, character growth, and teamwork.

This innovative and research-based approach to teaching and learning has been shown to motivate students to learn more in depth, work harder and accomplish more than they thought they could do.

Prescott College students facilitate teaching episodes, lead ten-day thematic intensives, and the two-week orienta-

tion. This is a unique opportunity for students interested in teaching at the secondary level to gain real work experience in a cutting edge expeditionary learning school. There is one Prescott College alumnus employed as a science teacher at NELA. See the expeditionary learning website for more information on the curriculum, methods and professional development expectations for teachers interested in this educational model.

Skyview Charter School

Prescott College has an innovative educational partnership with Skyview School, a publicly funded, K-8, Expeditionary Learning Outward Bound charter school.

As a public school, Skyview is subject to the State of Arizona's academic standards, yet its mission is to accomplish these using nontraditional methods. The Skyview School community is best described as families with a deep commitment to children, education, the arts, leadership, and service. Skyview School believes the purpose of education is to nurture the development of informed, contributing citizens working together for the betterment of the world. Prescott College students who have an interest in teacher certification, environmental education,

experiential education, or adventure education gain invaluable experience working directly with the Skyview School faculty and students. This partnership enhances our Education Program and provides hands-on training for future teachers.

Miller Valley Middle School students, 2006.

Prescott Creeks and Watershed: A Riparian Sense of Place Curriculum

Doug Hulme's Environmental Education class opens the eyes of urban students – and Prescott College student teachers – to the teaching power of nature

Each spring for nearly three decades, Doug Hulmes and a handful of Prescott College environmental education teachers-in-training have hiked creeks, planted trees, gathered bugs, and learned to see nature from the eyes of fifth graders at Prescott's *Miller Valley Elementary School*.

The fifth-graders rotate through activities that focus on riparian and forest ecology and experience sleep-away camp, many for the first time. The program activities include a visit to Sundog Ranch Sewage Treatment Plant for a tour and the perennially favorite skit, "Gross Encounters of the Turd Kind," exploration in local creeks and Watson Woods Riparian Reserve, planting Arizona walnut trees, and best of all for many students, the three-day trip to Mingus Springs Camp which, according to participating teachers from Miller Valley, students talk about for years afterward.

For recent Prescott College Teacher Ed graduate Brian Wallace, the program drove home the value of hands-on, immersion learning.

"Environmental education is not just teaching concepts on natural sciences. It is building relationships with students and watching them build relationships with nature. Specifically, the fifth-grade students at Miller Valley Elementary School have the opportunity to explore and interact with the environment they live in," he said.

Miller Valley teachers enthusiastically agree. According to teachers, the program supports state standards in a variety of subject areas, including science, social studies, history, and language arts, but more importantly, it opens doors to nature.

"The students are helped to understand that the preservation of our creeks and riparian habitats someday will fall upon their shoulders. When our fifth-graders witness the knowledge and passion Doug and his students bring to their lessons, the impact is deep and long-lasting, which is the ultimate goal," reads a recent letter from participating educators. "When our Miller Valley alumni come back to visit, their first question is always about the Environmental Education Program. We fifth-grade teachers can attest to the powerful significance this program has had on the lives of our students. We hope the partnership continues for many years to come."

"For me, environmental education is the compassionate teaching of ecology. It is the recognition of our spiritual and ethical relationship to the Earth in addition to our scientific understanding. It is also a responsibility that has been handed down to us from some of our wisest ancestors," explains program coordinator Hulme.

"A curriculum designed around the Prescott Creeks watershed not only covers the scientific fields of the water cycle, local ecology, and natural history; it allows students to discover how they interact with these systems on a daily basis.

"For eight weeks, teachers and students are immersed (both figuratively and literally) in ideas, activities, and places that catalyze personal growth, group building, and positive experience in nature. The result is not a drastically changed mind, it is a curious individual. It's a fifth-grade student at Miller Valley Elementary School that understands their everyday actions are really interactions. Environmental education is planting a seed of environmental consciousness in a young person and allowing them the opportunity to grow with it."

According to Doug, environmental educators must continually strive to see, feel, and teach about interrelationships: " They must have a solid understanding of ecological concepts as they relate to the natural and human world, a broad understanding of history and the ecological effects that our species has had on the Earth. Environmental educators should be familiar with the literature and philosophies concerning humans' relationship to the natural world. They should also have some political and economic understanding in order to teach about relationships between our technological society and the global environment...and exemplify responsible and informed involvement."

Alumni

Recent graduates take experiential learning into classrooms of their own in Prescott area schools

by Anita Fernández, Ph.D. and Loryn Isaacs

More than two dozen Prescott College graduates and teacher certification alumni serve in local schools in Yavapai County, and that number is growing at a rapid pace. Three recent graduates from Prescott College's Education Program have chosen to make Prescott their home and public schools their place of service. They've set the bar high; all three resident program students – Joe Lepper '06, Justin Plaskov '06, and Jen Curtis '06 – passed the Arizona Educator Proficiency Assessments, a requirement of the state of Arizona, and most were recruited directly by their prospective employers.

The cohort-based Education Program is attracting, and placing, an increasing number of Prescott College students as teachers, and has done so since its inception in 2001. These graduates are carrying out the mission of the Education Program and the College. As Justin Plaskov put it, "My peers and I are acting locally, trying to teach our youth to think for themselves and to understand the world around them."

Student Teacher Placement Coordinator Maggie Cox reports that education students are making quite an impression in the local community. "I am now receiving calls directly from principals asking whether there are any Prescott College teacher graduates to interview for a new opening," she said. Jordana DeZeeuw Spencer, Education Program faculty, agrees: "The Education program cultivates a sense of place through its hands-on immersion of teacher certification students in local schools. The schools have, in turn, demonstrated their care, investment, and collegiality by offering our graduates jobs."

Bob Ellis, Education Program Coordinator, thinks the new teachers reflect a larger trend at the College. "Based on what I see in our students, I think Henry James had it right when he said, 'As life is action and passion, it is required of people that they should share the passion and action of their time, at peril of being judged not to have lived.' It seems to me that Education students want to live right here in Prescott, and we are a better community because of it."

Apparently this new crop of teachers couldn't agree more.

Joe Lepper '06
English Teacher, Prescott High School

Joe's decision to become a teacher grew from his desire to offer others an alternative to the unsatisfactory education he experienced in his youth. His approach: help students find a way to relate to the subjects they study. So, when Joe teaches *Macbeth* and *Julius Caesar*, he urges students to find moral applications in their own lives. He tells students that everything that he (and they) know about a subject is probably wrong, and urges them to challenge both teachers and themselves.

He also takes his own advice. He recently helped a student with poor reading test results discover his own muse by connecting poetry and hip hop. "He liked to rhyme and I always saw him scribbling stuff in a notebook, so I asked him about it and we started talking about hip hop and trading mix CDs. I mean, he knew a lot about poetry but had never realized it. I just helped him develop a vocabulary. And then one day he gave me a CD with his name on it. He'd produced the beats, he'd written the lyrics, and he put down the vocals. I was floored.

"I aim to engage my students in their learning. I aim to assess them based on what they learn, not on what I think they should know. I aim to trick them into learning. Prescott College helped me to achieve this goal…. With Maggie Cox's help and support during my practicum courses and then student teaching, I was able to find my own set of classroom management methods. She helped me, through constant conversations, to take the rapport that I

am able to quickly build with teenagers and turn it into an effective classroom persona. At any other institution I would not have been able to interact with such a positive and provocative teacher in such a close relationship."

Justin Plaskov '06
Unites States and Arizona History
Prescott High School

Although Justin Plaskov comes from a family of educators, he entered Prescott College planning to study politics, social justice, and environmentalism. After just one education class at PC he felt compelled to enter the family profession. As a history teacher he aims to help students expand their paradigms and avoid locking into a single way of thinking.

Justin explores heady themes like the non-linearity of history, using imperialism as a theme to prove his point and teaching the Philippine-American War "because I believe it is important for students to have a sound understanding of where their affluence comes from," he said.

"We should never forget that our wealth has come at the burden of many less fortunate people, from those who inhabited this land before Europeans arrived, to the Africans we stole from their homeland, or to people who have lived under brutal dictatorships, merely in power to serve US business interests."

In helping his students to think for themselves, Justin feels he is passing on what he's learned. "Through the Prescott College Education Program I was able to collaboratively work with my peers and professors to construct my own ideas of what education is and should be, based on the works of past and present educators. During this time I was able to apply and recheck my perceptions in the classroom. I had many opportunities to go into the community and learn a bit about being in the classroom as a facilitator.

"The ability of my professors to model great teaching practices and my seized opportunities of going into community classrooms greatly benefit me today."

Jen Curtis '06
Language Arts
Granite Mountain Middle School

Jen decided to go into teaching at the tail-end of her undergraduate work, which presented her with the challenge of completing multiple certification requirements in record time.

As a language arts teacher, Jen works toward helping students develop the skills and confidence to successfully communicate, express, and articulate their ideas in any situation. Having attended several different colleges before completing at Prescott, she feels she's bringing a broad range of teaching methodologies to her work.

Jen believes in creating real-world applications for her students' projects, for example having a class write and send business letters, see results of their actions, and find excitement in active participation with the world around them.

As one of the youngest teachers at school, she feels she has a leg up in terms of her ability to connect, "My students have told me they do not think of me as an adult, more of an older sibling who is also their teacher. I still have vivid memories from being 13," she said, noting that it's comfortable for students to ask older sibling type of questions about life, social interactions, and their futures during a crucial a time in their development of identity. "In addition to learning English, teens need someone they can ask 'life' questions. I feel like a more valuable educator being that person for them.

"It is my responsibility to always remember what 13 is like, so I am able to support the same relationships when students do view me as an adult," she said.

"Prescott College has cultivated me as an educator and lifelong learner with the skills to support the learning of others. The education program, which consists of four truly inspiring people, does not simply focus on how the education system works and how to teach state standards. It focuses on how to inspire, to make change, and to connect with young people," she said. "Helping my students to care and get involved in their learning to empower them as people is my goal."

Utah, 2006.

Environmental Studies

The aim of Environmental Studies Program is to develop compassionate, informed, and responsible citizens who are prepared to offer constructive solutions to environmental problems, and to help heal relationships between people and nature. Understanding is advanced across many disciplines, including the biological, physical and social sciences, and the humanities. Students use these insights to illuminate the interrelationships between human and non-human realms. Specific skills in critical thinking, in field and laboratory methods, and in oral and written communication are taught. Students are encouraged to develop a philosophical understanding of, and ethical stance regarding, human–nature interactions and relationships. Students develop the ability to apply their knowledge to "real-world" situations to prepare them for further education and meaningful employment.

The Environmental Studies Program is dedicated to education in natural systems and processes of the Earth and the role of humans who both depend on and influence these systems and processes. There are nine emphasis areas, although students are welcome to pursue a broad course of study across the discipline or devise their emphasis. The Environmental Studies Program graduates students in the following emphasis areas:

- Agroecology
- Conservation Biology
- Earth Science
- Ecological Design
- Environmental Education
- Environmental Policy
- Geography
- Human Ecology
- Marine Studies
- Natural History and Ecology
- Student-Directed Emphases *(examples)*:
  - Adventure-Based Environmental Studies
  - Botany
  - Environmental Conservation
  - Ethnobotany
  - Field Biology
  - Field Ecology
  - Wildlife Conservation
  - Zoology

Bridging Environmental Studies with other program areas

Students can consider formulating competences that bridge Environmental Studies with other realms of study. In some cases, formalized bridges have been developed (Environmental Studies and Adventure Education), in others it is up to the student and the Individual Graduation Committee to develop a coherent, meaningful program.

Adventure Education and Environmental Studies

Environmental Studies involves the discovery and understanding of the Earth's natural systems and the human role in those systems. Adventure Education utilizes skills instruction, expedition-style travel, and facilitation of group dynamics to increase participants' interpersonal and social skills and to improve self-concept. With recreational and educational use of the natural environment gaining in popularity, current trends in both of these fields recognize the importance of an AE/ES integration. It strengthens the comprehensiveness of both programs recognizing the developing interface between these two fields and encourage students to explore ways they can effectively integrate them into their academic program.

Ecological Literacy

Ecological literacy is an essential part of the foundation on which any Environmental Studies Competence should be built. It is the understanding of interrelatedness of all life – human and non-human – in the context of evolution, ecology, and thermodynamics, as well as in the context of historical, political, and cultural perspectives.

By its very nature, ecological literacy demands expansive, synthetic inquiry rather than narrow specialization – a searching for connections and wholes, rather than isolated parts. Ecology weaves together the earth and life sciences and it provides vocabulary and many of the concepts that are

addressed or need addressing in studies of human society and human nature. Taking courses is only one way to develop literacy. Students are expected to continue developing ecological literacy through activities inside and outside of the classroom throughout their time at the College. Direct experience with nature, informed by reading and interaction with others, enhances ecological literacy.

Agroecology Emphasis

Agroecology, a cross-disciplinary field which has emerged over the last twenty years has bridged the study of agriculture with ecology. Agroecology is based in the natural sciences. It is a field that lends itself to cross-disciplinary studies, especially in integrative studies such as ecological economics and environmental politics. Students interested in Agroecology have the opportunity to enroll in the summer session, which is based at the College's Jenner Farms, about 20 miles from Prescott. The curriculum of the summer semester is designed to explore ways in which conventional agriculture can become resource-efficient and sustainable. It challenges the assumptions underlying conventional or small-scale agriculture by designing systems that fundamentally mimic the natural systems of a particular region.

Conservation Biology Emphasis

Conservation Biology is an interdisciplinary field that developed rapidly to respond to a global crisis confronting biological diversity. Practitioners of Conservation Biology attempt to guide society toward the preservation of organisms, landscapes, ecological processes, and natural systems, and toward sustainable management of environmental and evolutionary resources. Firmly grounded in the natural sciences, this emphasis area draws upon ethics, history, economics, political science, and other human studies. Students in this field become competent to conduct relevant research, make balanced value judgments, and take effective action on behalf of the environment.

Earth Science Emphasis

Earth Science focuses on study of the physical aspects of the natural environment. Students explore the geologic processes that shape the Earth, the atmospheric and oceanic processes that govern global and local climate, and the hydrologic processes that cycle water around the globe. Earth Science examines environmental processes on a range of time scales, from the fractions of a second required for rapid chemical transformations to the billions of years in which the solid Earth has evolved. By learning about the history of the Earth's development, students gain a valuable new context that helps them understand the behavior of the Earth as a system. The study of the earth as a system emphasizes the interactions between the physical world and the biosphere, including the effects the physical environment has on human society and the impacts human society has wrought upon the physical world.

Ecological Design Emphasis

Ecological Design addresses how humans can best live within the ecological constraints of specific regions and minimize their impact on other species. It encompasses multiple scales of consideration in both space and time. Students in ecological design may focus on resource efficiency in relation to a particular house, or in relation to the layout of an entire city to the land it was built on. Students' scope of consideration ranges from the current economic tradeoffs of various building materials, to the long-term fate and environmental compatibility of materials once they are no longer useful. This emphasis area includes one year of courses at Yavapai College in Prescott and the option of studying for a semester with the ECOSA Institute.

Environmental Education Emphasis *See page 96.*

Environmental Policy Emphasis

Environmental Policy challenges students to create a broad, integrated understanding of the Earth's environment, the problems it faces, and the responses of social systems to these challenges. This understanding is used as the basis for action. The disciplines of law, economics, and the social and natural sciences play key roles in this field. Direct involvement in the process is pivotal to creating a meaningful understanding of these complex systems. Students are expected to do significant work in the field. There are many internship opportunities in Environmental Policy that can serve as the basis for independent studies or senior projects.

Geography Emphasis

Geography is interdisciplinary study that investigates where things are and why they are where they are. It draws from the disciplines of earth sciences, biological sciences, anthropology, and history to answer complex questions about the world and specific regions and populations therein. Geography is a broad-based study. Its stems from the intent to look deeply at spatial relationships between and among landscapes, life, and culture. Geographers gain focus on physical geography, biogeography, cultural geography, or by concentrating on a specific region and applying physical, biological, and cultural geographic concepts to a region. Study includes work in three areas – physical, biological, and cultural. Geography courses have strong field components.

Human Ecology Emphasis

Human Ecology has its theoretical foundation in ecological anthropology, which studies human adaptation to the natural and social world through the processes of evolution, physiology, individual behavior, and culture. It grapples with understanding the human role within ecosystems in the past, present, and future. Theories in human ecology inform applied disciplines such as conservation biology, policy and management, agroecology, ecological design, and ecological economics. Students have opportunities to explore ways in which humans interact with their surroundings, through eth-

nobotany, human health and wellness, and ecopsychology. Students are challenged to evaluate their values and actions as they strive to create a more sustainable future.

Marine Studies Emphasis

Marine Studies focuses on ecology of the marine environment (physical and biological oceanography) and the relationships between humans and the marine environment. Students have a foundation in life sciences, physical sciences, human ecology, conservation and resource management, and a broad scope of courses in literature, politics, economics, and humanities. Many courses take place at the College's Kino Bay Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico. The Center sits amid the Sonoran Desert on the coast of the Midriff Island region of the Gulf of California. The area is rich in marine habitats, seabirds, marine mammals, fish, mangrove estuaries, and coastal flora and fauna. Students explore marine environments, study human interactions with the sea, and participate in marine conservation research projects.

Natural History and Ecology Emphasis

Students learn how nature works and how organisms and their biotic and abiotic environments interrelate. Students study individuals, populations and how they are assembled into communities and ecosystems. Students become naturalists who observe and interpret particular organisms and landscapes, or become field ecologists who build upon natural history using scientific method for examining questions generated by ecological theory. Ecological understanding informs applied fields such as agroecology and conservation biology.

Student Directed Emphasis Examples

Adventure-Based Environmental Studies Emphasis Students venture into a variety of landscapes and gain knowledge to understand and interpret wilderness. They study natural history, ecology, geology, leadership methods, and counseling approaches, a variety of perspectives of the human relationship with nature.

Botany Emphasis Students investigate aspects of plant life, including physiological, evolutionary, systematic and biological aspects of flora. They view information, conduct fieldwork, and share ideas. Study includes biology, ecology, geology, mathematic modeling, and conservation biology develop.

Environmental Conservation Emphasis Biodiversity, sustainability, and ecosystem management are studied focusing on preserving and conserving natural resources. Sustainable living techniques, applied methods of conservation management, organic agriculture, forestry management, ecology, evolution, ethnobotany and ecological design are explored.

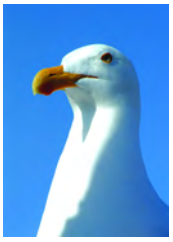
Ethnobotany Emphasis Relationships between humans and plants are explored. Students study ecology, life sciences, botany, ethnobiology, horticulture, cultural studies, and hydroponics. Traditional medicine and use of herbs may be explored as a means of understanding sustainable, healthy alternatives to pharmaceutical and industrial medicine.

Field Biology Emphasis Students study living organisms, structure, function, growth, evolution and distribution. They develop foundations in biology, ecology, conservation, natural history, statistics, evolution, climate, and environmental ethics to understand life, diversity, and relationships between organic entities.

Field Ecology Emphasis Studies include field methodology, ecological theory, practical skills, conservation biology, wildlife management, geology, biology, taxonomy, biogeography, and statistics. Studies are conducted in habitats of relevant organisms using scientific method, hypothesis formation, experimental design, data collection and analysis.

Wildlife Conservation Emphasis Students focus on issues concerning human relationships to land, resources and wildlife and address the development of this partnership over time. Cultural studies, ecology, land management, conservation sciences, biology, and animal taxonomy are explored.

Zoology Emphasis Students study animal life, its origins, characteristics, life processes, behavior, evolution, and relationships with other organisms on the cellular level and in large populations. Areas of ecology, natural history, and evolutionary biology are explored and field work study is designed and conducted.



Kino Bay Center for Cultural and Ecological Studies

The Kino Bay Center for Cultural and Ecological Studies, one of a few permanent academic field stations on the coast of Sonora between Puerto Penasco in the north and Guaymas in the south, is Prescott College's field station on the Sonoran shores of the Gulf of California, one of the most remote and unexplored seas remaining in the world today.

Prescott College and the Kino Bay Center have long-standing relationships with both the rural Mexican fishing village of Bahia de Kino and the indigenous Kunkaak village of Punta Chueca. The Kino Bay Center provides educational opportunities for hands-on field study in the areas of marine studies, environmental sciences, resource conservation and management, cultural studies, Latin American studies, adventure education, writing, and Spanish language studies. Classes are based at the Kino Bay Center throughout the year and include courses such as Marine Conservation, Marine Biology, Coastal Ecology, Weather and Climate, Natural History and Cultural Ecology of Kino Bay, and Sea Kayaking. Students conduct independent research and senior projects at Kino Bay. Researchers and educational groups from other institutions frequently visit Kino Bay Center. Resident researchers involved in the Center's Conservation Fellowship Program offer opportunities for Prescott College students to become involved with long-term conservation and research projects done in cooperation with Mexican institutions. The Kino Bay Center facilitates environmental education and dialogue with local communities. The Kino Bay Center is legally recognized in Mexico as the equivalent of a nonprofit educational organization and is chartered as a Mexican university-level institution by the government of the State of Sonora, Mexico.

The Center is a member of the Organization of Biological Field Stations (OBFS). The OBFS is an international network of hundreds of field stations located primarily in North and Central America.

Location and Facilities

The Kino Bay field station sits on a one-acre site close to the main boulevard along the beach of New Kino. The facilities include living space for 35 students, faculty, and visiting faculty; camping space; group kitchen and bathhouse; large palapa for meetings; library, computer lab, and classroom buildings; a fleet of five sea kayaks and a kayak trailer; two fiberglass hull skiffs with outboard motors,

radio, and safety gear (22-person capacity total); various lab and field equipment, computers, internet access, phone, fax, VHF Radio.

Jenner Farm and Prescott College Gardens

At Jenner Farm, Prescott College's experimental farm 15 miles southwest of campus in the fertile floodplain of the Hassayampa River, students carry out research and learn the principles of agroecology.

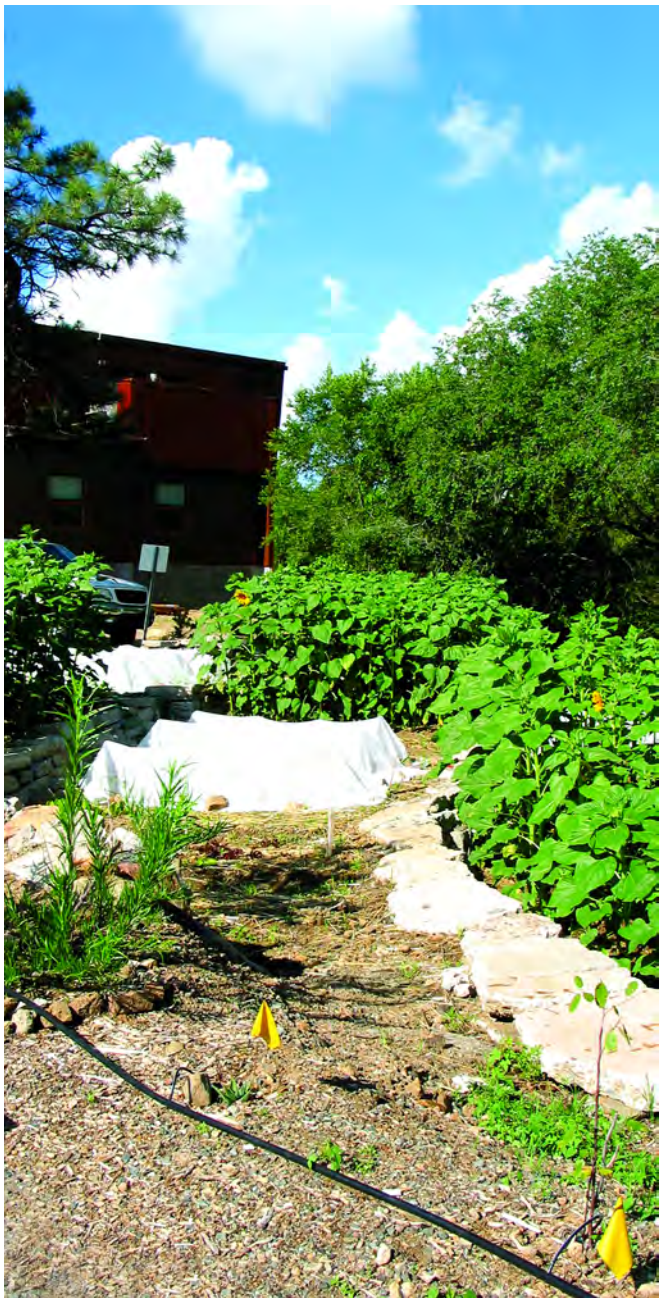
In addition to farm-scale studies at Jenner, numerous garden plots on campus sprout a wide variety of crop and cover plants under the care of students in agroecology and plant breeding courses. Other plots provide produce for the College's Crossroads Café and serve as demonstration gardens for the local community. Public art and site-specific performance classes also use the gardens for public performance and display of sculptures. Adjacent to the Café, large-scale experimental composting stations tended by students and fed with Cafe refuse complete the cycle of food production.

At all farm and garden sites, students address the question: how can agriculture be more ecologically sustainable and economically viable? In addressing this question, students experiment with water-saving irrigation technologies, regionally adapted crops, specialty crops, and fertility-generating rotations.

Using the College's farm and garden facilities, students have the opportunity to:

- Design and carry out independent studies, research, and senior projects in sustainable agriculture, restoration ecology, environmental education, and art
- Actualize projects, such as urban water catchments or the development of a Community Supported Agriculture co-op organized and run by students
- Put theoretical study into practice with hands-on experience
- Contribute to the growing study of alternative farming practices
- Contribute to preserving and propagating native Southwestern plants
- Revisit the question of agriculture in the arid Southwest through research-based and demonstration based education.

By discovering new ways and rediscovering traditional ways of growing food, Prescott College students are joining innovative local farmers, school children, 4-H clubs, and home gardeners in the revitalization of agriculture in the Arizona Highlands and across rural America.



YOU
BELIEVE IN
MIRACLES

Walnut Creek Station for Educational Research

The Walnut Creek Station for Educational Research is run through a collaborative partnership between Prescott College, Yavapai College, Sharlot Hall Museum, Northern Arizona University, and the Prescott National Forest.

Each partner contributes funding to maintain the 250-acre site, which is used for projects, classes, meetings, and other purposes. As many as three classes per week take advantage of the station for field trips, including courses like Ecopsychology, Interpreting Nature through Art and Photography, Geographical Information Systems, Drawing and Painting the Southwestern Landscape, Aboriginal Living Skills, Wildlife Management, and Riparian Restoration. Additionally, the Walnut Creek Station hosts long- and short-term research projects such as a Hantavirus Longitudinal Study funded by the Centers for Disease Control, an Arenavirus Distribution Study funded by the National Institutes of Health, an Arizona Department of Water Resources inventory and monitoring study grant, and the Rattlesnake Radio Telemetry Project. Many students also conduct independent studies at the station.

ECOSA Institute

The ECOSA Institute, located near our Prescott Campus, was founded in the belief that design based on nature is critical to the search for a new design philosophy.

Such strategies are critical to the future survival of our species and are indispensable in creating a sustainable future. The design of human environments has always had a pervasive impact on human societies and the natural systems in which we are participants. ECOSA views design as a transformative profession; in other words, the environments we create change the way our society perceives the world. The one-semester program at ECOSA that is offered to Prescott College students provides more comprehensive green-building knowledge than traditional architecture programs. ECOSA Institute Programs are accredited through Prescott College.

Informed Imagination: A Naturalist's Way Of Seeing by Walt Anderson

A few years ago in the respected journal *Conservation Biology*, there appeared an editorial entitled "The Naturalists Are Dying Off." Reed Noss wondered, "Will the next generation of conservation biologists be nothing but a bunch of computer nerds with no firsthand knowledge of natural history? Does it follow that they will have no personal emotional ties to the land?" His article elicited more letters to the editor than at any other time during his tenure. Among the letters was one from me, in which I wrote: "The naturalist's approach, the integration of humans with the rest of nature in a passionate and ecologically sensitive way, is not yet dead in all parts of the country." I then described the approach of Prescott College, where experiential education and direct contact with nature are still encouraged, where the field naturalist does not take a backseat to the white-coated laboratory technician.

There are those who see natural history as an antiquated pursuit by eccentric generalists encumbered with a multitude of fairly unsophisticated tools: a hand lens, pair of binoculars, plant press, butterfly net, and the like. It is often seen as the poor cousin of the science of ecology, which is a quantitative, analytical approach that adheres to the scientific method, replacing subjectivity with objectivity. Hard science, according to this viewpoint, provides the ecologist with detachment from human biases, hence credibility as a resource for those making management decisions. Though natural history may be recognized as the foundation of the science of ecology, more and more institutions of higher learning are relegating it to the footnotes of history, giving conservation biologists like Reed Noss plenty of reason for concern about the future of the field.

One of the key courses in the Environmental Studies Program is the 12-credit class Natural History and Ecology of the Southwest. The word arrangement of the title was chosen intentionally; Natural History comes first, though all of us who teach it realize that the two subjects are inextricably intertwined. From the start, we aim to dispel the myth that these are different fields, perhaps one for the dilettante and the other for the serious scientist. Together they provide a functional lens for looking at the world, a mindset that allows growing understanding of and appreciation for nature simultaneously. We reject the idea that "majors" will take one thing and "non-majors" will take another. Ecological literacy, in fact, is a key element of a good liberal arts education that we hope every student at Prescott College will achieve to some degree. In addition, the idea of scientist as objective and detached is itself a myth. Humans evolved as an integral element of the ecosystems in which they were embedded; we see the world in ways that reflect our evolutionary heritage. Understanding our origins, learning to listen to the stories of the land that had immediate relevance for our ancestors, is not only natural but essential as an expression of our humanity.

I assert that to develop basic ecological understanding, one needs to cultivate the habits of a naturalist. David Cavagnaro, in his foreword to my book, *The Sutter Buttes: A Naturalist's View*, wrote: "A naturalist, I think, is first a person of the Earth, a shaman really, one who feels as well as sees, one who simply **knows** with greater depth and breadth than intellect alone can muster. Second, a naturalist is an interpreter, one who can translate the language of nature into the vocabulary of the common man, who can reach out to us from the heart of the natural world and lead us in."

To expand upon that, I would add that a naturalist is one who cultivates informed imagination, one who facilitates the process of seeing more, sensing connections, translating nature's complexity into deeper levels of awareness, understanding, and appreciation. A naturalist is motivated by joy and by love: joy in the search for understanding, love for the living world within which he or she is con-

nected. Those kinds of personal connections deny the myth of objective detachment, but they also increase the responsibility of the naturalist to be true to nature, to interpret with the greatest possible fidelity to the way that things actually work. These connections and the responsibilities they bring are at the heart of ecological literacy.

Few will find access to nature's voice by sitting down and reading an ecology textbook. For most beginning college students, that would be a sentence to boredom, often leading to rejection of or at least disappointment with science. Environmental educators often speak of "developmentally appropriate" sequencing of education. You don't hit the little kids with all the doom and gloom of environmental degradation too early in their lives, or you will sever the natural connections they may have with nature and invite rejection, despair, or psychological numbing. So it is with ecology. Many ecology textbooks appear blatantly reductionist, and though that is part of the scientific approach that can eventually come back around to synthesis and deeper understanding, it is not something that is intuitively appealing to most young minds.

In my section of Natural History and Ecology of the Southwest, I want to get students to be actively and personally involved in their own inquiries in nature right from the start. Rather than immediately laying out the foundations of theory or history for a particular subject, a practice likely to make the student more of a passive recipient than an active learner, I ask the students to come ready to go to the field on the very first day of class. I assign each a different plant (e.g., a manzanita, oak, or pine) and ask him or her to use a notebook or sketchbook to "interpret your plant species. Names are not important here. Use your direct powers of observation and informed imagination to describe it as completely as possible. Use all of your senses, get to know your plant, and be prepared to share your findings with the rest of us in a couple hours."

Two hours with a plant? Surely this stretches the patience of a young person used to quick sound bites, computer bytes, and rapid gratification. Wouldn't it be easier to follow the teacher around and take notes on whatever pearls of wisdom that person might dispense to the waiting student? Here the teacher must consciously avoid being the recognized authority. The whole point of the exercise is to allow the student to discover her or his own points of access into conversations with nature. It is the application of one's senses, combined with drawing upon a certain amount of relevant background, that will lead to success with informed imagination.

The session must be long enough for the students to reach that point where they realize how little they've "seen" at first look. If they recognize this hurdle, then they can begin to look more deeply, to ask more meaningful questions (for, in effect, they are interrogating their plants). After awhile, I circulate, reinforcing them for what they have found but encouraging a closer look, an alternative lens to peer through. You don't want to interrupt a productive inquiry, but you also don't want the students to stall and give up or feel frustrated. I must be both attentive and creative here, offering suggestions if necessary or simply cheering on those happily engaged in discovery. In any

case, being supportive is the operative word. The student is becoming the "expert" on that species.

Early interpretive efforts may tend to the superficial. Typical left brain descriptions (dimensions, colors, shapes, how leaves or twigs are arranged, whether or not they are smooth or fuzzy) and attempts at naming are common. Some students may sketch the leaves and struggle with trying to make the drawing look real. Some might try something quantitative, perhaps counting the number of needles in a bundle or leaflets per leaf. Others may develop comparisons between this species and another (often done with oaks, for example).

There are many other potential questions that could come from a lengthy interrogation. Will someone see the plant as a potential parent, as a mechanism for its own reproduction? Will anyone describe the acceptable range of physical conditions under which the plant grows (slope, aspect, soils, shade, etc.)? Will the students speculate on the functions of flower, stem, leaf, or bark? Will they see the plants both as individuals and as members of populations? Will they note the variability within a population? Will one see the insects and other organisms attracted to the species or the signs of their former presence (holes, borings, cocoons, frass)? Will someone see the plant even more imaginatively, from the perspective of a butterfly, bird, spider, cow, worm, or drop of water? Can anyone envision the roots, the underground connections, often even more important ecologically than what was seen above ground? Can a student imagine the plant as part of the hydrological cycle powered by the solar furnaces? Does anyone begin to see through time – seasonal changes, succession, the life span of the plant from birth to death? Will attempts to relate a certain species to other plants spawn an interest (indeed, a need) to come up with names as a way of communicating about it?

After the two hours of focused studies, we all assemble and go from plant to plant, while each student shares descriptions and approaches to understanding. Of course, no one student would ask all the kinds of questions that I suggested above, but through the sharing of what each found with the rest of us, most of that range of possibilities is introduced. Only then do I add select natural history observations or raise additional questions to promote continued ecological thinking. Hearing a multitude of perspectives is an enriching and empowering experience; there is an awakening, a growing excitement at the prospects of growth and discovery, a realization that one's own active inquiry can yield insights and rewards.

The seeds of ecological and evolutionary questions have thus been sown. I ask each student to follow up on this session by writing up a species account on his/her plant, distinguishing one's direct observations and questions from any information obtained from other sources. From this point on, each person is an "expert" on that plant, and everyone has begun to learn a great deal about the natural history of the common plants in the region, as well as how they relate to one another in the larger community of organisms.

Each subsequent field trip then calls upon the students in some way to expand ecological thinking and to develop a stronger sense of place within that bioregion. Recognizing multiple intelligences, I try throughout the term to employ a variety of approaches, usually experiential in some way – sampling and quantitative work, drawing, free-writes, qualitative descriptions and comparisons, worksheets with thought questions, problem-solving exercises, and the like. Text readings are typically connected to observation and experimentation in the field. I emphasize the explanatory power of evolutionary thinking, the need to be aware of scale, the relationships among organisms, and the influences we think abiotic factors (geology, soils, climate) have on ecosystem functioning (the students repeat my mantra: "Geology is destiny"). We learn how to walk into a landscape and describe it usefully with what I call the holy trinity of ecology: composition, structure, and function.

As an example of an early exercise used to build upon readings of how physical factors affect life in landscapes, I take the students to one of the highest vantage points in the Prescott area. The students have a worksheet that invites each of them to read the landscape in the spirit of informed imagination. I ask them to work in small groups. As each person tries to articulate ideas to another, alternative views may arise, allowing a winnowing and focusing of the search for patterns and explanations. I make it clear that good questions are the starting point to finding good answers. The inquiry cycle (a user-friendly approach to hypothesis testing) becomes a familiar tool for observation and interpretation.

To demonstrate how this process works, below I provide the first questions that direct the students' attentions:

From a high viewpoint, you can read patterns on the land. Often these represent elements related to weather, with modification by topography. Be sure that you can read a topographic map and can relate elevation, slope, and aspect to the vegetation patterns you see. Discuss the location of the city of Prescott and the implications of both the

natural landforms to the city and recent land use changes (within the past 150 years) to other parts of the environment. As you observe, think about the effects of seasonality; consider how different this landscape would be in another season. Include ideas about solar radiation, winds, clouds, inversions, day and night airflows, and the like.

This activity requires detective work, finding patterns and thinking about causes. It's easy enough to see the somewhat linear ribbons of the creeks that wind through town, to think about how those may be affected by paving and building, the introduction of exotic species, and patterns of cool air drainage. It may take a little more thinking and some coaching to figure out the distribution of pines in the Prescott Basin, the abundance of chaparral just over the hill on the west side of the Sierra Prieta, or the absence of mature cottonwoods on reservation lands along Granite Creek below the VA hospital. It soon becomes clear how human actions more than a century ago (mining, logging, and cattle grazing) have set up the forest for its current crisis in bark beetle infestation and fire fuel hazard.

The exercise continues after a walk to Granite Dells, a wonderland of dramatic granite outcrops next to Watson Lake. Students work in pairs to investigate ecological concepts as manifest in local flora and fauna, studying subjects such as micro-climate, heat transfer (conduction, convection, radiation), relationship between body size and metabolic rate, adaptations of warm-blooded versus cold-blooded organisms, the physical properties of water and air and their implications to life. If the day is windy and rainy or snowy, so much the better, for the lessons become painfully apparent. Each pair of ecological sleuths works for awhile, then shares findings with others. Connections among the various questions are created. Then each student goes home to type up answers to each question, drawing upon published material as it may amplify what was learned experientially in the field. I, of course, give abundant feedback to the students as to how effectively their answers were communicated. And so it goes on many assignments: observations, hypotheses, predictions, solutions, and expansions. The level of sophistication grows over time. The students move from budding naturalists to capable ecologists without even noticing the change.

While providing formal assignments, which offer some clear structure and measurable ways of assessing learning, I also encourage students to be creative and exploratory in alternative ways. They are to document both process and product in a portfolio, to which I give timely feedback. Portfolios are highly personalized. One student may fill pages with detailed plant drawings, while another may review Darwin's *Origin of Species*. Most students use the portfolio to organize field notes, reading notes, assignments, and daily reflections on each learning experience.

Thumb Butte, Prescott, Arizona, 2006.

In addition to having two full days per week in which to have classroom and field experiences, I schedule two four-day field trips, opportunities for immersion in an ecosystem and often ways to interact with land managers or scientists in areas of their expertise. Though there are structured activities, there are also open times where the students can apply their learning in personally selected ways. I remind them to keep their senses alert always, for practicing ecology is as important as practicing medicine or law. Inevitably, by the

end of the course, students have learned a respect for and tools to expand upon the study of ecology. They have knowledge that they can apply to practical situations. Their activism can be both passionate and informed.

There are many exercises that I employ in this kind of class, and the processes discussed here are applicable to many age groups and many fields; therefore, let the preceding examples suffice as models of the practice of informed imagination.

Let me close by creating some visual imagery that suggests the power of the naturalist's ways of seeing. These words were designed to go with color slides, to build upon the immediate reaction that anyone would have to the images on the screen. Pictures on a screen, after all, are no more than dancing electrons; their meaning comes entirely out of our interpretation, our imagination, which is based upon our experience. You can make do here with scenes in your own mind.

Nature provides us with infinite examples of fit in form and function. One definition of beauty is good design. Who would deny that a seal in its element is a creature of exquisite beauty? Yet if you put that seal in the midst of a grassland or forest or desert, it would be hopelessly awkward and out of place. Context is everything. Anything well adapted to its particular niche, its proper environmental context, is a thing of beauty, and a naturalist can rejoice to be surrounded by such loveliness. Even a banana slug in a coastal temperate rainforest or a garter snake in its sinuous serenity in a shallow mountain pond should be an object of reverence, not revulsion. A well-adapted warthog, in terms of design and function, is as beautiful as a cheetah, which we more often choose to epitomize grace and beauty. So when a naturalist sees beauty, it means going beyond the superficial. It may mean seeing into the form and function of a grass blade, or the deciduous leaves of an oak, or the resinous needles of a pine. The naturalist sees questions and senses answers.

Learning from the land takes patience. What first we see before our eyes is not all there is to see. Take time and wait for the gift, the chance to truly see the light. Listening to the land requires attentiveness, respect, openness, and practice. To hear something, you really have to want to listen. You need to tune in to nature, tune out the internal chatter. See if you can hear the rustlings of ladybug elytra rubbing against one another or against a cactus spine. In how many ways are they communicating that we not only cannot sense, but which we lack the imagination to even guess?

If we listen and if we understand, we can hear in the vibrant chorus of geese the voice of the tundra where they nest, the traces of the fields and marshes they have visited. If we can see, the tracks of a shorebird in the mud become an international calling card, a link with a thousand-mile migration. If we can read, the rounded pebbles in a cliff become the signatures of the tumbling action of the surf rolling in and out for millennia in response to the moon's tidal tuggings. Informed imagination is a sensory vehicle without limits.

Messages are out there, all over in nature, but who these days is stopping to read them? What things are being dropped from our vocabularies because of these failures to witness?

Aldo Leopold once said that a naturalist lives alone in a world of wounds. To do anything about it, we must know what is normal and healthy. We need to know how things work, and equally importantly, we need to care. It is at this

crossroads where ecologist and naturalist merge, where each of us, as plain citizen of the planet, needs to be able to read the stories of the land, the natural histories of place, and know how to act. Informed imagination is our guide.

Bolivia, 2006

Farms in the Sky by Caitlin O'Brien

Prescott College students learn about biological diversity, ancient farming techniques, and solidarity – at 15,000 feet

We are near 15,000 feet, in a Bolivian village called Caraquina Grande, which is not on any map you're likely to find. A mishap with our bus on a flooded road has made us two hours late. When we arrive wet and embarrassed, emerging from slate-gray clouds and the intermittent threat of rain, we learn that lunch is waiting. The men of the village greet us, dressed in their finest ponchos and embroidered hats. These are real meat-and-potatoes people, in both literal and metaphorical senses; solid, friendly, and simple.

"We" are a joint effort between Prescott College in Prescott, Arizona and the Bolivian Universidad Mayor de San Andrés, in a class called Food Systems of the Bolivian Andes taught by Dr. Tim Crews. We are here to explore the ways in which a system of mostly small, independent producers feeds a country of nine million. These farmers engage in some of the highest-altitude agriculture in the world.

Another few hundred feet and cultivation gives way to grazing, then rock. The landscape is alpine, a carpet of low grass with delicate wildflowers and moss, nothing higher than our ankles.

Except the potatoes. The hills are dotted at seemingly random intervals with small plots carved from the soil, mounded into rows, and planted with potatoes – *Solanum tuberosum*, mostly, though there are various other species. Little else grows at this altitude; quinoa (*Chenopodium quinoa*) and its lesser-known relative cañawa (*C. pallidicaule*), a ginseng-like root called maca (*Lepidium meyenii*), oca (*Oxalis tuberosa*, another tuber), and fava beans. Livestock graze, mainly llama and alpaca, and some sheep.

We are greeted upon arrival with applause and two rounds of handshaking. First, the men stand in at line and we file past. We are clumsy, faltering until we understand the process. Shake hands, clasp shoulders, lean in as if to kiss cheeks, then touch hands again before moving to the next person. We repeat the ritual with the women arrayed along a low stone wall a few feet away. Then we stand in a line and they greet us, the air a-hum with four dozen voices murmuring "Buenas tardes, gracias, bienvenidos."

After a long formal introduction, the women pull bundles of food from behind their skirts, laying them out on brightly woven blankets. Potatoes, potatoes, potatoes, oca, and lamb. They say that in the time of the Inca Empire no one went hungry. The stockhouses commonly held a five-year supply of freeze-dried potatoes and dried llama meat called charque, Anglicized to "jerky."

In the Andes, a land of extreme climate and topography, food security is predicated on diversity. Although there are only a dozen or so major crops, each exists in thousands of varieties. A given family will have five or six potato fields scattered throughout the area, at different elevations and on different slopes and orientations. Some will be cultivated with rows that follow the curve of the hill, some perpendicular, some diagonal. Each plot holds five to twelve varieties of potato, perhaps interplanted with fava, oca, or maize, depending on the elevation, year, and interpretation of bio-indicators.

The other vital element of the Andean food system – and culture – is reciprocity. The Incas' complex trade system spanned a region from 15,000-foot alpine highlands to tropical lowlands where fruit and other tubers were available year round. In between, dry valleys, mid-altitude cloud forest, and the Lake Titicaca basin provided maize, beans, and coca. Potatoes and llama meat were traded down to the jungle, while fruit moved up to the highlands. Coca was dispersed to all points. In the case of crop failure in one corner of the empire, an elaborate network of roads and a well-coordinated supply of food from various sources could compensate.

It's easy to imagine the agricultural landscape of modern Bolivia reflecting that of the Inca. From December to March, the rainy season, the fields are a Van Gogh painting; sheep and pigs tethered at odd intervals; mixed herds of llamas, alpacas, sheep, donkeys, and pigs wandering across the roads and fields, potatoes flowering in purple, pink, and white; blue lupines; yellow sunflowers; green maize growing at two or three heights; dark fava beans; yellow oca flowers; sprawling peas; some amber waves of wheat or barley…bright flowers edging the beds.

However, the traditional system of land tenure, based on concepts of communal property and yearly rotations that maximize production, reduce risks, and maintain diversity, is being dismantled at an alarming rate. Land traditionally apportioned yearly, based a system of rotation and

family size, is now held individually. As families grow they must carve their land out for their children, or their children must find ways of living that don't require land.

The idyllic beauty of the Bolivian countryside has largely been spared the homogenizing influence of industrialization, but many Bolivian farmers express some regret. The markets are shifting from a specific potato for soups, one for eating with fava beans and one for eating with peas, a potato for frying and one for freeze-drying into chuño, to a new generation that wants to eat pasta and rice. Burger King imports potatoes from Idaho.

In the lowland Department of Santa Cruz, Monsanto grows GMO soy, while sugar and cotton plantations increasingly replace native forest. The industrial process has taken a firm hold in Santa Cruz, displacing both traditional agroforestry and traditional slash-and-burn agriculture, as well as a vital link in the traditional trade system. The large-scale industrial agriculture model is, however, conspicuously absent in the highlands. Instead, standing between highland Bolivia and the Green Revolution are extreme poverty and the Andes.

On one hand, some 65 percent of the country's population lives below the poverty line, where many farmers grow their food primarily to feed their families and where middlemen sprout like mushrooms on the muddy roads between farm and market. There is little money to be spared for luxuries like pesticides, fertilizers, and tractors.

On the other hand, cultivation often occurs on slopes too steep to comfortably stand on, on soils too rocky to reasonably dig in, or within elaborate systems of terraces in place since before the Incas. This is no place for a John Deere. The machines Idaho potato farmers use to put a few thousand potatoes per hour in the ground would be patently ridiculous on a 10-acre plot with a 25-degree slope. Western economies of scale simply do not apply. Instead, farmers here use a foot-plow unchanged in design or use for several thousand years, with the exception of salvaged metal replacing the original stone.

The fields are beautiful, and the biodiversity staggering. Five thousand varieties of potato, 600 of fava beans, and 500 of maize grow in Bolivia. However, poverty is not romantic. A lack of clean water contributes to the death of every tenth child under the age of five. And when resources are available, many farmers instead purchase chemical inputs for their land, particularly in the form of nitrogen fertilizer. This is, after all, land that may have been in production for a few thousand years. Soil fertility is not a minor issue.

Also balancing on the rocky slopes we find the proverbial elephant in Bolivia's agricultural room: coca. By far the most profitable crop per area, coca (*Erythroxylum coca*) has a history as old as the Andean people. Jorge Hurtado, director of the Coca Museum in La Paz, describes it as the focus of Andean indigenous cultures. It serves as a method of socializing, rather like coffee in the US, and also a symbolic religious function as profound as that of wine in the Eucharist. It also happens to be the raw material from which cocaine is made. One acre of coca will produce the profit in one year equivalent to 16 acres of bananas or four of coffee, the "alternative development" crop most often encouraged. Coca has few diseases and fewer pests, and is a perennial that can be harvested up to four times a year, depending on elevation and irrigation.

There is a robust and legal domestic market for coca leaves, which are used for tea and chewed almost constantly by most campesinos. Exportation of the leaf in any form, however, is illegal by international treaty, with an exception for Coca-Cola, which exports some 105 tons of de-alkalized leaves annually. Although the US-led "War on Drugs" has had its eye on coca production for 50 years or so, newly elected president Evo Morales recently revised the "Zero Coca" party line to "Zero Cocaine," insisting that coca has a rightful place in Andean culture.

Indeed, Bolivia's Foreign Minister, David Choquehuanca, recently suggested that coca be served in schools. A much-touted 1975 Harvard study revealed unusually high levels of calcium and other nutrients. In diets often lacking in fresh fruit and vegetables, the vitamins and minerals gained from coca chewing may be vital. Morales proposes decriminalizing coca while continuing the fight against cocaine production, creating an official distinction between the innocuous raw material and the illicit processed product. Also worth mentioning is that the industrial chemicals required to turn 328 kilos of coca leaf into one kilo of cocaine are produced in (you guessed it) the United States. Needless to say, international reaction has nonetheless been virulent, and 50 years of policy are unlikely to change with any appreciable speed.

The battle against coca is now fought largely through the vehicle of so-called "alternative development," which attempts to replace coca with licit means of making a living. The story of alternative development, however, is fraught with corruption and failed dreams. We hear time and again of outside agencies (USAID being high on the list) that come into an area promoting the newest anti-coca scheme to plant coffee or plant citrus. They begin monumental projects like constructing processing plants. They often

require significant input, both financial and material, from the local people. And they often fail.

In a small town in the Yungas, after two years' work and $5,000 of community investment building the plant that was supposed to process a local root, hamachpeque, into flour for cookies to be packaged for sale in La Paz, the last $2,000 of investment money never appeared. The processing plant stands still, full of equipment and supplies, but unfinished. The men who show it to us express pride in the building they constructed themselves, and clearly control their anger when speaking of the bureaucracy that robbed them of their opportunity. It is an old story that only gets more bitter in the retelling. This year, they are planting coca again.

Up in the mountains, our welcome party is being hit with rain. The women shrug their wool shawls tighter around them; the men and children don't seem to notice. We open our packs to rummage for raincoats and elicit a few stares. In a moment the rain has passed. After the food is arranged on its blankets, the women retire back to their stone wall. Men and women eat separately, we learn, but the females in our group are invited to eat in either group. Apparently "American" trumps gender roles. We Americans-who-happen-to-be-women join the women nonetheless, to sit in a hunched circle and tear at meat with our teeth.

Two weeks earlier we had been treated to a similar meal in the valley of Achocalla, outside La Paz. We were visiting a collective of greenhouse growers who want to create a certified municipio ecológico – an ecological county, in effect – to combat the growing trend of pesticides and chemical fertilizers. One benefit of a wide network of small-scale farmers rather than large, centralized, mechanized farms is that the lag time between cause and the perception of effect is dramatically shortened. These growers started using pesticides and noticed that spring was getting quieter. Then they made the connection and began to organize.

Beneath standard, developing-nation chaos, including a lack of government infrastructure, lies one of Bolivia's great strengths. Everyone is organized. Taxi drivers, hotel operators, shoe shiners, women selling flour and rice in the market, everyone is organized into sindicatos or asociaciones, with presidents and vice-presidents, secretaries, treasurers, and networks of communication. This systematic organization has allowed coca farmers and other disenfranchised groups to effectively blockade La Paz several times over the past few years, successfully ousting two presidents.

This organization has also allowed a group of farmers in a small town to lead the fight forcing passage of a law that bans the introduction of GMO crops. While those already present, like soy, are still allowed, the Association of Ecological Greenhouse and Vegetable Growers intends to change that soon.

Their efforts are joined by a local dairy, Flor de Leche, which buys milk from small producers to make artisan cheese and yogurt. Flor de Leche competes with Pil, a multinational dairy company that holds a near-monopoly on dairy production in the country and sells yogurt with a shelf life of over a month. The nascent health-food movement eagerly consumes Flor de Leche's merchandise, however, and now the groups are looking for ways to systematically label their products in order to get better prices.

Over the course of a month, we visit a number of variations on this theme, in each of the Andes' agroecosystems. We cross dry valleys, such as La Paz and Achocalla, and the altiplano, the vast expanse of flat, arid land between the Cordilleras Oriental and Occidental at about 12,500 feet. We visit the Lake Titicaca region, which has a particularly mild climate moderated by the lake, and the Yungas, an area of semi-tropical lowland valleys. We explore the puna, the high plateau region, up to 16,000 feet, where Caraquina Grande is located.

As we travel from place to place in our rickety bus, we meet and speak with growers and professors, nonprofits working to preserve biodiversity, conservation biologists, farm workers, technical experts, and children. Each connection builds a sense of community, an emerging image of power. They speak of fighting against corporations and working to preserve their traditions in the face of global influences; we speak of the same. We tell the Asociación de Productores de Tubérculos Andinas de Candelaria, a group working to maintain diversity in potatoes and other traditional tubers, about Native Seeds/SEARCH, a group working to maintain diversity in beans and other traditional Southwestern crops in Arizona.

We mirror each other, through stumbling translations, through cultural barriers, able to see each other and recognize that we are not alone.

MARCO

Field Biology Studies of the Colorado Plateau by Mary Lin

For over a decade, upper-division Prescott College students have completed original research on the fire, woodlands, and riparian ecology of the Southwest, working alongside Environmental Studies faculty Lisa Floyd-Hanna and David Hanna. This fall was no exception. Students in the fifteenth year of the College's Field Biology Studies of the Colorado Plateau course examined biotic crust, counted grasses, trapped frogs and insects, and made significant contributions to understanding the biology of the region.

In this all-fieldwork, upper-division class, students work with Lisa and David "on whatever we're currently researching," Lisa said. This year, the team worked in three distinct regions.

For the first part of the course, students spent time in Chaco Canyon National Historic Park following up on a grazing study that the Hannas and Dr. Tom Fleischner, Environmental Studies faculty, published in *Conservation Biology* in 2003.

The team studied the effects on vegetation and the biotic crust that occur when grazers are removed from the region. The biotic crust is mat of filamentous cyanobacteria commonly found in arid areas of the West that both protects the soil and fixes nitrogen, a crucial starting point for the production of protein in the food chain.

The areas is one of the biggest "exclosures" in the Southwest, Lisa explained. "Cattle and sheep have been kept out of parts of the park since the 1940s," she said. While scientists long believed that the biotic crust was highly fragile and might take decades or longer to grow back, maybe even a century or more, the team has discovered otherwise in certain soil and rock types. "On the Menefee Shale, the crust came back in ten years," she said.

The grazing study was facilitated by the fact that the area has many "fencing Ts," areas where three different treatments come together that have been grazed for different lengths of time or are currently grazed. The students collected data on grass, forb, shrub, and soil recovery in three of those areas. Dustin Hanna '06 then led a team that completed three additional study sites

The students and field crews drew two important conclusions, according to Lisa. Besides observing rapid recovery of the biotic crust, the team noted that "biodiversity is significantly greater in the long-term exclosures than in short-term exclosures, or those which still have grazing," she said.

After students completed individual study projects in Mesa Verde, the team went on for the third part of the class, to work on the Hannas' ongoing research in the Salt Creek Wilderness Riparian Area, a region of Canyonlands National Park. There they worked with biologist Dr. Tim Graham of the US Geological Survey to follow up research completed by two Prescott College students ten years ago,

studying the effects of road closures on the biology of the region. (The students, Kim Plengemeir and Eugene Reinger, actually went on to work for the Salt Creek project after graduation.) Every year since then, Prescott College students have returned to the region to participate in a study of the recovery of amphibians and insects post–road closures. They trap, count, and sample populations throughout the riparian area.

Biologists often need to wait months, even years, to see the results of their work published or presented in major journals or conferences. Not so for the fortunate students in this year's class. Lisa Floyd-Hanna and Dr. Tim Graham presented papers including student research at the Natural Areas Conference in Flagstaff in late September, and students were invited to attend at no charge.

Maria Cunha, 2006.

Senior Projects

Looking at Prescott's Creeks

by Loryn Isaacs

"Simply put, I love water," says Maria Cunha '06, who collaborated with local nonprofit Prescott Creeks to create a way to gauge the health of the Granite Creek watershed.

The monitoring plan Maria designed looks at the presence of different macro-invertebrates in water bodies, which helps indicate the water quality and health of the ecosystem. Collecting such data provides indicators of how to preserve the watershed as a community resource and treasure.

Maria's project "was an exploration of something I believe in. Prescott has been my home for five years and I like the idea of leaving something behind for the purpose of keeping the environment healthy."

Having grown up in the lushness of the northeastern environment, Maria came to Prescott College with previous experience in marine ecology. While enrolled, she strengthened her understanding of the global environment and restoration ecology through extensive traveling, including Alaska and Kenya. In the Southwest, she says, "I have been able to fall in love with water in new ways."

Maria heard a presentation by Prescott Creeks, which invited students to participate in their work. This led to her senior project, which focused on learning how to create monitoring plans for local governments. Researching the literature, Maria went into the field and collected data on invertebrates, collected information through interviews, and made connections with aquatic ecologists at other Arizona universities.

After graduating, Maria plans to more fully dive into her passion of environmental studies and education, helping others develop their sense of place and dispelling the falsehood that nature is "scientific and boring."

Environmental interpretation in the national parks by Loryn Isaacs

Krista Cole '06 wants to help others become excited about the natural world. She wants others to go out and take hikes and know about the trees – "not be a person removed from the environment."

Krista created a study of environmental interpretation, an approach to environmental education, in national parks.

Unlike classroom environmental education, interpretation encourages contemplation and raises awareness of how humans, as individuals and a collective, fit into the environment, through the direct experiences in natural areas.

The project grew out of Krista's experience interning with the National Park Service at the Padre Island National Seashore's interpretation division, in Corpus Christi, Texas. There, she worked to educate the public and visitors and help them connect with the landscape. The internship proved immensely successful, by allowing her to learn and teach at the same time.

Krista grew up in Florida around water. Through her internship, she developed a greater understanding of water in the context of a new climate. "In my experience through life, I feel like it's really important to develop a sense of place, and make the place where you live really a part of yourself. My main motivation is wanting to do that for other people."

Having gained practical experience through interning, Krista wanted to delve into the central goals and importance of environmental interpretation to provide a more solid footing for a career in education and the environment.

After graduating, Krista will begin an internship in Providence, Rhode Island with Save The Bay, a nonprofit organization working to preserve Narragansett Bay. She plans to eventually attend graduate school and continue studying environmental and experiential education. Her time at Prescott College allowed her to become part of landscapes worldwide, from Norway to Kino Bay, Mexico and throughout the Southwest.

These experiences allowed Krista to "get in touch with not only what I am interested in, but what I really need out of life, how I want to contribute to society as a whole."

Alumni

Planting S.E.E.D.s of Sustainability

As one of the earliest environmentally-focused colleges in the nation, Prescott College has been sowing the seeds of a sustainable future since the sixties. In 2008 the Sustainability Exploration and Education Development (SEED) Committee brought together faculty, staff, and students to coordinate the many initiatives, many of them student projects, sprouting up around campus.

A campus-wide garden project, composting stations, greening existing structures and advising on new ones, and developing the College's objectives and plans for sustainability – these are just some of the projects SEED is helping to grow. Luisa Walmsley '08 (pictured above) spearheaded a project of Professors Tim Crews and Jack Herring's Independent Study class, "Creating A Carbon Neutral Campus" to complete a carbon audit which SEED will use to advise the College on future energy usage and policy.

Although it's just in the beginning stages, a proposal process will be available to students in the 2008-09 year through which they can initiate new projects and request resources and assistance to help them grow. Students interested in getting involved with or proposing SEED projects should contact faculty coordinators Tim Crews at tcrews@prescott.edu or Terril Shorb, tshorb@prescott.edu.

Back to Nature in the EcoHood

Alumnus Andrew Millison and friends "green up" one of Prescott's oldest neighborhoods

By Lara Ruggles and Susan DeFreitas

When Andrew "Andy" Millison '97, M.A. '02 scans the local hillsides in the Prescott area, he doesn't see prime real estate with expansive views.

"These ritzy new houses up on the hills," he says, "are situated high off the water table, on solid rock. They're exposed to wind and wildfire, isolated from town, and they're huge, which means they're costly to heat and cool."

In contrast, Andy's neighborhood, fondly referred to as "the EcoHood" by friends and neighbors, has water at 12 to 20 feet, sits on an average eight feet of topsoil, and is sheltered from wind by the surrounding topography and by large, established cottonwood trees. The more modest size of the older homes also makes them cheaper to green retrofit.

"Some of the oldest and most affordable neighborhoods also have the greatest potential for sustainability," he explains.

How does he define sustainability?

"Living in a way that sets an appropriate example of living within our means...[If we were] living sustainably, we wouldn't be borrowing resources and health from future generations in order to be wealthy now."

Andy teaches permaculture and eco-design as an adjunct at Prescott College, owns an ecological landscaping business (www.millisonecological.com), and is helping to spearhead the community sustainability initiative in the Lincoln-Dameron district of Prescott. With the help of fellow alum Susan DeFreitas '00, who acts as publicist for the project, the 'Hood has been covered in national and international publications, and interest is snowballing.

Permaculture (a combination of the words "permanent" and "agriculture"), Andrew explains was, first developed in Australia in the 1970s as a design system for local self-reliance.

Based on patterns found in nature, permaculture combines principles of homescale agriculture, environmental stewardship, and community design. In Prescott, he says, this means designing for water collection: "You want systems that basically run on their own, that can function without you." An example is the cistern in Millison's front yard that collects rainwater from his roof. At its base he's planted kiwi vines, which will grow around the cistern and up onto his roof, providing thermal mass to keep the water from freezing, shade from the sun in the west, and edible fruit when the vines mature.

With an undergraduate degree in Ecological Design and Sustainability and a master's in Horticultural Preservation, Millison has taught permaculture at Prescott College since 2001. Students from Prescott College and the local ECOSA Institute (a training program for sustainable architecture and design) have helped design and install much of the permaculture landscaping around his home.

So what is the EcoHood, exactly? Andy describes it as a mid- to low-income neighborhood situated around the floodplain of Miller Creek that encompasses roughly two blocks, two apartment buildings, and 30 houses, the majority of which were built in the 1930s. The district now has six systems

that reuse household graywater for irrigation in the landscape, two rainwater cisterns, five organic gardens, 25 heirloom fruit trees, and, at last count, 57 chickens.

"I'd always thought of this area as a prime location for an ecovillage," says Millison, a Dameron Street resident on and off for the past eight years. "But I still had this idea of a community out on the land somewhere." Managing the organic farm at Paolo Soleri's Arcosanti Urban Laboratory for two years had shown him the challenges inherent in a traditional "back to the land" scenario. But it wasn't until he purchased a home 20 miles outside of Prescott that the concept for the EcoHood began to emerge.

"Here I was," he said, "burning up a quarter to half tank of gas every day, while reading David Holmgren's book about peak oil, *Permaculture: Principles and Pathways Beyond Sustainability*, which suggests that permaculture is the best way to confront the challenges resulting from peak oil. I realized, if you're still tapped in to the economic resources of the city then you should just be in the city." At the same time, three ecologically minded friends moved to the Lincoln-Dameron district with the intention of becoming more community and sustainability oriented. "I could see that the vision I'd had was starting to manifest," he says. "When there was an opportunity to move back to the neighborhood, I jumped at the chance." He ended up buying a house he had rented at three different times in the past.

Since that time, the EcoHood has developed into a "loose confederation" of eight actively involved area households and three or four "affiliates" – involved households in neighborhoods nearby. While Andy has contributed key expertise in areas such as graywater irrigation, rainwater catchment, and permaculture design, the process has unfolded organically, with neighbors swapping skills, information, tools, and at times even childcare, chickens, and compost.

Now the EcoHood is gaining ground in the surrounding neighborhood. The local ECOSA Institute purchased a plot of land in the area which is slated for development as green student housing, and in the summer of 2006, ECOSA's permaculture design certification course focused on plans for public space in the neighborhood as a whole. A recent presentation on the EcoHood at a local satellite of the Bioneers Conference succeeded in attracting the attention of two investors instrumental in a number of Phoenix-based permaculture developments. Plans are now in the works for a permaculture apartment/condo complex centering on community gardens and supported by graywater, rainwater, and solar energy systems.

Even though the EcoHood area is part of a region replete with tony new developments, Millison maintains that, from an ecological point of view, with its rich soil and access to water, Lincoln-Dameron truly is the wealthiest neighborhood in town. Advantages of the EcoHood model of community sustainability are far-reaching and fundamental.

"By working in a mid- to low-income neighborhood, you make it accessible. By working within the existing human footprint, you preserve wilderness, cut down on fuel consumption, and give yourself access to the waste stream of the city for recycled materials." Additionally, he explained, the EcoHood model doesn't require a large initial investment or a shift from mainstream models of family and homeownership. "It's time to start where we are,"Millison says. "How can you meet people where they're at? How can you give them the opportunity to have [a sustainable lifestyle] and still keep their job at the restaurant?"

Millison envisions the EcoHood continuing to evolve. There are five undeveloped acres next to a McDonald's in the neighborhood where he sees several possibilities: "We could do co-housing, or an organic drive-through burrito place right next to McDonald's, or use it for agriculture, or a plant nursery." In 20 years, he says, the EcoHood might look like "a food forest with chickens and orchards and maybe a meandering bike path going through the gardens where the road once was. When you look at this place there's the potential for a paradise in Prescott."

Senior Project
Food Justice: A Growing Movement

Martina Brimmer's '06 Food Justice: A Growing Movement*, is a documentary film she made with another filmmaker on the food justice and urban agriculture movement in West Oakland, California. Food justice "stems out of environmental justice," she claims, and addresses the lack of agricultural infrastructure that would allow communities of color easy access to healthy food. In West Oakland, with a largely African-American and Latino population, there is one grocery store for 30–40,000 residents, while liquor stores populate nearly every corner.*

Martina documented the solution as "[coming from] high school kids…who have started organizations like People's Grocery in Oakland." They converted a postal truck into a mobile grocery store, complete with a refrigerator that brings fresh organic produce to neighborhoods that would otherwise have no access. Martina also learned about other organizations in the area's growing food justice movement, including: Oakland-Based Urban Gardens, a youth-run project creating community and school gardens; Mandela's Market; and Mo Better Food, the latter two of which provide an affordable organic farmer's market with produce grown in local minority farms.

Brimmer is excited about the youth involvement in the food justice movement: "They're really initiating it for their community."

Yoga Teacher Training, 2008.

Human Development

The Human Development Program believes in human potential, social justice, and service. The courses are dynamic and participatory, allowing students to create a stimulating, enriching, and relevant academic program.

Students are encouraged to develop self-awareness and a respect for both human and nonhuman worlds. This kind of integration often requires a shift in attention beyond modern Western views of human nature. At the advanced level, the Human Development Program offers unique opportunities to learn through independent study and supervised field work. Students learn through advanced academic studies and hands-on experience working in local, regional, and national internships. Many students with major interests in fields other than human development use the program to gain knowledge and skills in leadership, facilitation of individual and group processes, conflict resolution, and service to specialized populations.

The Human Development Program graduates students with competences and emphases in the following areas:

- Human Development
- Holistic Health
- Equine Assisted Mental Health
- Psychology
- Counseling Psychology
- Therapeutic Use of Adventure Education
- Ecopsychology
- Women's Studies
- Student-Directed Competences/majors (examples)
  - Expressive Arts & Depth Psychology
  - Psychology of Society and Culture
  - Social Psychology

Human Development

The Human Development Competence area is broadly based and provides students with an opportunity to select from a wide variety of courses that provide perspectives on human potential. Some students studying human development find compelling reasons to describe an area of emphasis as a subtitle for their competence e.g. "Human Development with an Emphasis in Holistic Health." Choosing an area of emphasis provides an opportunity for students to create a personally relevant program of study.

Area of Emphasis in Holistic Health

The study and practice of holistic health integrates mind, body, and spirit. This integrative field embraces prevention, education, and wellness principles and requires students to refine critical thinking skills. While the holistic perspective has been distinguished from conventional

Professor Paul Smith, Group Process, 2006.

Western medicine, the pioneer scholars and practitioners in this field now regard holistic health practices as complementary strategies to more mainstream methods of healing.

Area of Emphasis in Equine Assisted Mental Health

In this emphasis students work with horses as partners in educational and therapeutic settings. This field is expanding exponentially as the uniqueness of animal assisted therapies integrate a nonhuman component that is filled with potential. The study of equine assisted mental health is a personally, socially, and ecologically responsible process. The program fosters an academic environment in which students are encouraged to develop self-awareness and a psychologically sophisticated sense of responsibility within both human and non-human worlds. This requires the integration of cognitive, emotional, behavioral, social, and spiritual aspects of the human personality and an understanding of systems perspectives. This kind of integration often requires a shift in attention beyond modern Western views of humans, horses, and nature.

Relational Horsemanship Clinic, Las Vegas, New Mexico, 2007

Equine assisted therapies first emerged as means for physical rehabilitation in the mid-twentieth century. Since then, horses have been integrated into many dimensions of human services, including the mental health services. Behavioral, emotional, and cognitive patterns are reevaluated and restructured through the client's effort, the horse's connection to the client and co-therapist, and the mental health professional's facilitation.

The program emphasizes the systems in relational patterns, and the facilitation of therapeutic experiences. Ethics of the therapeutic relationship, horsemanship, and stewardship flow throughout this course of study.

Psychology

In the interest of developing a form of psychology that is both meaningful and responsible in the context of the 21st century, the Human Development Program begins with an appreciation of the deep historical roots of the inquiry into human nature. Students explore the emerging connections between psychology, systems theory, and ecology. They establish their own psychological independence, and are encouraged to understand and appreciate emerging theories about psychological interdependence. Collectively, family, cultural, and social conditions profoundly shape the psyche. Students are encouraged to complete courses in gender, cultural, and religious studies. Psychology courses offer opportunities to study traditional and emerging dimensions of the field. Some courses present both foundational studies based in the conventional research literature and interpretations of human nature inspired by ecological or spiritual perspectives. Other courses provide opportunities to apply conventional psychology to the challenges of social and environmental justice work. Students can choose to pursue an area of emphasis within their competence in psychology.

Psychology students develop a professional orientation to the field as they explore standards of practice and codes of ethics. Psychology licensure or certifications help insure a practitioner's competence.

Counseling Psychology

Students studying counseling psychology learn and apply a cluster of professional knowledge, skills, and attitudes essential to the development of skillful helping relationships. The Counseling Psychology competence intertwines theory and practice through small group learning and the integration of practica and internships into the curriculum. Many of the courses involve supervised student-practitioners in local clinical, educational, and recreational settings working with actual clients. An extended practicum is required. Counseling psychology students develop a professional orientation to the field as they explore standards of practice and codes of ethics. Counselor licensure or certifications help insure a practitioner's competency. Students are encouraged to plan carefully for these and other professional growth opportunities.

The curriculum in counseling psychology is imbued with some emerging trends that make this field more viable for mental health in the 21st century, including systems theory and feminist perspectives. Students are encouraged to explore how a person's identity is embedded in their sense of personal relationships and in widening circles of community.

Therapeutic Use of Adventure Education

Over the past 20 years an integration of Human Development and Adventure Education has been used increasingly to develop adventure-based, therapeutic wilderness programs. This course of study combines essential knowledge and skills used in therapeutic group work with the technical skills needed for safe, effective wilderness adventure education. Graduates with this competence are able to design and teach educational experiences in the wilderness that are therapeutic. They are not qualified as therapists, which requires graduate-level work. Both the Human Development and the Adventure Education programs acknowledge the need for exacting and rigorous training in this interface and offer a variety of interdisciplinary courses.

Ecopsychology

A student of Ecopsychology strives to integrate ecological principles and psychological wisdom into a unified field of study. A competence in Ecopsychology includes courses from both the Human Development and Environmental Studies programs. Depending on the specific interest of the student, course work in either psychology or environmental studies may be emphasized. Students develop a substantial foundation in each of theses disciplines. It is only with solid foundational studies that the student can develop a significant appreciation of humans as psychological beings acting within ecological systems.

Women's Studies

Women's Studies strives to integrate feminist principles with gender equality into an interdisciplinary field of study. Students in Women's Studies have a wide range of courses from which to choose. The intent is to offer an alternative perspective to traditional, androcentric forms of inquiry which place women as outsiders in society, instead offering one that views women's experiences as central to understanding human society and behavior.

A student with a competence or breadth in Women's Studies must complete a series of courses that introduces the student to core concepts in the field, including the impact of systems of oppression, feminist theories, power and privilege, social/cultural hierarchy, patriarchy, and the social construction of gender. Students strengthen their critical thinking skills as they learn to challenge previously unquestioned epistemology and hegemonic principles. Students learn to identify the ethical implications of excluding gender from the arts, humanities, psychology, religion, culture, and history.

Student Directed Competence Examples

Expressive Arts & Depth Psychology Students develop understanding of expressive arts as a healing tool through study of phototherapy, personal narrative, yoga, and counseling skills and theory. They learn to guide others in the process of opening the creative spirit with the intent of gaining personal insight and awareness of the human psyche.

Psychology of Society and Culture Interpersonal relationships are explored through anthropology, ethnography, peace studies, social justice, global politics, economics, social change, the arts, psychological development, religion, race, and communication studies. Students learn techniques for activating social change and creating social justice.

Social Psychology Students explore how the psychological process is influenced by the actual, imagined, and/or implied presence of others. This approach to psychology focuses on the dynamics of individuals and society by studying counseling skills and theory, interpersonal communication, race and gender studies, and diverse approaches to therapy.

Chauncey Ranch, Mayer, Arizona, 2007

Hands, Hearts, and Horses by Mary Croft

Equine Assisted learning programs teach participants as much about themselves as the gentle giants

"The outside of a horse is good for the inside of a man." The well-known quote attributed to Teddy Roosevelt, Will Rogers, Winston Churchill and others isn't a new concept to Arizonans. But innovative programs at Prescott College are revealing that the inside of a horse's mind can help the inside of a person, too.

What is it about a horse that has the potential to teach a human about positive relationships? Paul Smith, the director of the Prescott College Centaur Leadership Services, suggests that because horses are large prey animals and people are essentially predators, a successful interaction between them requires that the person practices behaving less like a predator and more like a partner. Such an interaction with a horse can be a pivotal moment in a person's life, allowing one to rise above a poor self-image, a victim mentality, or an overly controlling mind-set.

"Some people say that horses themselves are the healers," Paul explains. "The potential for learning and self-healing is inherent within the relationship." But it's not guaranteed: it must be facilitated so that the person can bring the lessons back into daily life. Horses mirror a person's true feelings, and are honest in their response.

Considered one of the most successful of domesticated animal species, horses can be intimidating because of their size, leading to a misunderstanding that the animals must be controlled and dominated.

Paul refers to his approach to partnering with horses as Relational Horsemanship. "It isn't only about riding, or even about controlling the horse," he continues. "It's about providing opportunities for people to be in intentional relationship with the more than human world."

Paul explains, "Rules are different with horses. People get the opportunity to practice how to be in a relationship in which they must behave less as a predator. Dysfunctional relationships often have those types of behaviors, such as bullying and being a victim. Working with a horse will mirror the person's inner self, and it will be obvious whether or not a person is emotionally congruent (harmonious inside and out) and in control of their behavior."

Prescott College student turned Youth Leadership coordinator Melissa Carey wanted to bring these powerful experiences with horses to young people, and as a result created the Youth Leadership Program in the spring of 2006. Under her guidance the Program brings school groups, Girl Scout troops, and youth groups from all economic strata together with horses to develop self-esteem, self-awareness, and leadership skills.

How does it work? "Even the youngest kids are learning to treat a horse as they would be treated," Melissa explained. "They practice kindness, confidence, and clear communication as they learn how to handle horses, groom, and ride.

"A thousand-pound animal must be asked in the correct way to pick up a hoof for a hundred-pound girl. The human must learn to be very clear about what she wants."

The feedback she has gotten from both children and parents underscores Melissa's point. One student reported: "We had a segment where three girls linked arms, with the middle girl as the brain, and the right and left girls using only their outside arm. Our job was to halter the horses, but some of us didn't even know how to do it. It really felt good when we were able to get the horses and finish our job. When they were haltered we could walk the horse around and we knew we had done a good job! We had to remember that the horses have feelings too. It is good for us to remember that people aren't the only things that count." A parent wrote, "All creatures great and small… most children today only have an opportunity to interact with small creatures. The leadership training with the addition of the horses provided a rich experience to interact with a great, but gentle creature."

Melissa feels the program helps people of all ages develop skills in leadership, self-awareness, and facilitation. She first found her niche in an equine based undergraduate class at PC, Group Process for Adventure Educators. She later went on to offer horse based programs for other undergraduate students, such as Relational Horsemanship Weekend retreats and a workshop series titled Equine Assisted Explorations: Confronting Issues that Affect Women. The workshops explored balancing relationship and task, and being confident in asking for what you need while feeling safe.

Alumni

Girl, Empowered by Mary Lin

The WEB! Conference offers options and a helping hand to young women stepping onto the path of adulthood.

It's no secret that the teen years are difficult and even hazardous times for young women. Girls face a nearly endless series of tough choices and questions:

Should I be sexually active? Is the world a safe place? Do I want children? What do I want to do with my life?

In her senior year, as a student of education for social change with a breadth in environmental studies, Courtney Osterfelt '04, attended a presentation on teen

pregnancy. The talk helped her realize a crucial need for women to help teens navigate the passage into adulthood, and the WEB! Conference was born as her senior project. Now co-directed with Robyn Bryers '05, this October WEB! will offer nearly 100 girls ages 14 to 18 in Yavapai County an inexpensive, three-day wilderness retreat in which to connect with mentors, information, and experiences with the goal of empowering good choices.

"The good news is, there are a lot of good answers and good people in nearly every community who can help girls set their lives on the right course," explained Courtney.

"Throughout human history cultures have created opportunities for women to pass on their wisdom. The WEB! conference empowers girls in Yavapai County with models and information that help them to envision the woman they want to be, and to grow in that direction. Someday I hope to see WEB! conferences across the nation, and around the world."

The first WEB! Conference took place at Mingus Springs Camp in October 2004. Intended to help teenage women explore, define, and achieve their goals by instilling self-esteem and positive attitudes in attendees, the event was "a huge success," according to Courtney.

"Thirty-seven girls attended, and all of them walked away with smiles on their faces," she said. "In each evaluation, they expressed how anxious they were for next year's conference and how eager they were to volunteer for the fund-raising events that make the conference possible."

Osterfelt organized the conference in large part to address her concern with the susceptibility of teens to marketing that frequently represents women as provocative, brainless objects.

"Young women need help learning to actively counter such negative social stereotypes. The mission of this conference was to provide a safe and inspiring space to collectively educate and guide young women toward creating healthy and meaningful lives."

"They were so excited to learn, so ready to access tools that would help them better navigate through this world," Osterfelt said. "Those girls taught me so much over the weekend, and the biggest lesson they taught me was the same lesson I was trying to instill in them: 'I am enough. When I am living life with intention, purpose, and integrity to myself and others, when I am doing my very best, I am quite perfectly enough, and we cannot and should not ask anything else of ourselves.'"

"It's really vital that young women know they have options," said Osterfelt. "Education is really the key."

Senior Project

Rites of Passage in Western Culture by Chase Edwards

When Gabriel Cannon's '06 father drowned in Hawaii three years ago, Gabriel felt the loss not only of a parent, but of a partner in shared passions for documentary filmmaking and rites of passage. This past fall Gabriel reignited that passion. He used equipment and an editing studio inherited from his dad to create a documentary on the reemergence of rites of passage in Western Culture. "I wanted to create a video to help spread understanding on this topic," he said.

In a rite of passage the individual changes from one clearly defined role to another. "The model is based on three components," Gabriel explained. "Separation, threshold, and incorporation." The individual is separated from friends, family, and physical things during the separation phase, and a time of transition – the threshold – follows. At the end of the passage, the individual, with the new role or identity he/she discovered, is reincorporated with friends and family. "I believe the lack of formal initiations in our culture has resulted in a large amount of self-initiation attempts by individuals struggling to find their role in our society," Gabriel said. "They attempt to self-initiate through drugs, alcohol, fighting, and other dangerous and usually illegal activities. I see rites of passage as a preventative treatment, meant to catch youth before they spin out into the world in self-destructive ways."

Gabriel participated in several rites of passage programs, including Prescott College's Wilderness Orientation, as research for the video. On the College's Orientation, students are given the opportunity to cross over from being from non-students to students, or from high school to college students. It's based on the popular Vision Quest rite of passage model," Gabriel said, noting that the ritual incorporates elements of the Vision Quest, including a three-day solo with a fasting option.

For his video, Gabriel traveled to New Zealand and Australia as well as various places in the US, and interviewed over 20 different individuals and top practitioners working in rites of passage programs. He collected an enormous amount of footage, which he edited down to an eight-minute segment that will be played at Prescott College's Baccalaureate Ceremony. His work on the project, however, will continue after that, eventually terminating in an hour-long educational video. "Several of the organizations are really excited about it," Gabriel said. "They want to use it as a part of training for their staff."

Gabriel's passion for rights of passage programs won't end with his video or his graduation from Prescott College. He is starting a business in Boulder with a friend, called Roots Rhythm Tribe, that will work with boys in kindergarten through middle school and utilize drumming, myth, and outdoor skills to initiate community, teamwork, and learning. He will also work for a summer camp called Surfing the Creative, a five-week rite of passage program for 16-28-year-olds that uses music, art, and dance as the rite of passage model.

Student Life

Northern Arizona, 2007

Students

Students who come to Prescott College want to make a difference. They take an active role in their college experience instead of methodically fulfilling a list of predetermined courses. Most share a love and respect for the outdoors and a deep concern about social responsibilty, and for the jeopardized environment. Students come from throughout the United States and many foreign countries, including a wide variety of cultural and economic backgrounds. The College attracts first-time freshmen, transfer students, and accomplished professionals. This diversity contributes to the College's stimulating academic and social environment. Students who attend Prescott College have inquiring intellects, uncompromising ideals, and soaring spirits. While quite diverse, Prescott College students have a lot in common. Here are a few interests and characteristics of the students.

adventurous • advocate for equal rights • *alternative upbringing* • Amnesty International

animal rights and love for environment • backpacking trips • CAMP COUNSELOR

Chinese medicine • coached Special Olympics • community oriented • community service • conservation

creative writer • dance • **democratic volunteer** • does not like large schools

eagle scout • enjoys the outdoors • enjoys working with children and volunteering • Food not Bombs

Forest Service intern • Girl Scout • Habitat for Humanity • **hands-on learning** • helped save trees in California

helped set up women's center • *helps manage community garden* • holistic education • holistic health

horses • human psychology • in her own words she is "a little bit unusual" • introspective • **kayaking**

interested in politics and helping his community • learned Spanish in Madrid • literature

loves to stay fit:sports • loves working with youth • meditation • natural food • NOLS • **non-violence**

organic farming • OUTDOOR EDUCATION • Outward Bound • *passion rooted in social change*

peace • photography • poetry • **President of outdoor club** • program leader at YMCA

questions everything • river trips in wild Canada • **rock-climber** • scuba diver • seeking greater truths

semester at sea at Woods Hole • service learning • skier • **social activist** • *speaks Spanish*

strong connection with nature • summer work in Montana • SUSTAINABILITY

SUSTAINABLE BUILDING • spiritual • swam with dolphins in Egypt • taught English in Micronesia

taught troubled teens in wilderness • teacher's aid • **trail conservation** • tutors Hispanic children

traveling around the world before he comes to PC • *very connected with nature* • meditation

volunteer for Habitat for Humanity • **volunteered in homeless shelter and kids café** • attended Waldorf school

wants the freedom to study what she would like • *wants to be an active citizen and engaged learner*

wants to change the way the "civilized" world views the earth • **white-water rafting guide**

worked in Hawaii with whales • *works with disabled teens* • yoga...

Downtown, Prescott, Arizona, 2007

Student Life: Prescott, Arizona

Prescott College is located in the beautiful mountain community of Prescott, Arizona. Prescott is large enough to support a wide variety of restaurants and other amenities, yet small enough to offer a friendly, personable experience. Best of all, Prescott is ideally situated for exploring and learning about the incredible natural and human diversity in Arizona and the surrounding areas.

Prescott's proximity to Mexico provides access to the crucial interactions between developing world politics, economics, and social and environmental issues. Prescott College students participate in engaging activities as part of their coursework, but life outside of the College is stimulating and rewarding as well. A myriad of social activities are available on campus and throughout the Prescott area.

Flyers describing diverse and numerous activities which students may explore are posted daily on campus bulletin boards. Gallery shows, including Independent Study Shows and the Senior Arts Expo showcase excellent student projects. Wellness Clinics encourage students to stay healthy while they are at school. Throughout the year students can watch or participate in theater productions at the Sharlot Hall Museum, Elks Opera House, Yavapai College, and at the Granite Performing Arts Center on the Prescott College campus. Film series sponsored by clubs or departments are generally free or inexpensive, while Hollywood features screen at the Frontier Village and Harkins theaters just a few miles from campus.

Students can seek participation in performance groups such as the diverse Village Life Community Drum and Dance. They can learn the secrets of fire dancing, or tap into traditional contra dancing. The College's dance students perform regularly for the public. Daily tai chi and yoga courses are offered throughout Prescott, and are posted on the College bulletin boards. The YMCA has fitness facilities, a challenging climbing wall, and Olympic-sized pool, and offers classes throughout the year.

Prescott has a well-educated populace who frequent visiting lecturer series sponsored by local agencies. Non-credit enrichment classes are offered through the Prescott College Center for Extended Studies and Lifelong Learning, Yavapai Community College, and Prescott Parks and Recreation. Poets and aspiring musicians find kindred souls at open mic nights at several area coffeehouses and bars. For those gifted with a pen, there are both professional and amateur writing workshops available to Prescott residents.

Students who hunger for a second serving of physical adventure outside of their classes find the bulletin board is a great link to recreation. Students hike, camp, and rock climb on nearby Granite Mountain, Thumb Butte, and in the Granite Dells. Canoeing local Lynx, Watson, and Goldwater Lakes, horseback riding, and mountain biking make for fun activities. When there is enough snow,

Tsunami on the Square, Prescott, Arizona, 2007.

weekend warriors head to Flagstaff's Arizona Snowbowl for a skiing and boarding fix. For adventure of the fat-tire variety, the Arizona Spring Fling is a popular informal 4-day group mountain bike ride which tours hundreds of bikers of different abilities through Prescott and other scenic towns in Arizona. Skateboarders, bladers and bikers enjoy an excellent skate park a few blocks from the Courthouse Square.

After all of the recreation and entertainment, a potluck is the best way to spend down-time with friends. Local haunts such as the Raven Café, Prescott Coffee Roasters, and Coyote Joe's Bar and Grill also offer students the opportunity to chill out and relax between activities.

Prescott Activities

Prescott is best known as home of the World's Oldest Rodeo. The myth that Prescott is a small, rural, Western town is crushed by the impact of its arts and culture festivals. Courthouse Square is the area's weekend social hub, always decorated with tents, tables, inflatables, and bandshells. The variety of culture within this town of 40,000 is astounding and well-celebrated. Tsunami on the Square, the town's free, all-ages performing arts festival, is a Prescott College favorite. Between Peace Day, Earth Day, Prescott Territorial Days, and the Prescott Frontier Days Festival, everyone has plenty of opportunity to get a taste of Prescott's local flavor. There are several art and craft fairs on the Courthouse Square during the summer, as well as the Wildfire Expo and other educational events.

Historic Downtown Prescott has a wide variety of boutique shopping, fine and fun eateries, flavorful bars, and historic hotels. Several arts-related organizations that sponsor art walks and gallery showings are located in the downtown area, including the McCormick Arts District and the Mountain Artists Guild. The Prescott Gateway Mall, just east of town, is anchored by well-known department stores and is sprinkled with clothing, electronic, and lifestyle stores. A variety of big-box shopping experiences are available in the region as well.

The Phippen Museum of Western Art is located just north of Prescott, while the Smoki Indian Museum and the Sharlot Hall Museum (local history) are just blocks from Prescott College. Dedicated to nature conservancy and the preservation of animals, the Heritage Park Zoological Sanctuary provides homes to all sorts of creatures from rare scorpions to Mexican wolves. The Highlands Center for Natural History provides outdoor science education to visitors of all ages. The Yavapai Community College Performance Hall schedules a wonderful variety of high-caliber musical and theater acts, including the Prescott Symphony and Prescott Jazz Foundation sponsored events. Tim's Toyota Center in Prescott Valley houses the Arizona Sundogs hockey team during the winter and hosts home and auto shows, large rock concerts, and conventions.

Arizona and Southwest Region

When they have a break from classes, students at Prescott College want to explore Arizona and the culture of the Southwest. What better way to learn than by taking a roadtrip! Just 35 miles from campus is the mountainside mining-and-tourist town of Jerome. The new-age art mecca of Sedona is just a few twists further down the road. Flagstaff, 75 miles away, boasts of Northern Arizona University and a wonderful historic downtown.

Arizona's National Forests provide recreational and wilderness opportunities. The Apache-Sitgreaves, Coconino, Coronado, Kaibab, Prescott, and Tonto National Forests provide innumerable recreational opportunities and are close enough for quick weekend getaways. Mind-boggling sites like the Grand Canyon, Montezuma's Castle (one of the best preserved cliff dwellings of ancient peoples), and the Meteor Crater (the best preserved meteor crater on earth) are close enough to explore on a regular basis. Big rapids are found on the Colorado River, just a day's drive north.

At times students thirst for the city life and escape to the metropolises of Phoenix and Tucson where they can see world-traveling science and art exhibitions, see huge stadium shows, and eat at the fanciest of restaurants.

Students with passports can escape to Rocky Point, Mexico and enjoy the closest beach resort to Arizona. It is just a day's drive from Prescott.

Student Community

Sustainability plays a significant role in defining the character of the College community. Sustainability also implies working together in a functioning community that has staying power for people and the world. The combination of field-based and interactive classroom learning encourages a bond between people. A high value is placed on students who are functioning and contributing members of the College community.

A strong emphasis on ethics permeates Prescott College curricula and community life, and community members have always been inclined to activism in environmental, political, and social issues. Many classes and groups examine local, state, national, and international events and viewpoints. The College encourages students and community members to think critically, get involved, make commitments, and try to change the world for the better. In any week of the year there are several events on campus that examine controversies and organize advocacy or service. Faculty- and student-led groups travel to the Arizona–Mexico border, Africa or Latin America, to disaster relief projects (students and faculty raised money to travel to New Orleans to help clean up and rebuild after Hurricanes Katrina and Rita), to environmental restoration efforts, or to regional and international conferences.

Student Activities

College-sponsored activities, student groups, and individuals throughout the College provide opportunities to meet, and enjoy events outside of classes. Music and dance performances, photography exhibits, slide shows, poetry and fiction reading, yoga, lectures, panel discussions, plays, and talent shows bring students together.

Current student groups include:

- Aztlan Center – dedicated to celebrating and increasing diversity through bringing Hispanic and Anglo communities closer
- Friends of the Honde Valley – partnering and supporting education and families in the Honde Valley in Africa
- Student Arts Council – giving students a voice in the direction of the arts at Prescott College
- Student Environmental Network – collaborative gathering of students and faculty to increase awareness of environmental issues in our area and around the world
- Gender and Sexuality Alliance – a safe space for gender- and sexuality-related issues and activities.
- Village Life-African-inspired dance gatherings
- Community Women's Resource Center – provides a safe space to discuss women's issues, including health, personal growth, women in film, etc.
- Media Resource Center – dedicated to providing efficient and comprehensive media resources so that users of the center have access to essential information regarding the local and global events that they are working to change.
- The Ripple Project – Prescott College's service learning group.
- The Maasai Community Project – a community organization working for the empowerment of Maasai people.
- Peace and Justice Center – an action-oriented community resource with an academic focus to promote social justice and ecological sustainability by providing support for student and community projects.
- WEB! Conference – a safe and inspiring space to collectively educate and guide young women towards creating healthy and meaningful lives.
- Student Chapter of Amnesty International – a worldwide movement of people who campaign for internationally recognized human rights to be respected and protected.
- Capoeira Club – the Brazilian art of dance fighting.
- Ultimate Frisbee Club - meets every weekend to play ultimate Frisbee in the community for fun, exercise, and occasionally competition.
- PC Birders Network– a great opportunity for anyone passionate about birding to come together weekly to share the great outdoors and each other's company.

Student Government

All enrolled students are members of the Student Advisory Council (SAC). The Council works closely with the Student Activities Coordinator, and is the main forum for students to discuss and debate College issues and policies. The SAC meetings are held weekly throughout the quarter and are regularly attended by College officials. The SAC also endorses and supports a variety of activities and student-run organizations.

Campus Services For Students

Career Planning

The Student Life Office maintains job listings and internship opportunities for students. Workshops are offered on job searching, resume writing, and interview preparation. The Career Counselor is available to students throughout the year for one-on-one career counseling, including interest identification, role-playing interviews, and resume review.

Student Life

Crossroads Café and Meal Cards

The Crossroads Café serves predominantly organic or pesticide-free food purchased from local farmers. In this way the Café supports Prescott College's ongoing commitment to respecting the environment and furthering the practice of sustainability. It is an ideal place for students to enjoy tasty and wholesome meals while meeting each other. The Café is a central gathering place for the entire community, hosting musical performances, lectures, slide shows, video presentations, and study groups. For students' convenience the Café provides optional meal cards, which allows students to purchase items at the Café whenever it is open. Meal cards are valid for the academic year in which they are issued. Payment can be included with tuition.

Personal Counseling

Prescott College makes every effort to educate and empower students. The College assists students through personal counseling. Personal counseling sessions for students are limited to short-term, solution-based therapy.

Health Insurance

All students are required to either carry their own insurance or purchase the College's insurance policy.

Americans with Disabilities Act (ADA) Services

The College offers the services of a Learning Specialist for students with learning-related disabilities. Services range from tutoring to providing recorded text and/or note-takers for students with reading/writing difficulties.

Seder, 2008

Reasonable Accommodations offered are based on the nature of the disability and the academic environment. Listed below is a partial list of common academic accommodations and ADA related services requested by students at Prescott College:

- text book readers
- note takers
- study skill and strategies training
- time management strategies
- registration and degree planning assistance
- captions for film and video materials
- sign language interpreters

Residence Life

In keeping with the College's philosophy that students develop valuable life skills through independent living, most students live in off-campus housing. The Student Life Office assists incoming students who will not be living on-campus with securing housing in the local community. Housing options are plentiful and varied, and typically more affordable than in larger, more urban communities. Notices of available housing are advertised on the Prescott College website and on a housing bulletin board located in the Student Life Office. If desired, students may choose to live in dormitories at the nearby community college or privately owned dormitories in the community.

For first-time freshmen who prefer to live on-campus Prescott College provides housing in three residences: Agave House, The Cholla Cottages, and Palo Verde House.

Agave House – Located just across the creek from the center of campus, Agave House is an eleven-bedroom, five-bath home that houses students in a communal living arrangement and includes a shared kitchen, dining and living areas, and laundry room.

The Cholla Cottages – Located on Garden Street just north of the main campus, The Cholla Cottages house students in double, single and studio singles in four separate cottages. Each cottage contains a bathroom, kitchen, dining and living areas, and access to a laundry room on campus.

Palo Verde House – Located on Willow Street just west of the main campus, Palo Verde House houses students in a communal living arrangement in a four-bedroom home that includes double and single rooms, two shared bathrooms, shared kitchen, dining and living areas, and laundry room.

Amenities

Student rooms are furnished with extra-long beds, dressers, and desks. Living areas are furnished with tables, chairs, couches and lamps. Kitchens have a starter set of utensils. Students are responsible for their own bedding, linens, towels, lamps, media and special cooking equipment.

Other amenities include wireless internet, and cable. Bicycle and automobile parking and limited gear storage are available. Smoking is not allowed inside, and pets, alcohol and drugs are prohibited at Prescott College

Student Blogs

Monday, March 06, 2006

March Madness

March in Prescott, Arizona. It is gorgeous here...78 degrees. We kicked the month off with an art collective fundraiser for the Laboratory, the community art space. The mixed media covered the walls, there were poetry readings, independent films, dances, three talented bands and foooood. One group of artists danced around in a multi-colored maze of shirts. There were about seven of them frolicking around the room with all of their shirts sewn together at the hands. Later on in the week the local info shop – the Catalyst – held a community vegetarian BBQ. There was a kick-ass bluegrass-punk band and a community bike ride. Just yesterday afternoon, myself and three other women joined Brian on Granite Mountain. He has set up a few weekends of trail work for the community, as a part of his senior project. Leaving the mountain covered in dirt, sweating, exhausted, and feeling great! It feels so good giving back to mother nature and having the hikers pass by and appreciating our work.

Next week students will be rushing to Kino Bay, Mexico, to bask in the sun, kayak, and enjoy a week of complete relaxation. Others will head to the coast to surf & paddle, climb at the Promised Lands and Joshua Tree, skiing in Colorado, and relaxing in Prescott. When we return there will be a festival in celebration of Spring. The day will entail local musicians, the arts, trade and barter of jewelry, clothes, movies, books, music, and a gear swap. If you are interested in Prescott College check us out on our preview days.

~ Brooke Balla

Tuesday, March 21, 2006

From the beaches of Mexico to snow-covered cacti and the Strokes

MEXICO...this spring break I had my first experience in the colorful Mexican culture with four lovely Prescottonians. We drove 10 hours to Kino Bay where the College campus is located. We then drove to San Carlos and spent the rest of our days basking in the sun, kayaking the Sea of Cortez, horseback riding through the Sonoran Desert where we saw the remains of the Catch-22 set. We also had a scenic bike ride through the fishing villages. We camped out on the white sand beaches and stuffed ourselves silly with authentic Mexican food each night. Now we are back in Prescott and events are being cancelled, schools delayed due to a powder dust of snow. Some people are even too nervous to drive. I chuckle because I'm from NH and we were driving to school with the power out and multiple cars off road. On the other hand there are some excited community members who are making a festival out of the snow, snowmen, skiing, sledding and snow with maple syrup.

Tonight: we will be driving to Mesa to see the Strokes. Woohoooo!

~ Brooke Balla

Wednesday, October 04, 2006

My first blog

This is my very first blog. Let's see... life is both busy and extremely exciting!

School is great. I just got back from a month-long class where I studied women's topics in wilderness leadership. The group was truly amazing. We spent most of our time in the Sierra Nevadas where we climbed Lyle, which is the highest peak in all of Yosemite. It was beautiful!

For the quarter classes I am taking Adolescent Psychology, the Color Line in US History, and Ethical Issues for Experiential Educators. They are all starting out really well. All my teachers seem to really love the subjects they are teaching. I am a little nervous about the amount of writing these classes require. I may have to give up a social life in order to get all my work done.

I am also really excited about an internship possibility for this summer. It is a program that does a combination of family systems and equine assisted therapy. The program is in Las Vegas, New Mexico. It would be the perfect capstone of my years here at PC.

~ Hannah Soumerai

Thursday, October 12, 2006

New Adventures

Well, I'm into the second week of the quarter and I have already completed two field days. The first one was going to Sedona to visit a charter school that had an amazing experiential education class. I remember riding in the van and thinking how pleased I was that I was going on a field trip my second day of class! This would have never happened at my previous school.

My second field class was an entire day of play. Our

class went to a local ropes course and completed initiatives that focused on team building and communication. I learned a lot that day. Yep, it's important to be an active team member and speak up when you have something on your mind.

The quarter has just began and I am so excited for my new adventures, stay tuned!

~ Hillary Goldstein

Wednesday, October 18, 2006

Juarez, Mexico

I just got back from Juarez, Mexico. I attended a border social forum with my Latin America Revolutions class. It was awesome, I stayed with a host family in Juarez and I got to learn a bit about their culture. The border social forum was a great experience, I learned so much about immigrants trying to cross the border and their struggles trying to reach the United States. I also observed a march that the border social forum organized. It was a large gathering in front of the El Paso–Juarez border. The march actually blocked the border traffic for half an hour.

~ Alberto Pineda

Sunday, November 5th 2006

Full Moon Wild Women's Night

A night of laughter, food, good company and bicycles!!!

As a second-year student at Prescott College I had noticed there was something missing in my life. Life has been so chaotic & rushed with working, class, African dance and planning for my year long journey to New Zealand. I needed relaxation, more laughter, more potlucks more bicycles....MORE female energy in my life. It is so easy to get sucked into the everyday routine and to become oblivious to what your mind and body need. The only thing that has been keeping me balanced this semester has been the joy of African dance and the community that comes with this. My body was sore and mind in overload. I needed the simple things in life that we often take for granted...loose leaf tea, chocolate ice cream, a fire circle, story telling, the full moon and a new community of beautiful cycling women. And I got just this on this celebratory evening of wild women and la luna. The most exciting part of the evening was when 12 out the 16 women bundled up in wool hats & mittens, head lamps and Christmas-lighted bicycles to embark on a howling journey through downtown Prescott. Little did we know that our howls would interrupt the filming of some reality show. When we realized this we decided to add a little jazz to the scene and pedaled our way past the blockades in howls and laughter. Maybe we will be in the bloopers. An enchanted evening of wild women & critical mass.

I recommend if you haven't had a women's gathering to do so. The collaborative of women and the full moon is most healing.

~ Brooke Balla

Thursday, December 07, 2006

Yeah Education!!!

This term has been amazing. My Experiential Education Philosophy & Methods class has changed the way I see education and my role in it. Every Wednesday I have field days, which entails observing classrooms and working with students.

When I first came to PC I knew that I wanted to teach adults small group communication and leadership dynamics. What I have realized this quarter is that I'm still interested in teaching these subjects but now to a broader population (this includes children and youth).

This transformation is one of the reasons why I love PC. I'm so grateful that I'm growing as a student, as an educator, and as a person. PC is preparing me to be our "next generation's" educator and I'm ready for the challenge.

~ Hillary Goldstein

Thursday, February 15, 2007

Student Directed Days

I just had a week off for student directed week. Student directed week is a one week break between the block and the quarter. I was originally going to Los Angeles to take some of my friends from Prescott sightseeing since they've never been there. Well, some things came up and I was unable to go to Los Angeles. However, I was able to explore Arizona a bit more. Me and a few friends decided to drive around Arizona and do a bit of sight-seeing. We went to a few cool places, like the Grand Canyon, the Sedona red rocks, and this cool ghost town called Jerome. Jerome was the best part of the trip. It was once a booming silver mining town that became deserted in the 1950s. Then in the '90s the town had a small population boom, now the town is filled with art studios, antique shops, cool restaurants. It has a cool "artsy" type of feel to it. It is also on the edge of a mountain. This new experience made me realize how much there is to do in Arizona.

~ Alberto Pineda

Crooked Sky Farm, AZ, 2008

Community Supported Agriculture Connects Folks, Food, and Local Farmers by Lara Ruggles

If we are what we eat, then Dana Launius '06 has the Prescott area in her bones – and that's just the way she likes it.

Dana coordinates Prescott College's Community Supported Agriculture Program (PCCSA), which distributes locally and seasonally grown organic produce to members on a weekly basis. Dana's involvement with the CSA goes beyond the obvious reasons you might think of, like that organic and local tastes better, and the health benefits of fresh produce. Dana sees opportunities for effecting social change through the CSA. "A lot of political issues, justice issues, and egalitarian issues revolve around food," she says. "It's a very inclusive thing, because everybody eats...food is a great equalizer.

"A lot of what we do revolves around needing food and shelter," she continues, "and because we need it, it's easy to get into cycles that are detrimental," like sacrificing food quality to have money for nonessentials, compromising health. Community supported agriculture, she explains, offers a way to avoid these cycles by helping people form a deeper connection with their food sources, with where their food comes from, and to value the vitality that comes from healthy eating. "You're whittling out the middle person and supporting the farmer directly. You have the opportunity to meet your farmer. You know the people who are feeding you on a first-name basis."

Tim Stone, who picks up a CSA share when his friends are out of town, agrees. "I think it's good to support locally grown food because it cuts down on energy and builds community," he says. "I like that it's creating more local economy too, by keeping the money in the community."

Member Dave Cottle and his family joined the PCCSA because "we like to be careful about what we put into our bodies," he said. That attitude has had a ripple effect in his whole life, and he reports that his cleaning company is now switching over to green-certified products.

Dana began work with PCCSA a year and a half ago after an Agroecology summer semester with Professor Tim Crews, and was hired as coordinator this winter. She graduates this spring with one competence in Self-Awareness Through Art and Communication, and a second in Community Development with an emphasis in Food Systems and Living Spaces – "Food."

Heather Houk '01 started Prescott College's CSA as an independent study in 2000. At that time, it was open only to the College community. Now it boasts 140 members, both Prescott College affiliates and members of the community at large, and the number rises every week. Members pay for their shares in advance, an arrangement Dana feels benefits CSA members as well as the farmers who contribute: "You know you're going to get food every week, and the farmer knows he's going to have that income. You both have security."

Because the food is grown locally, CSA produce spends much less time traveling before it reaches the table than, say, your average organic apple. "In most cases, it wasn't picked more than three days before you get it," she explains. "PCCSA's produce is generally harvested on Tuesday, and members pick it up less than 48 hours later."

Dana believes the biggest barrier to community involvement in PCCSA is the perceived expense. "Yes, organic produce costs more, but I don't think it's expensive when you think about what we're paying for." Farmers who participate in CSAs care for their land more sustainably, which Launius describes as "not putting more energy inputs into the land than you're getting back – in fact, you should be getting back more."

As proud as she is of the program, Dana's seeking ways to make the PCCSA more accessible. As part of her senior project, she hopes to make it possible for PCCSA to accept food stamps, and perhaps to start a CSA "scholarship fund."

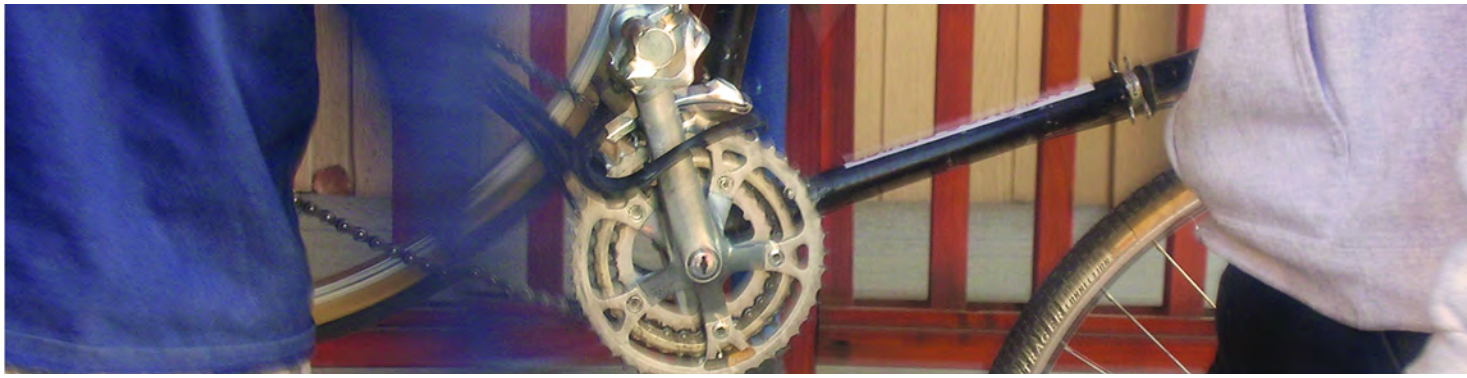
Although she and her sister Sarah '05 moved to Prescott from Pittsburgh, they've both decided to stay in Arizona for the time being. Sarah, who graduated last fall with a competence in Political Economy, lives in Tucson, where she is active in the No Mas Muertes movement. Dana, on the other hand, plans to stay in Prescott after graduation and keep her job as coordinator. "It's perfect for me right now," she says. "I love it." One can only imagine that the produce agrees with her – in more ways than one.

Helping Understand Bicycles

H.U.B. keeps the community's wheels rolling by Lara Ruggles

During her Wilderness Orientation in the fall of 2004, miles from any form of transportation, Martina Brimmer '06 couldn't stop thinking about bicycles.

So that fall she founded student-run, community bike workspace H.U.B, Helping Understand Bicycles, with fellow student Josh Hirschberg. "We want to make it as accessible to the community as possible," she explained. H.U.B. provides a workspace and resources so the public can do their own repairs. "Instead of fixing their bike for them," she said, "we show them the tools and the procedures so they can fix it themselves."



Now operated by Martina, fellow student Jason Goodman, and several volunteers, H.U.B. looks much different than it did in its beginning. In September of 2005, H.U.B. opened a workspace on the Prescott College campus in a shed behind the Admissions building on Grove Avenue. With hours four days a week, and three rotating work-study positions that it hopes to keep coed, H.U.B. holds biweekly meetings for "members," which includes anyone in attendance.

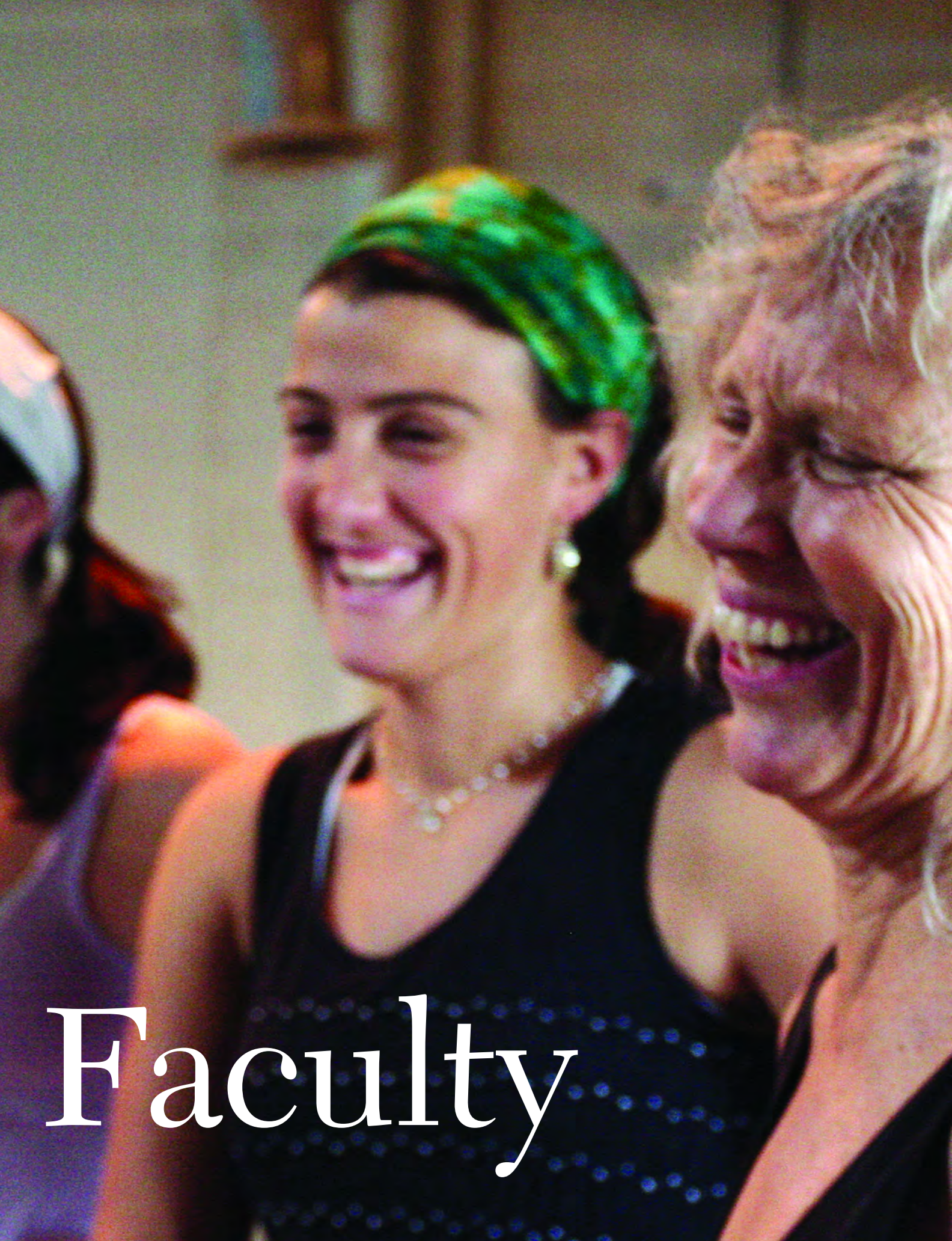
Jason emphasized the importance of members' involvement: "We're the mechanics," he says of himself and Martina. "So, if someone wants to see something like a long-distance bike ride happen, we can help, but it's up to them to plan it."

Since its beginning, H.U.B. has hosted monthly community bike rides and several "bike-in" movie nights featuring cycling-related short films. Last fall H.U.B. ran a women's bicycle maintenance workshop on four consecutive Saturdays. "We were noticing very few women were coming to H.U.B.," Martina said. In addition, the workshops "came out of my frustrations as a female mechanic at male assumptions of how competent I was."

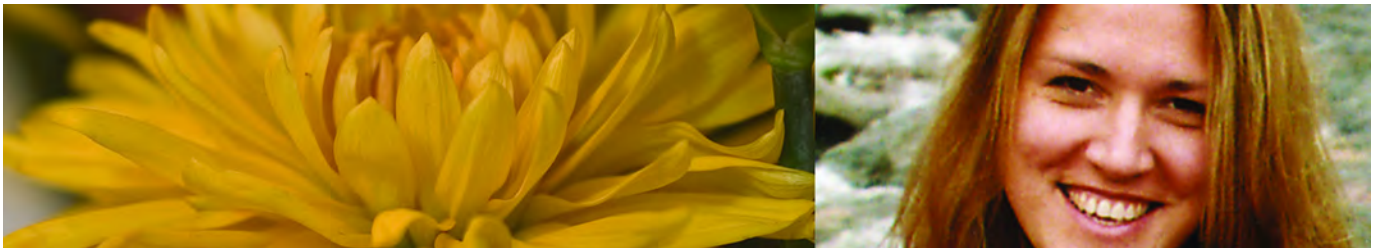
Rather than reinforcing gender differences, she thought the workshop would offer an all-female space where women would feel safe to learn in their own way. "With women [it's about] letting curiosity and inquisitiveness guide your ability," she says. "With men, you give them the tool and say, 'Here's what you do with it.' Women like to ask more questions. They want to know how and why." They plan to offer the women's workshop again this spring.

Future plans include working with bike shops to get donations of used bicycle parts, working more closely with the Prescott Bicycle Advisory Committee (PBAC) and bike clubs around town, and outreach to community populations, such as immigrants and the homeless, who are unable to afford expensive bike repairs. There are also plans in the works for a natural history field class that would travel on bicycles and for which H.U.B. would facilitate bicycle maintenance clinics as part of the curriculum.

Martina and Jason are convincing as they outline many good reasons for H.U.B.'s existence and many good reasons to bike. As Jason Goodman will tell you, "It's better for the environment because bikes have no emissions. It's healthy for you because you'll get in shape, you'll feel better. You'll save a lot of money, with gas prices going up...and, it's a lot of fun!"



Faculty



Victoria Abel

Human Development

M.S., Pacifica Graduate Institute, depth psychology; B.A., Prescott College, counseling psychology, 1992

Area of Expertise Victoria, originally from New England, moved here in 1990 to attend Prescott College. She graduated in 1992 with a Bachelor's in Counseling Psychology with a breadth in Women's Studies. Victoria left Prescott to work at an inpatient treatment facility counseling people suffering from addictions and mental illness. She then attended Pacifica Graduate Institute in Santa Barbara and received her Master's Degree in Depth (Jungian) Psychology. She has worked in private practice as a therapist, and now works at the Orme School as an adolescent therapist. She teaches psychology classes at Prescott College and loves to combine the transpersonal with the clinical world of psychology.

Ellen Abell

Human Development

Ed.D., Northern Arizona University, counseling psychology, 1991; M.Ed., Columbia University, counseling psychology, 1983; M.A., Columbia University, counseling psychology, 1982; B.A., University of Delaware, psychology/ women's studies, 1981

Area of expertise Within the Human Development Program Ellen's areas of expertise are in women's studies and counseling psychology. The courses she teaches are designed largely for students interested in personal and social change, as they require the learner to blend both self-inquiry with social consciousness. "'The personal is political' is a slogan coined by the women's movement, and that applies to my classes, as I encourage students to explore how their personal lives and choices have been affected by gender, race, and class politics." **Publications** Abell, E. Our toughest challenge. In G. Simons and A. Zuckerman, *Working Together: Succeeding in a Multicultural Organization*. Abell, E., and Simons, S. How much can you bend before you break? Constructionist consulting in the corporate world. *European Journal of Occupational and Industrial Psychology*. Abell, E. Seven strategies for a more inclusive workplace. *Managing Diversity*.

Randall Amster

Cultural and Regional Studies

Ph.D., Arizona State University, Justice Studies, 2002; J.D., Brooklyn Law School, 1991; B.S., University of Rochester, Physics and Astronomy, 1988

Area of expertise Before coming to Prescott College, Randall was an attorney, a judicial clerk, and an instructor in the School of Justice Studies at Arizona State University. He is a homeless-rights advocate, a sustainable-community activist, and an anti-war organizer. He has published on subjects ranging from radical pedagogy to community building, and the global justice movement. Teaching courses at Prescott College in Peace Studies and Social Thought gives Randall an opportunity to combine his scholarly pursuits and, activist passions while continuing his explorations of social justice, political action, and peace education. **Publications** Amster, Randall. 2004. *Street People and the Contested Realms of Public Space*. NY: LFB Scholarly. Lauderdale, Pat, and Randall Amster (eds.). 1997. *Lives in the Balance: Perspectives on Global Injustice and Inequality*. NY: Brill. Amster, Randall. 2003. Patterns of Exclusion: Sanitizing Space, Criminalizing Homelessness, *Social Justice*, v30/n1. Amster, Randall. 2002. Globalization and Its Discontents, *The New Formulation: An Anti-Authoritarian Review of Books*, v1/n2.

Walt Anderson

Environmental Studies

M.S., University of Arizona, wildlife biology, 1974; B.S., Washington State University, wildlife biology, with highest honors, 1968

Area of expertise Walt has been referred to as "the naturalist of old cast in modern times, the next generation of a proud and ancient lineage." His field experience spans the globe: East Africa, Madagascar, Brazil, Ecuador (including Galapagos), Argentina, Australia, Mexico, Alaska, and the American West. Walt teaches and advises on natural history, ecology, wildlife management, wetland ecology, interpreting nature through art and photography, ecotourism, and field biology. **Publications** Anderson, Walt, (writer, illustrator, and photographer) *Inland Island: The Sutter Buttes*. Prescott, AZ: Natural Selection and Middle Mountain Foundation, 2004. Gutnik, Martin and Natalie Browne-Gutnik, *Wonders of the World: Madagascar*. (primary photographer, Walt Anderson) Austin, TX: Raintree Steck-Vaughn Publishers, 1995. Anderson's photos appear in *Co-existing with Urban Wildlife*, *Wonders of the World: Madagascar*, *National Audubon Society*, *Ecology*, *Journal of Wildlife Management*, *Condor*, *American Birds*, and more.

Gret Antilla

Education

M.C., Arizona State University, counseling psychology, 1978; B.A., Arizona State University, secondary education and political science, 1971

Area of expertise Gret has been associated with Prescott College as a faculty member and administrator since 1987. Her background includes working with public schools, private schools, colleges, environmental organizations, and youth at-risk programs. Gret has more than 30 years of experience in higher education and is dedicated to the academic and personal development of students. "I believe that the way we teach at Prescott College gives students the ability to be effective in the reform of education. My experience and scholarship has shown me that the best curriculum one can design comes from engaging students in a real world problem and having a strong mastery of content. Collaboration is key to gaining academic understanding, and application is the key to using knowledge wisely."

Joel Barnes

Adventure Education and Environmental Studies

Ph.D., Union Institute and University, environmental conservation and education, 2006; M.S., California State University at Humboldt, natural resource studies in wilderness and water resource management, 1991; B.A., Prescott College, environmental sciences and education, 1991

Area of expertise Joel has designed and taught a number of college-level interdisciplinary field programs across the Colorado Plateau and Mexico, Latin America, Alaska, and New Zealand. Joel's professional interests emphasize the integration of environmental studies and adventure education with backcountry travel and bioregional explorations. Joel's doctoral studies have him conducting research in Grand Canyon National Park to support Wild and Scenic River designation for the Colorado River and its tributaries. **Publications** Barnes J., "Wild and Scenic Rivers in the Grand Canyon Ecoregion," *River Management Society News*, 13 (3). Fall 2000. Missoula, Mont: River Management Society. Tershy B., Bourillón L., Meltzer L., Barnes J., "A Survey of Ecotourism on Islands in Northwestern Mexico." *Environmental Conservation*, 26 (3) 1999:214-217.

Melanie Bishop

Arts and Letters

M.F.A., University of Arizona, fiction, 1992; B.A., Prescott College, creative writing, 1996

Area of expertise Melanie writes fiction, creative nonfiction, and screenplays. She has published both fiction and nonfiction. Melanie is founder of *Alligator Juniper*, Prescott College's award-winning national literary magazine. "Unlike many who write and teach, I am more passionate about teaching. I love discovering talent, whether in the classroom or in the stacks of submissions sent to our magazine. Finding and nurturing talent in others is often more thrilling than exercising my own. It is truly a privilege to teach creative writing and literature at a school where the students inspire me on a daily basis with their talent, drive, and insight. Many students who emerge from our program have, during their time here, worked on a national literary magazine, run a college newspaper, taught writing to a community group, and written their first book." **Publications** *Glimmer Train*, *Puerto del Sol*, *Greensboro Review*, *Florida Review*, *Georgetown Review*, *Valley Guide*, *Hospice Magazine*, *Family Circle.* Melanie is recipient of a Transatlantic Review Award, two residencies at Hedgebrook, and a Chesterfield Screenwriting Fellowship.

Ed Boyer

Environmental Studies; Kino Bay Center for Cultural and Ecological Studies, Co-director

Ph.D., University of Arizona, ecology and evolutionary biology, 1987; M.S., University of Arizona, ecology and evolutionary biology, 1980; B.S., Arizona State University, zoology, 1977

Area of expertise Ed's primary focus is in developing the Kino Bay Center for Cultural and Ecological Studies, Prescott College's field station and marine lab on the coast of the Gulf of California. Dr. Boyer also teaches a marine biology field course at the Center every year, where the focus is on training students in marine ecological research methods. He also teaches Basic Biological Principles at the main campus. Dr. Boyer's Ph.D. dissertation was on the relationship between predation, diversity, and community structure in marine ecosystems. **Publications** Boyer, E.H., *The Natural Disappearance of a Top Carnivore and Its Impact on an Intertidal Invertebrate Community: the Interplay of Temperature and Predation on Community Structure*. Michigan: Bell and Howell Company, 1987. Boyer published articles on the Gulf of California Harbor Porpoise (Phocoena sinus) and on the anatomy and physiology of the eye. He co-authored a paper on the Management of Alcatraz Island, Sonora, Mexico and presented at the Gulf of California Conference in Tucson, Arizona, June 2004.

Mathieu Brown

Adventure Education

M.S. Northern Arizona University, natural resource management, 2006; B.S. NAU business economics, B.A. NAU southwest studies, 2000.

Area of expertise Mathieu's passion is using outdoor pursuits to connect individuals to one another and the landscape. He believes educational opportunities in the outdoor environment are infinitely abundant and that interdisciplinary knowledge is essential to adding depth and meaning to outdoor experiences. He enjoys spending time in the field with students and watching their limitless curiosity and innovation unfold. His personal area of study includes the tourism and recreation history of the Western United States.

Grace G. Burford

Cultural and Regional Studies

Ph.D., Northwestern University, history and literature of religions, 1983; M.A., University of Chicago, 1978; B.A., Swarthmore College, 1973

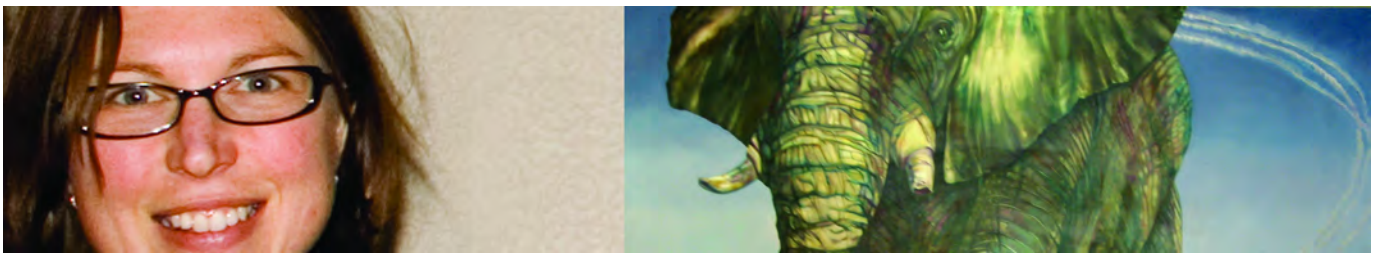
Area of expertise Grace uses her expertise in the history of religions to guide her students' intellectual and personal exploration of humanity's search for meaning, depth, and connection. Grace collaborates with students in the study of the world's religious beliefs and practices, and helps students apply their understanding of various religious world-views to significant contemporary issues. **Publications** Burford, G. The Use of Site Visits in Religious Studies Courses, *American Academy of Religion, Spotlight on Teaching, 2004.* Burford, G., "A Buddhist Reflects on Some Christians' Reflections on Buddhist Practices." In *Christians Talk About Buddhist Meditation; Buddhists Talk About Christian Prayer*, Gross and Muck, eds. New York: Continuum, 2003. Burford, G., If Buddha Is So Great, Why Are These People Christian? In *Buddhists Talk About Jesus; Christians Talk About Buddha*, Gross and Muck, eds. New York: Continuum, 2000.

Linda Butterworth

Reference Librarian

M.A., University of Arizona, library science, 1994; B.A., Arizona State University, history, 1992

Area of expertise Linda integrates her interests and professional expertise with current research techniques to help students successfully find, evaluate, and understand the information they need for their studies. Working with students in a wide variety of competencies and breadths, she's become a generalist in subject content, and a specialist in promoting the active learning mission of the College and the library. Linda brings a solid liberal arts education plus a background in the fields of travel, advertising, and professional sports to her work with the students and faculty at Prescott College. Linda creates and maintains the library's Web pages, and is a regular contributor to *The Raven Review* and other college publications. "I enjoy the luxury of getting to know the students I work with. Prescott College offers me the opportunity to share my enthusiasm for today's research methodologies and unlimited possibilities for access to information with students and faculty who, in turn, continue to teach me about their interests."



Julie Comnick

Arts and Letters, Studio Arts

M.F.A., Montana State University, painting, 2001; B.A., The Evergreen State College, 1995

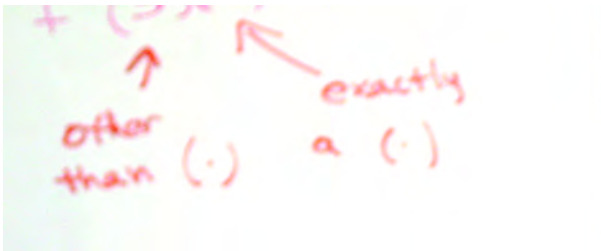
Area of expertise Julie believes that art is an integral part of our cultural history and an avenue for personal expression and social change. In the liberal arts, visual art is not an isolated subject, but a vehicle to communicate ideas across disciplines. Julie teaches studio arts courses, including painting, drawing, sculpture, and art theory. Within each area, Julie emphasizes the historical, cultural, and contemporary context of the art-making process and visual experience. **Exhibits and reviews** *New American Paintings*, September 2003 and June 2000. *Spotlight on Living Artists: Chicago Art Scene, 2004.* Her exhibits have been reviewed in *Dialogue Magazine*, *The Chicago Tribune*, *The Chicago Reader*, *The New York Times: Connecticut Edition*, and the *New Haven Advocate*.

K.L. Cook

Arts and Letters

M.F.A., Warren Wilson College, creative writing, 1991; M.A., Southern Illinois University at Carbondale, English, 1987; B.A., West Texas State University, English and theatre, 1984

Area of expertise Kenny teaches a wide variety of creative writing and literature classes, including Shakespeare, Family Systems in Film and Literature, and fiction writing workshops. **Publications** *American Short Fiction*, *Harvard Review*, and *Threepenny Review*. His collection of linked stories, *Last Call* (2004), won the Prairie Schooner Book Prize in Fiction. His novel, *The Girl from Charnelle*, (2006), was named to several best book lists of 2006. Other honors include an Arizona Commission on the Arts fiction fellowship and the grand prize in the 2002 Santa Fe Writers' Project Literary Arts Series. "I love teaching here because the College reinforces my own philosophy about education. Self-direction, cross-disciplinary study, and experiential learning are the cornerstones of any artist's life. It's a privilege to help students discover literature and to encourage them to develop the craft, vision, and generosity of spirit it takes to write their own stories. I'm amazed by the work students do here. It serves as inspiration for my own writing."



Margaret Cox

Education

M.S., University of Houston, elementary education, 1979 B.A., University of Southwestern Louisiana, upper elementary education, 1967

Area of expertise Maggie Cox is an instructor at Prescott College and works nationally as a staff development specialist. Her tenure includes 30 years of educational experience as a K-8 classroom teacher and language arts curriculum specialist in Big Piney, Wyoming. She has taught at Western Wyoming College and Texas A&M. Maggie currently serves on the boards of the Education Foundation of Yavapai County and the North Central Arizona Mathematics and Science Consortium. She is the president of the Phi Delta Kappa Yavapai chapter as well as a member of Delta Kappa Gamma and Arizona Association for Gifted and Talented.

David Craig

Adventure Education

M.S. Ed, Northern Illinois University, 1993; B.A., California State University, Long Beach, recreation and leisure studies, 1989

Area of expertise Dave has focused his energies at Prescott College on developing courses that blend adventure pursuits with the study of the ocean environment. As an outdoor educator and naturalist, he facilitates highly experiential studies of sea kayaking, scuba diving, free diving, marine natural history, outdoor teaching and leadership skills, and coastal expeditioning. "I love combining the aesthetic grace of sea kayaking and diving with building people's understanding of the 70 percent of our world covered by water. The beauty of a tidepool teaming with life, the underwater acrobatics of a sea lion, or dolphins leaping around our kayaks seldom fail to inspire a dedicated desire to understand and protect our ocean planet."

Tim Crews

Environmental Studies

Ph.D., Cornell University, ecosysste biology, 1993 postdoctoral research, Stanford University B.A., University of California at Santa Cruz, agoecology, 1985

Area of expertise Tim is the director of Prescott College's Jenner Farm. His specific research interests include nitrogen fixation and cycling in farming as well as native systems. **Publications** Crews, T.E.and M.B. Peoples. 2004. Legume versus fertilizer souces of nitrogen: ecological trade-offs and human needs. *Agriculture, Ecosystems and Environment* 102:279-297. Crews, Timothy E., Heraldo Farrington, and Peter M. Vitousek. Changes in Asymbiotic, Heterotrophic Nitrogen Fixation on Leaf Litter of Metrosideros polymorpha with Long-term Ecosystem Development in Hawaii. *Ecosystems* 3 (4) July/August 2000:386. Crews, T.E., The Presence of Nitrogen Fixing Legumes in Terrestrial Communitiess. Evolutionary vs. Ecological Considerations, *Biogeochemistry* 46 1999:233-246.

Jordana DeZeeuw Spencer

Education/Human Development/Adventure Education

M.S., University of New Hampshire, experiential education, 2002; B.A., Yale University, 1995

Area of expertise Jordana has been using experiential education methodologies since 1988. Her passion for and work in education for social change have taken her from South Africa to Greece, Honduras to Western Europe, and across the United States. She teaches undergraduates and advises graduate students at Prescott with an eye to catalyzing learners' strong critical consciousness and compassionate connectedness with the world. From Expeditionary Learning Outward Bound during Jordana's Experiential Education Practicum course to grappling with social justice dilemmas in her Ethical Issues class, to her Therapeutic Use of Adventure Education course, Jordana's students have an opportunity to challenge themselves and engage diverse levels. **Publications** *An Examination of the Impact of Experiential Education Methodologies Used in Cross-Cultural Programs on the Moral Reasoning of High School Students*, 2002, UNH.

Bob Ellis

Education and Environmental Studies

M.S., Western Illinois University, recreation, park, and tourism administration, 1991; B.S., University of North Texas, secondary education, biology, and earth science, 1981

Area of expertise Bob comes to Prescott College with more than 20 years of teaching experience, ranging from coral reef ecology in the British Virgin Islands to desert ecology in Utah. Bob has taught at all levels in public schools. He has an extensive background in field-based education with organizations like the National Wildlife Federation, as the field director for an adventure-based environmental education program for the Utah Division of Wildlife Resources, directing pre-service and in-service teacher training, writing natural history publications, and conducting human dimension research. "Many of today's youth endure a childhood of relational poverty exacerbated by education's graceless march toward high stakes testing. My life's work stands in sharp contrast to this trend. I believe that learning is an act of building understanding through relationships-especially those relationships that connect children to place."

Still as a Stone

by Mary Lin

Students gather during January block for the annual Yoga Teacher Certification

Julie Munro stands still as a stone, hands clasped above her head, left foot planted firmly against her right thigh. It's midwinter, the quietest, most reflective time of year – a natural place in the calendar for Prescott College's annual Yoga Teacher Training.

Every January block students gather in the Chapel to join Julie for four weeks of developing inner and outer strength. The program has certified nearly two dozen students as hatha yoga teachers in its first two years of operation, through an agreement with Yoga Alliance, the national association of yoga teachers and practitioners. The College certifies yoga teachers at the 200-hour level. Julie, director of the program and Prescott College faculty member, holds certification as an ERYT 500, a registered yoga teacher with 500 hours of training and 1000 hours of teaching. The program also brings in an anatomy teacher for a 20-hour anatomy training and guest speakers for other specialty topics.

"One of the most enjoyable aspects of teaching this course is working with students across the curriculum," Julie said. "Students from education to environmental studies and human development take the training, not only as a complement to their studies vocationally, but as a practice which will serve them throughout their lifetimes."

"Because it is a certification process mandated by Yoga Alliance students take attendance and participation very seriously. In the last training, only one student missed a class."

Students integrate yoga into their classes across the curriculum, and once certified, go on to serve as teaching assistants in other classes in the College curriculum. One recent yoga cert student works with Silver Age, a not-for-profit organization that certifies yoga teachers to work with elderly clientele and offers grant funding to support yoga programs for that population. In the end the whole community benefits. The teacher training culminates with a practicum where students offer free classes, work with childrens groups, and in local schools. Currently this class is open to enrolled undergraduate students. The plan is to open the certification to non-matriculated students and the community in January 2009.

Dancing Earth and Sky

by Mary Lin

Liz Faller: Dance and dancer as personal and community transformation

Whether demonstrating a traditional West African dance in the classroom or dancing the "spirit of place" in a pristine natural environment, Liz Faller embodies the principle of dance as a tool for transformation. "A natural benefit of teaching African-inspired dance is the building of community," she explained. "The drum is directly communicating the heart. It's a symbol and a sounding of the heart. Through entertainment of the rhythm the hearts of everyone involved are rhythmically aligned and come into

synch. It's a good metaphor for the way we learn to dance cooperatively and to support one another in class as well as enhance our relationship with nature."

It is the physicality of dance, Liz asserts, that offers a doorway into relating to nature: "Human bodies are microcosm of the earth and the cosmos. Natural processes inform our aesthetics. Nature is both teacher and healer.

"The eternal law of West African dance is that the human body is a conduit, the marriage of earth and sky. Not only do we feel our connection with each other, we feel our connection with the earth and cosmos. The community is not just human."

Liz Faller

Arts and Letters

M.A., Prescott College, dance and transformation, 1999; B.A., Western Washington State College, sociology/anthropology, 1974

Area of expertise Liz's passion for dance, nature, experiential and progressive education, and human potential has spanned 30 years. With her extensive foundation in African-inspired, improvisational, and transformational dance, Liz continues to enthusiastically teach, perform, direct, and choreograph. Her background in personal growth and earth-based community enlivens her courses. Her approach is holistic and supportive, calling forth the unique creative potential of each student. **Performance and presentation highlights** Seattle World Rhythm Festival; Arizona Jazz Festival; Seattle Festival of Alternative Dance and Improvisation **Publications** *When Spirit Comes Dancing: The Union of the Spiritual and Physical in Dance*, with video and an anthology essay Dance for Wilderness Project: Interdisciplinary, Service-based Education.

Anita E. Fernández

Education Faculty

Ph.D., University of Arizona, Language, Reading, and Culture; 2001. M.A., University of Arizona, Teaching and Teacher Education, 1997; B.A., University of Colorado, Boulder, English, 1990.

Area of expertise Anita brings a passion for working with future teachers. She is committed to issues of equity and access to education, particularly in public school settings. She is a former high school English teacher who understands the need for compassionate, caring, and committed teachers who teach in a manner that puts students' lives at the center of their curriculum. Before joining the Prescott College faculty in 2005, Anita taught in the teacher preparation at California State University, Chico. Her areas of research include the use of autobiography in teacher education, multicultural, anti-racist education, and education as the practice of freedom. **Publications** Articles in a variety of journals including *It's not so elementary: Practices to disrupt homophobia in teacher education classes*, and featured on EdChange Multicultural Pavilion.

Thomas Lowe Fleischner

Environmental Studies

Ph.D., The Union Institute, environmental studies, 1998; M.S., Western Washington University, biology, 1983; B.S., The Evergreen State College, field biology, 1977

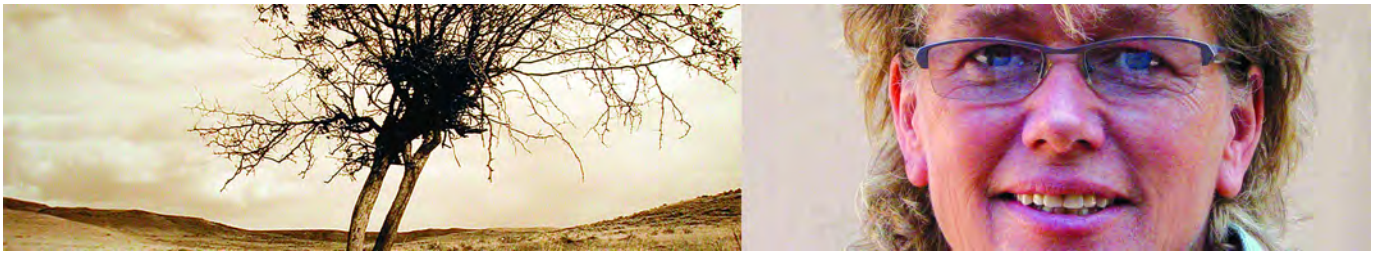
Area of expertise Tom's interests include nature writing, the historical and philosophical aspects of the human-nature relationship, and the relationship between science and public policy. Tom's field studies of birds and marine mammals have taken him from the Pacific Northwest to the Alaskan Arctic to the Sonoran Desert. He is an active conservation biologist regionally and nationally. Tom co-founded and directed the North Cascades Institute, an environmental field school, and worked for the National Park Service. "I believe in the life-changing power of a simultaneous immersion in wild nature and rigorous educational process." **Publications** Fleischner, T.L., *Singing Stone: A Natural History of the Escalante Canyons*. University of Utah Press. 1999. Fleischner, T.L., *Desert Wetlands*. In Press. University of New Mexico Press, Albuquerque. Fleischner, T.L., Diversity Deep and Wild. *Conservation Biology* 17 2003: 952-953.

Lisa Floyd-Hanna

Environmental Studies

Ph.D., University of Colorado, environmental, population, and organismic biology, 1981; M.S., University of Hawaii, botany, 1977; B.S., University of Hawaii, cell biology. 1974

Area of expertise Lisa is a plant ecologist whose research focuses on fire history and fire effects in piñon-juniper and other arid Southwestern ecosystems. She studies the effects of disturbances such as roads and grazing on plant communities and threatened plant populations. Lisa is involved in many National Park Service and Forest Service projects. **Publications** Floyd, M. Lisa, *Ancient piñon-juniper woodlands: a natural history of Mesa Verde country*, University Press of Colorado, 2003. Floyd, M. Lisa, David D. Hanna, William H. Romme, "Historical and recent fire regimes in piñon-juniper woodlands on Mesa Verde, Colorado," *Forest Ecology and Management* 198:269-289, *2004*. Grissino-Mayer, H., W. H. Romme, M. Lisa Floyd, and D. Hanna, "Climate and human influences on fire regimes of the southern San Juan Mountains," *Ecology*. 85(6): 1708-1724, 2004.



Deborah Ford

Arts and Letters

M.A., Arizona State University, photographic studies and art education, 1987; B.F.A., Arizona State University, 1977; Minneapolis College of Art and Design 1973-1976

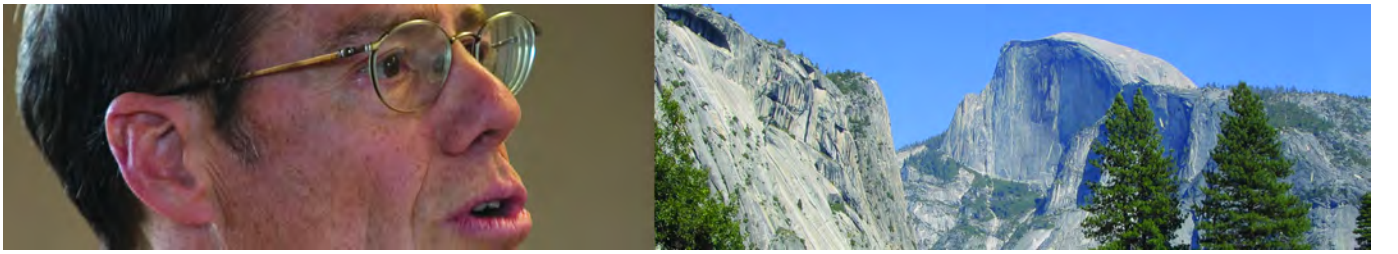
Area of expertise Photography and its many forms of visual expression can be a very powerful tool. Much of what we know about the world today has come to us through the camera and it offspring through its powers to extend our visual experience. At Prescott College we provide individuals with a wide array of opportunities to engage with personal, ecological, and cultural issues while studying contemporary theory, as well as historical and technical approaches. Here our students demonstrate that art and life are clearly inextricably linked and honestly reflected through the work that is produced. **Collections** Center for Creative Photography (AZ), Anderson Center for Interdisciplinary Arts (MN), Northlight Gallery (AZ), Sitka Center for Art and Ecology (OR), Glacier National Park (MT), Isle Royale National Park (MI), Dolores National Forest (CO), and Ucross Foundation (WY)

Dan Garvey

President

Ph.D., University of Colorado, Boulder, social and multicultural foundations, 1991; M.A., Cambridge-Goddard Graduate School of Social Change in social change, 1974; B.A., Worcester (Mass.) State College, 1973

Dan is the recipient of the University of New Hampshire School of Health Studies 1998 Outstanding Teaching Award, the 1997 Kurt Hahn Award, and the 2002 Julian Smith Award. He has authored more than 25 books and articles addressing the broad topic of experiential education. He is a currently serving as a Trustee of NOLS, and is on the Board of Directors of Project Adventure. He was appointed by Arizona's Governor Janet Napolitano to the Arizona State Commission on Service and Volunteerism, and was a faculty member and Associate Dean of Student Affairs at the University of New Hampshire, where he taught and did research in the area of experiential education. Dan had a 25-year career as an administrator and educator focused on education reform and improvement. Dan is a former VISTA Volunteer, Upward Bound director, president and executive director of the Association for Experiential Education. He served as dean of the Semester at Sea Program, vice president for the American Youth Foundation, and served on the AmeriCorps Executive Committee.

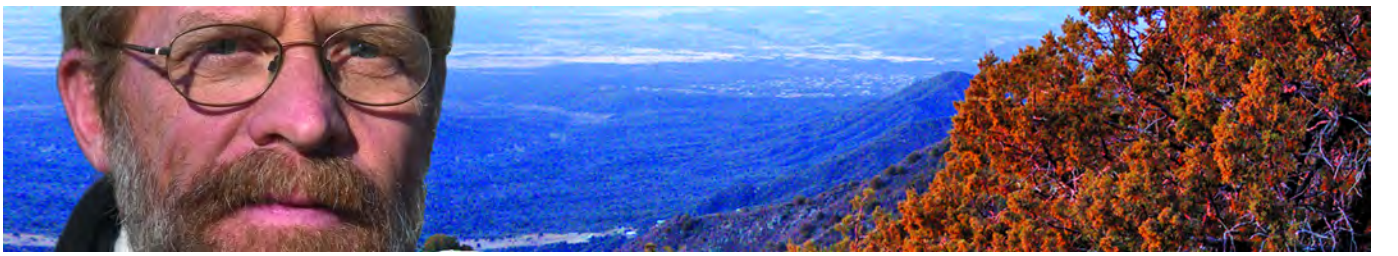


Ed Grumbine

Environmental Studies

Ph.D., Union Institute, environmental policy and management, 1991; M.S., University of Montana, environmental studies, 1982; B.A., Antioch College, environmental studies, 1976

Area of expertise I have taught for more than 30 years and find that Prescott College is the most inspiring place of all. I am excited about learning and so are my students. I work hard to connect my class materials with real-world applications and students who also wish to change the world. I get to know students as people and help them define and fulfill their educational goals. This is what my vision of teaching is all about. I worked for or consulted with every major federal land management agency in my efforts to reshape government policies. I directed the Sierra Institute Wildlands Program at the University of California at Santa Cruz for 20 years. **Publications** Grumbine, E., Reflections on "What is ecosystem management?" *Conservation Biology*, 11(1): 41-47, 1997. Grumbine, E., "What is Ecosystem Management?" *Conservation Biology*, 8(1): 27-38, 1994. Grumbine, E., "Wildness, Wise Use, and Sustainable Development," *Environmental Ethics*, 16(3): 227-249, 1994.



David D. Hanna

Environmental Studies

M.S.T., Antioch New England Graduate School, environmental education and science teaching, 1984; B.S. Fort Lewis College, biology/ natural history, 1977

Area of expertise My research and teaching emphasize the integration of ecological understanding and modern technology. Synergy between these fields is invaluable to help monitor the health of our planet and build a sustainable future. This commitment manifests itself through my courses in geographic information science, where we use its analytic capabilities to evaluate ecological issues across various spatial scales. My courses in ecological design bridge the sometimes opposing disciplines of technology and ecology as we seek to understand what we can do to build a more sustainable future. **Publications** Floyd, M. Lisa, David D. Hanna, William H. Romme, "Historical and recent fire regimes in Pinon-juniper woodlands on Mesa Verde, Colo.," *USA. Forest Ecology and Management*, 2004. 198, 269-289. Floyd, M. Lisa (editor) D. Hanna, W.H. Romme, M. Colyer (Technical Editors), *Ancient Piñon-Juniper Woodlands: A Natural History of Mesa Verde Country*, University Press of Colorado. Boulder, CO., 2003.

Sam Henrie

Cultural and Regional Studies

University of Arizona and Michigan State University, post-doctorate study in creative writing and literature; Ph.D., University of California at Berkeley, psychology and education, 1969; M.A., University of Utah, music and Spanish literature, 1962; B.A., Brigham Young University, music theory and composition, 1959

Area of expertise Sam taught at Prescott College from 1971 to 1997, when he transferred to emeritus status. He currently limits his teaching areas to philosophy and religion while he pursues research and writing. Over the course of his tenure, he taught writing, music, art history, Latin-American studies, education, and cognitive psychology. His extracurricular activities include parenting five children, promoting educational innovation, working with physically challenged, wilderness activities, singing, composing music, restoring historic homes, and writing both fiction and nonfiction.

Jack Herring

Environmental Studies; Dean, Resident Degree Program

Ph.D., University of Washington, atmospheric sciences, 1994; B.S. University of Alaska, Fairbanks, chemistry, 1989

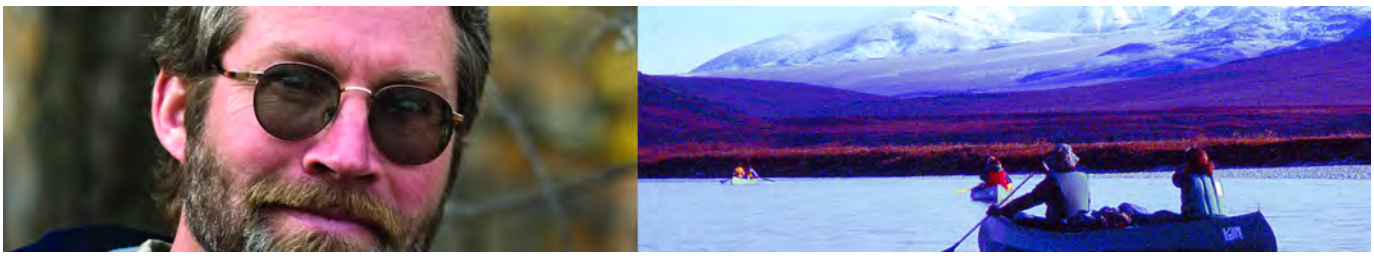
Area of expertise In his academic career, Jack has focused on understanding the Earth as an integrated system and exploring to what degree human activities are interfering with that system. Current research projects include a study of cancer-causing air pollutants in Phoenix and monitoring of greenhouse gas emissions from different ecosystems in Arizona. Jack is also keenly interested in how we can solve environmental problems by developing consensus among stakeholders. He is involved with collaborative groups that are tackling some of the key environmental issues in Arizona, including the protection of our public forests. **Publications** Herring, J.A., A. Muro and T. Crews, "Nitrous Oxide Emissions From Interior Chaparral in the Southwestern United States," *Eos Trans. AGU*, 84(46), Fall Meet. Supply., Abstract A11F-0040, 2003.

Douglas Hulmes

Education and Environmental Studies

M.S., George Williams College, environmental education, cum laude, 1976; B.A., Prescott College, environmental science, 1974

Area of expertise Doug's teaching integrates natural sciences with historical and cultural perspectives that illustrate how people's attitudes toward nature influence ecological sustainability. He helped design the College's environmental education curriculum. Doug has received numerous awards, including the 1990 National Wilderness Education Award, sponsored by the U.S. Forest Service; the Educator of the Year and President's Appreciation awards from the Arizona Environmental Education Association in 1994; and the City of Prescott Earth Day Award in 2003. Recognized for his portrayal of John Muir, Doug was invited to perform for the 40th anniversary of the Wilderness Act in Washington, D.C., in 2004. "I am interested in how cultures relate to nature, and teach classes in Mexico, Scotland, and Norway. I am dedicated to instilling a sense of compassion, wonder, and responsibility toward life and the environment through the study of nature and ecology."



Lee James

Adventure Education

M.S.T., Antioch/New England Graduate School, environmental studies, education

Area of expertise Lee has extensive experience as a mountaineer and has worked as a climbing guide in Colorado, Alaska, and abroad. His 18 years of experience as an outdoor educator include work with therapeutic programs for at-risk youth, instructing mountaineering courses for the National Outdoor Leadership School, and guiding on Denali (Mt. McKinley, Alaska). He is increasingly drawn to rivers and Arctic environments, and combines these in month-long canoe trips in Alaska's Brooks Range. Lee is committed to an interdisciplinary approach in his classes, which integrate adventure, environmental studies, and cultural awareness, while developing technical skills in navigation, mountaineering, and river travel. "I am interested in seeking out connections among people, academic disciplines, and the natural world. It's an honor to be involved in the process through which students realize these connections and expand their sense of the possible."

Tim Jordan

Human Development

M.A., Antioch University, psychology, 1983; B.S., The Evergreen State College, biology, 1979

Area of expertise Tim has worked as a family therapist in community mental-health centers and as a ranger and forest firefighter. He is fascinated with all kinds of ecological systems, from forests to human families, and grounds his clinical work and teaching in a natural systems perspective, with an emphasis in the psychology of nonviolence and social responsibility. He teaches courses in human development, counseling, and ecopsychology. "I encourage learners to reflect upon the relationship between their own personal growth, their academic progress, and their professional development. I see these as strands of the same rope, assisting them in their journey at Prescott College. During this journey, students become more aware of the distinctions between these strands of development, as well as how, bound together, they provide for a balanced life. I think they become happier, more fulfilled counselors, educators, leaders, and activists, who are more profoundly helpful to those they serve and more durable in daily practice."

Phil Latham

Adventure Education

B.A., Prescott College, wilderness leadership, 1983

Area of expertise Growing up in Tucson, Phil developed an interest in outdoor recreation at an early age and discovered Prescott College just before high school graduation. His course of study focused on outdoor leadership and recreation. Since his graduation, Phil has worked for a variety of outdoor programs throughout the Southwest as an environmental educator, climbing instructor and guide, and trip leader. He enthusiastically pursues rock climbing, mountain biking, and general outdoor exploration. "The educational experience here at Prescott College is a unique blend of physical endeavors and intellectual challenges within an unusually close-knit community. I feel I am doing my best when students are discovering things on their own. It is then that I feel like a true teacher, and it is then that I also learn the most."

William J. Litzinger

Environmental Studies

Ph.D., University of Colorado, Boulder, biological science, 1983; M.A., University of Colorado, Boulder, biological science, 1981; B.A., San Jose State University, botany, 1974

Area of expertise I am a botanist and ecologist with my primary area of expertise being the ethnobiology of plants. My geographic areas of interest include the floras of Southwestern North America, Mexico, and Central America. I am currently focusing my research on the floras of the Yucatan Peninsula of Mexico, Belize, and the Peten of Guatemala. **Publications** Litzinger, W., Maya T'an/Spoken Maya. *Ediciones Euroamericana*, Mexico, D.F., Mexico. 1999. Litzinger, W., "A personal perspective on the ethnobotany of old-growth Pinyon-Juniper Woodlands." In: M.L. Floyd (ed.) *Ancient Pinon-Juniper Woodlands*. University of Colorado Press, Boulder. (Chapter 22, pp. 287-293). 2003.

Erin Lotz

Adventure Education

M.A., Mankato State University, experiential education, 1995; B.A., California State University Northridge, leisure studies and recreation, 1991

Area of expertise Erin has enjoyed decades of teaching in the field of experiential and adventure education. From adjudicated youth to Montessori preschoolers, from Outward Bound expeditions to science camp, Erin has taught individuals of all ages and facilitated groups with widely varied objectives. At Prescott College, Erin spends much of the year teaching expeditionary-based courses using rock climbing, backpacking, and mountaineering to impart teaching and facilitation skills. While on campus, she teaches wilderness first aid as well as a survey course titled Origins and Directors in Adventure Education. Erin has become a resource on feminine leadership and learning styles both to aspiring women in the field, and to men and women wishing to teach inclusively to both genders. Erin has published a chapter on empowering women in wilderness-based courses.

David Lovejoy

Adventure Education

B.A., Prescott College, photography and publication design, outdoor leadership, geology, 1973

Area of expertise David brings more than 35 years of mountaineering experience to the Adventure Education Program. As a senior faculty member he was instrumental in building the program from its inception. He wrote the original Granite Mountain Climbers Guide, hailed as a leading influence in promoting low-impact rock climbing. His climbing and ski mountaineering exploits have taken him to many rock walls and alpine regions of the world. Physical geography and natural sciences also are personal strengths. His longterm love affair with snow and alpine environments has engaged him in several mountain research projects. "I find the greatest satisfaction in working with students in a setting where the often lost arts of flexibility, adaptability, and cooperation are critical to safety, sanity, and success. Wilderness provides this, free of dogma, but full of consequences to test one's actions."

Lorayne Meltzer

Environmental Studies; Kino Bay Center for Cultural and Ecological Studies, Co-director

M.S., California State University, natural resource management, 1990; B.A., Pomona College, American studies and public policy

Area of expertise As co-director of Prescott College's field station in Kino Bay, Mexico, Lorayne is active in collaborative island and fisheries conservation efforts in the Sea of Cortez. Through her marine conservation classes in Mexico, students learn firsthand about complex issues confronting marine and coastal environments. "It is one thing to read in a book that 85 percent of everything caught on a shrimp trawler is discarded dead as bycatch back into the sea. It is quite a different learning experience to be sorting through the bycatch on the deck of a trawler, working alongside fishermen whose livelihoods depend on destructive fisheries practices." Upper division students have the opportunity to learn about conservation methods, while simultaneously contributing to real conservation projects.

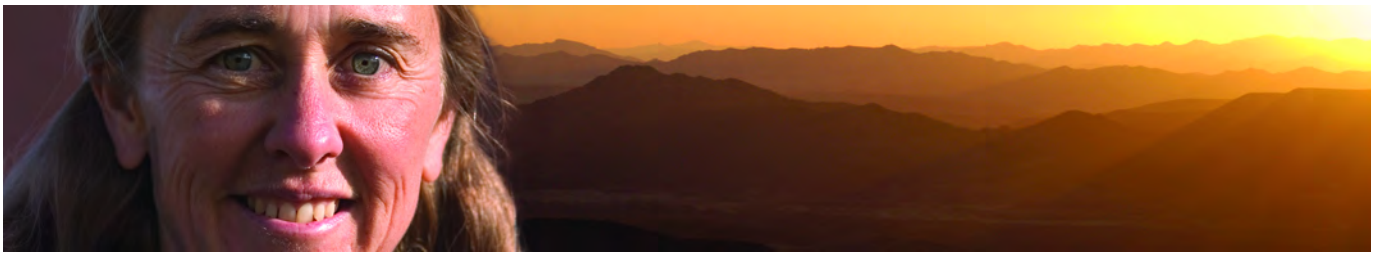
Conference presentations "Export Market Influence on the Development and Current Status of the Pacific Shrimp Fishery of Sonora, Mexico." "An Integrated Approach to the Management of Alcatraz Island, Sonora, Mexico."

Charissa Menefee

Arts and Letters

Ph.D., Southern Illinois University, theatre and speech communication, 1992; M.A., West Texas State University, interdisciplinary studies, 1985; B.A., West Texas State University, English and theatre, 1983

Area of expertise Dr. Menefee teaches Playwriting, Writing as Performance, Acting Workshop: Comedy, and more. She has served as chair of the Arts and Letters Program, directed more than thirty plays, performed as a vocalist and improvisational comedian, and participated in the new play development process as playwright, director, dramaturg, actor, and producer. **Prescott College Theatre** Plays directed for the college include *Oedipus the King*, *The Skin of Our Teeth*, *A Lie of the Mind*, *The American Dream*, and children's theatre productions of *The Phantom Tollbooth*, *Androcles and the Lion*, and *Earthlings*. **Playwriting honors** Original plays honored by Utah Shakespearean Festival, Arizona Theatre Conference, American College Theatre Festival, Pandora Festival, City of Charleston Literary Arts Awards, and Sewanee Writers' Conference.



Julie Munro

Adventure Education

M.S., Mankato State University, experiential education, 1995; Arizona teacher's certification, Prescott College, secondary earth sciences, 1990; B.A., Prescott College, outdoor education and program administration, 1985

Area of expertise Julie's background in adventure education is highlighted by work with diverse populations and outdoor programs, as well as classroom teaching. She believes in the use of wilderness education as a way to reveal people's highest potential. Whether preparing students to instruct in the field setting or in the classroom, Julie's focus is on giving students multiple tools and approaches for teaching to effectively reach a broad range of students. Julie is actively involved with the Association for Experiential Education, giving frequent presentations and convening conference activities. "One of my favorite classes to teach is an introductory course called Outdoor Education and Recreation. We see the beautiful and diverse state of Arizona through a multitude of outdoor activities. I love exploring Arizona with students." Her Yoga background includes a blend of disciplines and currently she is studying the Viniyoga lineage with a master teacher, Gary Kraftsow.

Steve Munsell

Adventure Education

B.A., Evergreen State College, outdoor education, 1979

Area of expertise Steve has been an outdoor education teaching professional for more than 28 years. His career has spanned the growth and development of outdoor education nationwide. He teaches a historical perspective and integrates current trends in the developing field. He was program coordinator from 1991 to 1995. Steve teaches from his direct experience with outdoor program administration, risk management, and staffing. He teaches in a variety of environmental settings. These include backcountry skiing, desert mountaineering, rock climbing, whitewater rafting, and kayaking. He integrates themes of wilderness leadership and sense of place into all his courses. Steve has made seven trips to the Antarctic and Arctic as a research field assistant. He has traveled, climbed, and skied widely, including solo trips to South Greenland and Tasmania, a ski traverse of the Penny Icecap on Baffin Island, and mountaineering in Peru, New Zealand, Iceland, and Norway.

Education as Social Change by Mary Lin

Mary Poole combines historical scholarship and social action

At first glance Mary Poole's two most widely recognized areas of expertise – the historical origins of the Social Security Act and the Maasai people of Kenya – might seem distantly related. But like most faculty at Prescott College, Mary's approach to scholarship and teaching is multidisciplinary. The common thread is education, especially when combined with service learning and a passion for social justice. It becomes a powerful tool for social change.

It is an approach that is earning Mary and Prescott College no little attention. Last summer she worked with a team of faculty and students from the College, Maasai elders, the Maasai Environmental Resource Coalition, and eventually Kenyan government to craft policy that hands control of the Amboseli National Wildlife Refuge back to the Maasai, natives, the historical stewards of the lands. Prescott College students met with the Kenyan president and appeared on national and international television.

This past winter her recently published book, *The Segregated Origins of Social Security*, hit the nation with much acclaim, earning multiple reviews and interviews, including a spot on CNN. Hailed as "an important and original work" by authorities in the field, the treatise traces the act's discriminatory origins back to the White House and the agendas of Franklin Roosevelt's own team of New Deal policy makers.

"Historians knew the act was discriminatory because it excluded agricultural and domestic workers, most of whom were African American," she said. "Because those exclusions were inserted by Congress, it was assumed that the southern Democrats who controlled Congress were responsible for discriminating against Black workers. But I knew from my work in policy that the real story of how and why a bill gets drafted and passed is often very different from what gets reported to the public. I dug into the archives and reconstructed the step-by-step creation of the bill. I was surprised to find that Roosevelt's own policy makers were responsible for the discrimination."

Sabbatical By (and On) the Sea by Mary Lin

Marine Studies faculty, Lorayne Meltzer, packs writing, a research cruise, and visits to other marine stations into her six-month sabbatical

As co-director of Prescott College's field station in Kino Bay, Mexico and an Environmental Studies faculty member, Lorayne Meltzer felt the best way to use her sabbatical last year was to gain "experience that mirrors my job responsibilities." As a field station director, she was curious how other field stations were managed, so she headed to fellow members of the Organization of Biological Field Stations in Mexico, California, and Hawaii. "I compared their approaches in the areas we focus on: education, scientific research, conservation, and outreach," she said.

During the second part of her sabbatical, Lorayne pursued scholarly endeavors to enhance her ability to teach marine conservation. While visiting the other field stations, she worked on an article about the shrimp industry in the Gulf of California, co-authored with Jason Chang '02, which was recently published in the peer-reviewed journal *Ocean and Coastal Management*. (Jason initiated the research while Lorayne's student, and is now earning a Ph.D. at the University of California at Berkeley.) The National Resources Defense Council, in their campaign to pressure Ocean Gardens, the number one importer of Mexican shrimp, consulted with Lorayne to mitigate the harmful effects of shrimp trawling in the Gulf of California.

Finally, Lorayne was a visiting scientist at the Teacher at Sea on the National Oceanic and Atmospheric Administration Pacific Island Cetacean Ecosystem Assessment Survey research cruise. She participated in one leg of this six-month voyage collecting data to make population estimates for groups of marine mammals, seabirds, and sea turtles. She performed genetic analysis that will help determine boundaries of specific groups of animals. The information gathered will be used to make recommendations for management of fisheries that affect marine mammal populations. Highlights of Lorayne's trip included crossing the Pacific Ocean for the first time and learning state-of-the-art research techniques in marine mammal science from the best observers in the country.

Delisa Myles

Arts and Letters

M.F.A., University of Colorado, dance with emphasis in performance and choreography, 1988

Area of expertise Delisa's areas of expertise include intergenerational dance, choreography, improvisation, community connections, and using dance as a vehicle for growth and healing. Some of her recent projects have included "Growth Rings: Stories of Our Lives," a 60-person collaboration with people between the ages of 12 and 82, and "Flourish Before the Flood," a traveling performance along the banks of Granite Creek in Prescott. She has directed and performed in several site specific performances and is interested in the interplay between the natural and built environments in relation with dance. **Publications** Delisa's choreographic work and writing have been featured in the *Utne Reader* and *Contact Quarterly*. She has received funding from the Arizona Commission on the Arts for "Mothership: Dances of the Fluid Feminine," a dance and photography collaboration with six women between the ages of 25 and 83.

John Navazio

Environmental Studies

Ph.D., University of Wisconsin at Madison, Plant Breeding and Plant Genetics, 1994; M.S., University of Wisconsin at Madison, Plant Breeding and Plant Genetics, 1992; B.S., University of Rhode Island, Agricultural Technology, 1979.

Area of expertise John's research and teaching is directed at the integration of innovative organic farming methods for the 21st century. His field work includes increasing genetic breadth in vegetable crops for nutritional quality, flavor, texture, ability to scavenge nutrients, compete with weeds, and resist heat and drought. He emphasizes building regional agricultural systems, and has worked with organic farmers across the Western U.S. in plant breeding and seed growing projects. **Publications** Na, J.P., M. Coley, and M. Dillon. 2007. Principles and practices of organic bean seed production in the Pacific Northwest. *Agricultural Bulletin*. Navazio, J.P. and M. Dillon. 2004. *Participatory plant breeding for vegetable seed growers*. Summit on Seeds and Breeds for 21st Century Agriculture, Sept. 2003. Pittsboro, N.C., Goldman, I.L. and J.P. Navazio. 2002. History and breeding of table beet in the United States. *Plant Breeding Rev.*

Dana Beth Oswald

Environmental Studies

Ph.D., University of New Mexico, anthropology, 1993; M.A., University of New Mexico, anthropology, 1979; B.A., Prescott College, anthropology, 1971

Area of expertise Dana is a native Southwesterner. She longs for the stark beauty and wide-open spaces of the Southwest when she is away too long. "Travel played an important role in opening my mind, but now I want to stay in one place and help build a sustainable community. My studies in cultural anthropology and human ecology, including past, present, and future interactions between humans and nature, prepared me to look at modern problems from many perspectives. I help students respect diversity and learn from people with other worldviews, because diversity of thought is life-sustaining. I challenge students to confront difficult issues and to develop personal commitments to creating a sustainable future for all peoples." Dana is currently conducting fieldwork on the Navajo reservation. **Publications** Oswald, D.B., *Navajo Space Use Under Conditions of Increasing Sedentism*. Albuquerque, NM: University of New Mexico, 1993.

Steven Pace

Human Development and Adventure Education

M.S.W., University of Denver, 1986; B.S., Antioch University at Yellow Springs, environmental studies, 1976

Area of expertise Steve's areas of expertise include interpersonal and group communication, mediation and conflict resolution, therapeutic use of adventure education, as well as outdoor program administration and risk management. His courses are co-created with the class and contain a balanced mixture of experiential activities, critical thinking, and interesting theory. Steve's Outward Bound background, where he worked for 12 years, helps him make his courses relevant for students interested in human development and adventure education. Steve has served on the Accreditation Council of the Association for Experiential Education, which sets standards for the field of adventure education, and currently serves as president of their board of directors. "The inspiring faculty and students drawn to Prescott College and the way we design our courses make working here so fulfilling and exciting that I cannot imagine teaching in any other place."

Mary Poole

Cultural and Regional Studies; Director Maasai Community Partnership

Ph.D., Rutgers University, U.S. history, 2000; B.A., The Evergreen State College, education and political science, 1988

Area of expertise Mary teaches history, women's studies, and race relations in the United States. She brings to her courses an excitement for the study of history, and believes that our perception of what is possible in the present can be profoundly expanded by learning about what was considered to be possible in the past. **Publications** Mary's first book, *Securing Race: The Origins of the U.S. Welfare State*, was published in 2005.

Andre Potochnik

Environmental Studies

Ph.D., Arizona State University, geology, 2001; M.S., The University of Arizona, geosciences, 1989; B.S., Sonoma State University, geology, 1983.

Area of expertise Andre's travels in the Sierra Nevada and Grand Canyon ignited his interest in geology, natural history, and regional environmental issues. He advises the Interior Secretary on Glen Canyon Dam for the benefit of the Colorado River ecosystem. His research provides insights on the landscape evolution of the southern Colorado Plateau and Central Arizona Highlands. "Geology and the study of deep time helps us find our place on earth. The earth is full of mysteries waiting to be discovered. I hope to excite my students with scientific discovery, and integrate research and education of environmental issues of our time." **Publications** Potochnik, A.R. and S.J. Reynolds, 2003, Side canyons of the Colorado River, Grand Canyon, in S.S. Beus and M. Morales (eds.), *Geology of the Grand Canyon*: Oxford University Press. Potochnik, A.R., 2001, Paleogeomorphic evolution of the Salt River region: implications for Cretaceous-Laramide inheritance for ancestral Colorado River drainage, in *Origin of the Colorado River*, R.A. Young and E.E. Spamer (eds.), Grand Canyon Association Monograph.

Wayne Regina

Human Development

Psy.D., United States International University, psychology, 1982; M.A., United States International University, marriage and family therapy, 1979; B.A., State University of New York at Stony Brook, psychology, 1977

Area of expertise Wayne's specialties include applying systems theory to a variety of human systems. Wayne is a licensed psychologist, licensed marriage and family therapist, and certified mediator with more than 25 years of practitioner experience. Wayne served as Dean of Prescott College and Director of Skyview School, the first parent-initiated K-8 charter school in Arizona. "As a teacher and practitioner, I value what makes the College different. Fulfilling our mission includes a dedication to social and restorative justice; a commitment to improving the human and nonhuman environment; a sensitivity to and understanding of the importance of aesthetics, beauty, and the arts; and a belief in an active, inquiry-based education system. There is no better environment for a teacher or student than a setting where learning is so cherished by everyone." **Publications** Dr. Regina is published in psychology and mediation journals.

Mark Riegner

Environmental Studies

Ph.D., State University of New York at Stony Brook, ecology and evolution, 1983; B.S., State University of New York College at Brockport, biology, 1975

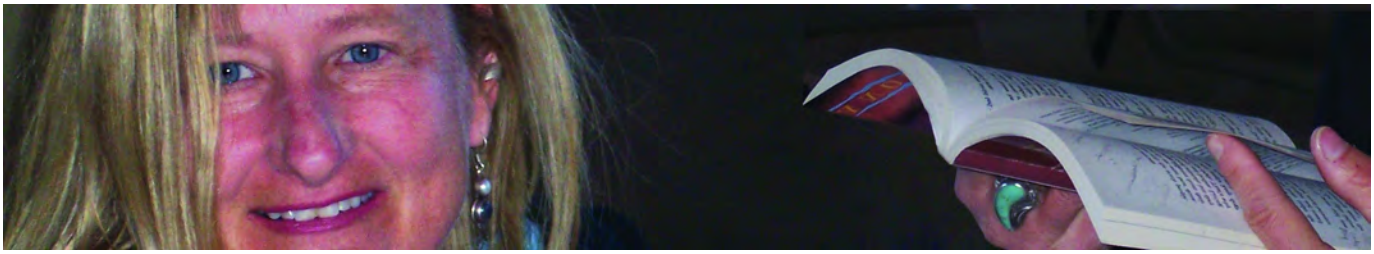
Area of expertise Mark's professional interests embrace ornithology, field ecology, and comparative morphology, and have taken him from Alaska to South America. He synthesizes theory and practice in his courses. Mark is currently involved in research on the relationship between morphology and plumage pattern in birds and has identified reiterating patterns that indicate evolution is somewhat constrained and follows delineated trajectories. **Publications** Riegner, M., and Niemeyer, L. (photographer). 1993. *Long-legged Wading Birds of the North American Wetlands*. Stackpole Books, Harrisburg, PA. Riegner, M. 1998. "Horns, hooves, spots, and stripes: form and pattern in mammals." Pp. 177-212 in *Goethe's Way of Science: A Phenomenology of Nature* (D. Seamon and A. Zajonc, eds.). SUNY Press, Albany, NY.

Roxane Ronca

Environmental Studies

M.S., University of Washington, atmospheric sciences, 1995; B.S., University of Michigan, physics, 1990

Area of expertise Roxane is an instructor for various math classes and Weather and Climate. She is especially interested in teaching students how to use algebra, statistics, and calculus to understand current scientific issues, as well as solve everyday problems. "I am passionate about improving students' ability and confidence in math, and am committed to every student regardless of their previous experiences in math classes. Math anxiety should never prevent any student from pursuing scientific subjects. My approach is very practical and individualized, and I love opening doors for students by teaching them math." Roxane studied climate dynamics at the University of Washington and University of Chicago, and was a program manager for the University Corporation for Atmospheric Research before coming to Prescott College.



Sheila Sanderson

Arts and Letters

M.F.A., University of California at Irvine, creative writing (poetry), 1986; M.A., Murray State University, English, 1984; B.S., Murray State University, English, 1981

Area of expertise Sheila taught at the UC Irvine and Yavapai College prior to joining the Prescott College faculty in 1990. Her teaching interests include modern and contemporary poetry, American and world novel, and travel and sense of place writing. "Writers balance writing for themselves and writing for a more public audience. The function of a writing instructor, then, is to create an atmosphere in which students might explore and approach that balance. I encourage students to be creative writers and critical readers. My rural Kentucky background has given me a strong sense of place, community, and history, as well as a love for stories. Stories are why I keep long office hours, strike up conversations with strangers, work in tobacco fields, stay up all night talking or reading, and travel. For me, the Southwest is new territory, new stories. I am at Prescott College because its philosophy validates my own process of learning and my style of teaching." **Publications** Her poems have appeared in *Nimrod*, *Atlantic Review*, and *Crazyhorse*.

Paul Smith

Human Development

M.A., The Naropa Institute, transpersonal counseling psychology, 1995; B.A., Earlham College, environmental studies and educational perspectives, 1982

Area of expertise Paul brings together a background in education, counseling, and ecology with more than 20 years experience leading, training staff for, and managing wilderness-based adventure educational programs. Paul has worked with both Outward Bound and the National Outdoor Leadership School. Through all these roles, and as a faculty member at Prescott College, Paul sees his work as "exploring practical ways in which we can become more fully human, and by so doing, co-create increasingly sustainable and healthy patterns for living." Paul serves as a lead program accreditation reviewer for the Association of Experiential Education. Along with this and his ongoing collaboration with the Equine Facilitated Mental Health Association and the Equine Assisted Growth and Learning Association, Paul is able to facilitate important links for students to opportunities and current practices.

Jack Staudacher

Adventure Education and Human Development

M.S., Central Washington State College, environmental studies; B.S., Washington State University, wildlife biology, 1972

Area of expertise Jack has a gift for teaching students how to live a balanced life style and how to transfer that knowledge to the facilitation of groups. Teaching courses such as Ropes Course Facilitation, Yoga Philosophy and Practice, the Whole Athlete, the Art of Holistic Living, and The Alchemy of Awareness, Jack models group process and facilitation strategies. He enjoys assisting students in becoming confident and competent in leading small groups in outdoor- or classroom-based initiatives.

Carl Tomoff

Environmental Studies

Postdoctoral research (Argentine Monte and Sonoran Deserts), University of Washington, 1972–74; Ph.D., University of Arizona, zoology, 1971; M.S., University of Michigan, 1966; B.S., Xavier University, 1964

Area of expertise Carl has always had a personal concern for the well-being of his students. He loves teaching and combines innovation with traditional approaches to learning as he nurtures his students' growth. He encourages students to find connections between what they are studying and what they already know as they experience stimulating ideas. Students in his Natural History and Ecology of the Southwest course build solid foundations that enrich their lives with deeper understanding of and appreciation for our natural world. They also become well equipped to continue with advanced studies. Students in his field ornithology and Introduction to Flowering Plants courses also benefit from insights gained during his nearly four decades of field experience in Arizona. **Publications** His most recent publication, *Birds of Prescott, Arizona*, is an annotated checklist of the relative abundance and seasonal status of 360 species of birds.

New Instructors 2008–2009

John Holmgren

Art & Letters

M.F.A., 2007, University of Minnesota, Photography, 2007; B.A., Central Washington University, Studio Art, 2004

Jeff Fearnside

Arts & Letters, Managing Editor, *Alligator Juniper*

M.F.A., Eastern Washington University, Creative Writing with an emphasis in Fiction, 2000; B.F.A., Bowling Green State University, Creative Writing, 1996

Angie Moline

Environmental Studies

Ph.D., Colorado State University, Ecology, 2007; M.S., Northern Arizona University, Biology, 2002; B.S., University of Minnesota, Ecology, Evolution & Behavior, 2000; B.S., University of Notre Dame, Environmental Science, 1996

Scott Risley

Cultural and Regional Studies

Ph.D. Candidate, Northern Arizona University, American West and Environmental History, expected graduation, August 2008; J.D., Arizona State University College of Law, 1993; B.S., Oklahoma State University, Political Science, 1990

Zoe Hammer-Tomizuka

Culture and Regional Studies

Ph.D., University of Arizona, Comparative Cultural and Literary Studies, 2004; M.A., University of Arizona, Comparative Cultural and Literary Studies, 1995; B.A., Scripps College, Interdisciplinary Cultural Criticism, 1989

Kino Bay, Mexico 2007

Grand Canyon, AZ 2007

Format Options

Prescott College has three approved formats for presenting competence(s) and breadth(s):

Format 1 – Competence/Breadth

- One Competence (16 courses, eight upper division including senior project)
- One Breadth (eight courses, two – three upper division)
- Additional Studies in Liberal Arts (five – eight courses)

Minimum Total Full-course Equivalents

- Thirty-two full-course equivalents for all students

Format 2 – Competence/Double Breadth

- One Competences (12 courses, six upper division including senior project)
- Two Breadths (six courses, two upper division per breadth)

Minimum Total Full-course Equivalents

- Thirty-two full-course equivalents for all students

Format 3 – Double Competence

- Two Competences (12 courses, six upper division per competence including two senior projects)
- Additional Studies in Liberal Arts (five – eight courses)

Minimum Total Full-course Equivalents

- Thirty-two full-course equivalents for all students

General Education Requirements

Prescott College has only a limited number of core or general education requirements. Students must complete college-level algebra or higher and must meet rigorous writing-across-the-curriculum requirements to demonstrate critical writing and research skills.

College-Level Algebra or Higher

Writing Certification

Writing Certification I (WCI) Basic College-Level Writing Proficiency: Writing Workshop at PC; equivalent course at another accredited institution (C or better); score of 3 or higher in Advanced Placement (AP) English; students who possesses exceptional writing skills may take a certification exam.

Writing Certification II (WCII): Three courses designated Writing Emphasis (WE), at least one of which is in the competence. WE courses may be Lower Division (LD) or Upper Division (UD). WCI is a prerequisite or co-requisite for a WE course. A maximum of two courses from another accredited institution could potentially be transferred in, based on successful completion (B or better) and review of course description to document that formal writing was a significant component of the course. The course must be sophomore level or higher; English 102 or equivalent first-year seminar or course would not meet this requirement. If this course is obviously a literature course or a discipline-specific writing course, the Registrar may record the credit before the student enrolls. If additional consultation is required, the advisor and/or a Writing & Literature faculty member would have the authority to review and approve these transfer courses.

Writing Certification III (WCIII): Upper-Division Research Paper/ Writing Certification Research Paper, written in UD course/Independent Study in the competence or breadth area. The WCIII can be written in the context of one of the three WE courses or the WCIII can be negotiated in a different course or IS contract with a faculty member or approved instructor. The WCIII must be completed before beginning the senior project.

Sixteen-Course Competence Advising Templates

While students may design and develop alternative degree plans, these guidelines are for commonly used 16-course competences; 8 courses should be upper division (including Senior Project). Consult the complete advising documents for each program online at www.prescott.edu for other options.

Adventure Education Advising Template

- Adventure Education
- Wilderness Leadership
- Outdoor Experiential Education
- Adventure-Based Environmental Education
- Outdoor Program Administration

- Complete 10 core courses from the following distribution:
  - Outdoor skills courses (4)
  - History, Philosophy, and Ethics courses (1)
  - Environmental Studies courses (2)
  - Human Development courses (2)
  - Education and Leadership courses (1)
  - Management and Administration courses (optional).
- Successfully complete at least one Prescott College quarter-long extended expeditionary course:

  ADVENTURE EDUCATION (AE) – designed for students preparing for institutional adventure-based fieldwork.
  Phase I: Expedition Skills
  Phase II: Teaching Methods for Adventure Educators
  Phase III: Teaching and Facilitation Practicum

WILDERNESS EXPLORATIONS AND LANDSCAPE STUDIES (LAND BASED) – designed for students integrating environmental studies (mountain systems and geography) and adventure education (land-based expeditionary travel).
Phase I: Expedition Skills
Phase II: Mountain Geography
Phase III: Geographic Explorations: (place specific)

WILDERNESS EXPLORATIONS AND LANDSCAPE STUDIES (MARINE BASED) – designed for students integrating environmental studies (marine systems) and adventure education (sea kayaking and diving).
Phase I: Expeditionary and Technical Skills for Coastal Exploration
Phase II: Introduction to Marine Science
Phase III: Teaching and Facilitation Methods for Adventure Educators

WILDERNESS LEADERSHIP – designed for advanced students with solid technical and communications backgrounds who are seeking a high level of technical skills and leadership training in the context of a world with rapidly shrinking wilderness opportunities.
Phase I: Advanced Technical and Risk Management Practices (Outdoor Activity 1)
Phase II: Advanced Technical and Risk Management Practices (Outdoor Activity 2)
Phase III: Leadership – Field Applications (outdoor activities 1 and 2)

- Hold a current Wilderness First Responder certification or higher
- Complete at least eight courses in the competence area as upper division
- Complete at least 3 Writing emphasis courses
- Document between 70-80 Leadership Days where the student assumes direct responsibility for the care and safety of others.
- Choose from the course list to complete a minimum of 16 courses relevant to your competence
- Successfully complete a senior project

Arts & Letters Advising Template

- Performing Arts
- Visual Arts
- Writing & Literature
- Interdisciplinary Arts & Letters

PERFORMING ARTS – complete significant coursework in two different performance areas (Theatre, Dance, Music)
- Foundation/skills/knowledge courses (3)
- Performance Studies courses (4)
- Production courses (4)
- Practicum requirement (1)
- Electives (3)
- Senior Project (1)

VISUAL ARTS
Visual Arts emphasis
- Significant course work in Photography & Studio Arts
- Foundation/skills/knowledge courses (5)
- Visual Arts History/Survey courses (2)
- Additional Visual Arts courses or Independent Studies (4)
- Practicum requirement (1)
- Electives (3)
- Senior Project (1)

Studio Arts emphasis
- Foundation/Skills/Knowledge courses (5)
- Visual Arts History/Survey courses (2)
- Additional Studio Arts courses or Independent Studies (5)
- Practicum requirement (1)
- Electives (2)
- Senior Project (1)

Photography emphasis
- Foundation/Skills/Studio courses (4)
- History ccourses (2)
- Additional Photographic Studies courses or Independent Studies beyond foundation level (5)
- Additional Visual Arts course beyond foundation Level (1)
- Practicum requirement (1)
- Electives (2)
- Senior Project (1)

WRITING & LITERATURE
Creative Writing emphasis
- Courses in 3 different genre areas (Poetry, Fiction, Nonfiction, Scriptwriting)
- Literature courses (4) (Only 1 combo Writing/Literature course may count toward four)
- Writing And Literature Practicum vourses (2)
- Electives (9)
- Senior Project (often a manuscript of new and revised creative writing) (1)

Writing & Literature emphasis
- Courses in 2 different genre areas (Poetry, Fiction, Nonfiction, Scriptwriting)
- Courses in at least 2 literature areas (American, World, Cross-Disciplinary)
- Literature courses (7)
- Writing & Literature Practicum courses (2)
- Electives (6)
- Senior Project (often a collection of both original creative work and literary analysis) (1)

Literature emphasis
- Creative Writing courses (2)
- Courses in all 3 literature areas (American, World, Cross-Disciplinary)
- Literature courses (10)
- Practicum course (1)
- Electives (2)
- Senior Project (most often an in-depth literary thesis) (1)

INTERDISCIPLINARY ARTS & LETTERS
Arts & Letters emphasis
- Courses in at least 3 different areas of Arts & Letters (Performing Arts, Language/Literature, Visual Arts, Writing & Literature) (12)
- Practicum courses (2)
- Interdisciplinary Arts & Letters courses/Independent Studies (1)
- Electives (12)
- Senior Project (combining at least 2 focus areas) (1)

Arts & Letters with specific emphasis
- Emphasis area must neet 8-course breadth requirements of the discipline (8)
- Courses in 2 areas of Arts & Letters other than empha-

sis area (5) (Performing Arts, Language/Literature, Visual Arts, Writing & Literature)
  - Practicum requirement (1)
  - Interdisciplinary Arts & Letters courses/Independent Studies (1)
  - Senior Project (either combining focus areas or in emphasis area) (1)

Cultural and Regional Studies Advising Template

- Cultural and Regional Studies
- Religion and Philosophy
- Peace Studies
- Social Justice Education
- Spanish Language and Literature

CULTURAL AND REGIONAL STUDIES – a minimum of 8 courses, or independent studies in one of the four designated areas of knowledge:
Political Economy
Gender Studies
Border Studies
Regional Studies

- Of the eight chosen, a minimum of four courses should be upper division
- Remainder of courses in competence (8 minimum) may be drawn from any of the other 3 designated areas of knowledge or other relevant areas of the RDP curriculum.
- A minimum of 8 courses in the competence should be upper division (including senior project)
- Senior project

RELIGION AND PHILOSOPHY
- Completion of 2 Foundation Courses (One Religion, One Philosophy)
- Completion of 1 Advanced Course in Area of Interest (Religion or Philosophy)
- Completion of 5 More Religion or Philosophy courses
- 8 courses can be either Philosophy or Religion or Relevant Interdisciplinary Courses
- Minimum of 8 of the Courses Should be Upper Division (includes Senior Project)
- Senior Project

PEACE STUDIES
At Prescott College four broad areas of competence may be used as a framework for planning to attain this overall competence in the field:
Foundations of Peace Studies
War and Peace
Social and Environmental Justice and Conflict Resolution
Leadership Skills

- Completion of 2 Foundation Courses
- Completion of 1 Advanced Course in Area of Interest
- Completion of 5 additional Religion or Philosophy courses
- 8 courses can either be Philosophy or Religion or Relevant Interdisciplinary Courses
- Minimum of 8 of the Courses Should be Upper Division (includes Senior Project)
- Senior Project

SOCIAL JUSTICE EDUCATION
- Foundations of Education
- Multicultural Education OR Rethinking Our Classrooms
- Curriculum Design
- Learning Theories
- Authentic Assessment
- Introduction to Peace Studies OR Social Movements
- Human Rights Seminar OR Social Problems
- Elective courses (5-9) to fulfill the competence and create an emphasis area. Students may create their own area of emphasis with the approval of an advisor. Examples of emphasis areas may include: Diversity; Social Psychology; Media & Culture; Religious Systems; Environmental Ethics; Race, Class, and Gender; Therapeutic Use of Wilderness; Community Development; History; Political Ideologies; the Arts.
- Senior Project - senior project in this area must include a substantial (6-10 week) teaching component.

SPANISH LANGUAGE & LITERATURE
- Foundation/Skills/Knowledge Courses (Recommended: Beginning Spanish I & II, Intermediate Spanish I and II)
- 2-3 Spanish Intensives
- 3 Spanish Language Courses Beyond Foundation Level
- 4-5 Hispanic Literature/Culture/History Courses/Independent Studies
- 1 Practicum Course (e.g., independent study, teaching assistantship, tutor, internship)
- Senior Project

Education Advising Template

- Elementary Education Certification
- Secondary Education Certification
- Environmental Education
- Education (without certification)

ELEMENTARY AND SECONDARY CERTIFICATION
Core Courses (9):
  - Foundations of Education
  - Introduction to Special Education
  - Learning Theories
  - Curriculum Design
  - Authentic Assessment
  - Multicultural Education
  - Creating and Managing Learning Communities
  - Student Teaching – this is the Senior Project for Education students and is equivalent to 2 courses
  - Structured English Immersion course (2)

ELEMENTARY EDUCATION CERTIFICATION
- 24 Credit Methods for Elementary Educators suite of courses.

SECONDARY EDUCATION CERTIFICATION
- Courses in your content Area (6)
- Reading in the content Area
- Secondary content area methods

Potential content areas include:
Art, Biology, Business, Chemistry, Computer Science, Drama, Earth Science, English, French, General Science, Geography, German, Health, History, Industrial Technology, Journalism, Mathematics, Music, Physical Education, Physics, Political Science, Social Studies, Spanish

The State of Arizona also requires:
- Arizona Constitution - AZ State Department exam, or equivalent course
- U.S. Constitution - AZ State Department exam, or equivalent course
- AEPA Professional Knowledge Examination
- AEPA Content Knowledge Examination

ENVIRONMENTAL EDUCATION
Core Courses (4):
- Foundations of Education
- Basic Concepts of Ecology Ecology and Natural History of the Southwest
- Learning Theories
- Environmental Education: Theory

One of the following courses (1):
- Environmental Education Methods
- Environmental Education Methods for Adventure Educators
- Environmental Education Practicum

Any three of the following courses (3):
- Authentic Assessment
- Curriculum Design
- Experiential Ed. Philosophy and Methods
- Experiential Education Practicum
- Introduction to Special Education
- Multicultural Education

One course from each of the following content areas (4):
- Earth Science
- Environmental Policy
- Life Science
- History, Philosophy or Ethics
- Electives (3)
- Senior Project (generally includes an environmental education practicum with sustained contact and teaching experience) (1)

EDUCATION (WITHOUT CERTIFICATION)
Core Courses (7):
- Foundations of Education
- Learning Theories
- Curriculum Design
- Authentic Assessment
- Multicultural Education
- Introduction to Special Education
- Creating and Managing Learning Communities

Elective Courses (8):
- Experiential Education Foundations
- Experiential Education Practicum
- Environmental Education Theory
- Environmental Education Methods
- Environmental Education Practicum
- Adventure Education I, II, III
- Life Span Development I & II
- Art Education
- Ethics in Experiential Education
- Interpersonal Communication
- Introduction to a New Psychology
- Teaching Assistantship
- Senior Project (generally includes student teaching) (1)

Please note that if you are pursuing a competence in Education without pursuing Certification, your Breadth should represent the content area that you expect to be competent to teach.

Environmental Studies Advising Template

- Agroecology
- Conservation Biology
- Earth Science
- Ecological Design
- Environmental Education
- Environmental Policy
- Geography
- Human Ecology
- Marine Studies
- Natural History and Ecology

Distribution courses:
- Life Sciences
- Earth Sciences
- Personal Values
- Social Systems

When seeking a Competence in Environmental Studies we encourage you to design a program that includes all four areas and examines the interactions among them.

Ecological Literacy
An essential part of the foundation on which any Environmental Studies Competence should be built, ecological literacy is the understanding of interrelatedness of all life – human and non-human – in the context of evolution, ecology, and thermodynamics, as well as the context of historical, political, and cultural perspectives. As one of the first steps in developing ecological literacy, **you must take at least one of the following courses in ecology: Basic Concepts of Ecology, or Natural History and Ecology of the Southwest.**

Agroecology emphasis
- 4 distribution courses and ecology course required for ES competence
- For the ecology requirement, the 12-credit Natural History and Ecology of the Southwest course is recommended
- Permaculture for Drylands and/or Principles of Organic Agriculture or demonstration of hands-on experience in horticulture or agriculture
- The 4 (UD) course program: Summer Studies in Agroecology (Agroecosystems of the Arid Southwest, Agroecology, Southwest Natural Systems Agriculture, and Insect Ecology)
- A balance of other courses with Biological, Earth Science, and Human Studies foci.
- Senior Project

Conservation Biology emphasis
- 4 distribution courses and Natural History and Ecology

of the Southwest (12 credit)
- Basic Biological Principles and at least one other course from Biological Science Foundations
- At least 2 courses from the Earth Science Foundations
- A minimum of 1 Place-Based Field Studies course
- At least 3 courses from Social and Historical Perspectives
- The course Conservation Biology and a minimum of 4 other courses from Conservation Principles and Practices
- Senior Project

Earth Science emphasis
- 4 distribution courses and ecology course required for the ES competence
- 6 Earth Science core courses distributed across the spectrum of the represented scientific disciplines
- 1 Science Foundation course
- 2 Applications courses
- 1 Supporting course
- 4-5 topical courses that fit your program agreed upon with your I.G.C.
- Senior Project

Ecological Design emphasis
- 4 distribution courses required for ES competence
- For the ecology requirement, Ecology and Natural History of the Southwest or Basic Ecology & Human Ecology are recommended
- 1 year of Construction Building Trade courses at Yavapai Community College (or equivalent)
- 3 core Ecological Design Courses and/or option of term Intensive with ECOSA Institute
- 3 Applied Ecology courses
- 1 Internship in a Design Project
- Senior Project

Suggested sequence of courses:
- Year 1: 1 LD ecological design course, ecology course(s), algebra, writing workshop, ES foundation courses
- Year 2: Yavapai College
- Year 3: A term at Yavapai, Applied Ecology courses, Independent Study in ecological design
- Year 4: 2 UD Core ecological design courses and/or ECOSA Institute term; Senior Project

Environmental Policy emphasis
- 4 distribution courses and ecology course required for ES competence
- In addition to the ecology course requirement (Ecology, Basic Concepts, or Natural History and Ecology of the Southwest), a total of at least 3 Natural Science foundation courses and a minimum of 2 courses in Natural Science applications
- A minimum of 3 courses in Social Systems
- A minimum of 2 courses in Personal Values
- At least 5 courses in Applied Environmental Policy. At least 2 of these courses, including the Senior Project, should be Independent Studies working individually or with existing organizations in the creation of environmental policy
- At least one of the courses in the degree plan must have a strong public speaking component. If not, the course Advocacy, Persuasion, and Debate is an acceptable alternate

Geography emphasis
- 4 distribution courses and ecology course required for ES competence
- World Geography
- Geographic Information Systems I & II
- Maps and Navigation
- Physical Geography content area: 2 courses
- Biogeography content area: 2 courses
- Cultural Geography content area: 2 courses
- Project

Human Ecology emphasis
- 4 distribution courses and ecology course required for ES competence (for the Social Values and Practices distribution course, a basic Anthropology course is recommended)
- Human Ecology or Ethnobotany
- 1 course in Social Science Field Methods
- 1 course in Natural Science Field Methods
- 1 course in Analytical Methods
- 4-5 topical courses, agreed upon by the student and I.G.C., in which a student may focus on one area of human ecology or explore a broad spectrum of topics.
- Senior Project

Marine Studies emphasis
- 4 distribution courses and ecology course required for ES competence
- 5 Marine Studies core courses
- 2 Science Foundation courses
- 2 Conservation Foundation courses
- 2 Supporting courses
- 1 Independent Study
- Senior Project

Suggested sequence of core courses:
- First year: Natural History and Cultural Ecology of Kino Bay
- Second Year: Marine Biology, Marine Mammal Biology and Conservation
- Third Year: Marine Conservation, Coastal Ecology of the Gulf of California
- Fourth Year: Independent Studies and or Senior Project

Natural History and Ecology emphasis

Example of a program for a prospective field ecologist
- 4 distribution courses and Natural History and Ecology of the Southwest (12-credit course)
- At least 3 courses in the Biological Sciences
- At least 1 course in the Earth Sciences
- At least o1 Place-based course (this is in addition to the Natural History and Ecology course)
- At least 3 courses in Analytical Methods
- At least 2 Applied Ecology courses
- Senior Project

Example of a program for a prospective naturalist
- 4 distribution courses and (12-credit course).
- At least 3 courses in the Biological Sciences.
- At least 1 course in the Earth Sciences.
- At least 1 Place-Based course (this is in addition to the Natural History and Ecology course)
- At least three courses in Education and Interpretation.
- At least two Applied Ecology courses
- Senior Project

Human Development Advising Template

- Human Development
- Equine Assisted Mental Health
- Holistic Health
- Ecopsychology
- Women's Studies
- Psychology
- Counseling Psychology
- Therapeutic Use of Adventure Education

HUMAN DEVELOPMENT

- Introduction to a New Psychology, or equivalent course
- At least 1 developmental psychology course: Lifespan Development I or II or Adolescent Development
- 1 communication course: Interpersonal Communication, Nonviolent Communication, or Counseling Skills
- 12 additional human development courses, independent studies, courses selected from a related discipline, or relevant interdisciplinary courses
- A minimum of 8 courses in the competence should be upper-division courses
- Senior Project

Equine Assisted Mental Health emphasis

- Group Process for Adventure Educators; Winter Block Equine Experience
- Animal Assisted Therapy
- Relational Horsemanship
- Foundations of Equine Assisted Mental Health
- People, Animals, and Nature (PAN) (18 credits)

Students supplement these core courses with related Independent Studies and related experiences to their area of competence.

Holistic Health emphasis

- Holistic Health and Wellness
- Life Centering: Mindfulness, Meditation, and Stress Management
- Holistic Bodywork
- Plants and Society
- Ethnobotany
- Basic Biological Principles, Human
- Basic Ecology
- Human Nutrition
- Anatomy and Physiology for Holistic Health
- Practicum

ECOPSYCHOLOGY

- 4 foundational courses
- 4 related psychology courses
- 4 related environmental studies courses, including at least one with an emphasis on ethics
- At least 2 courses in history, philosophy, and/or religion
- A minimum of 8 upper-division courses.
- Senior Project

WOMEN'S STUDIES

- The F Word: Feminism, Women, and Social Change.
- A minimum of 8 courses from Tier Two, including 2 courses from each of the domain areas
- A minimum of six courses from Tier Three
- Senior Project

PSYCHOLOGY

- Introduction to a New Psychology or equivalent course
- At least 1 developmental psychology course: Lifespan Development I or II; or Adolescent Development
- 1 communication course: Interpersonal Communication; Nonviolent Communication, and/or Counseling Skills
- 1 course that considers the western scientific tradition of social science, either Social Research Methods or Statistics for Research
- 2 additional foundational psychology courses
- 9 additional psychology courses, independent studies, courses selected from a related discipline, or from relevant interdisciplinary courses
- A minimum of 8 courses in the competence should be upper-division courses
- Senior Project

COUNSELING PSYCHOLOGY

Foundational Courses:

- Introduction to New Psychology
- Counseling Skills
- Counseling Theories
- Small Group Dynamics
- Lifespan Development I: Early Childhood though Adolescence or Lifespan Development II: Early through Late Adulthood
- Personality Theories
- Psychopathology
- Family Systems Theory or Family Systems in Film and Literature
- Social Research Methods or Statistics for Research
- Addiction and Recovery
- Ethical, Legal and Professional Issues in Counseling
- Community Service Practicum
- Senior Project

THERAPEUTIC USE OF ADVENTURE EDUCATION

Foundational Courses:

- Interpersonal Communication
- Adventure Education I, II, III (18 credits) or Wilderness Exploration and Landscape Studies (18 credits)
- Lifespan Development I, or Lifespan Development II, or Adolescent Development
- Counseling Theories
- Basic Ecology, Ecopsychology I or Ecopsychology II
- Wilderness Emergency Care
- Foundations of Experiential Education
- Experiential Education, Methods
- Group Process for Wilderness Leaders or Ropes Course Facilitation
- Therapeutic Use of Adventure Education
- Internship with a relevant program
- Personal and Professional Development Seminar
- Senior Project

Courses (proposed courses Fall Block 2007- Spring Quarter 2009)

Adventure Education

***Fall Term** (FB/Fall Block; FQ/Fall Quarter); **Spring Term** (WB/Winter Block; SQ/Spring Quarter); **Summer Term** (SUB/Summer Block; SUQ/Summer Quarter)*

Aboriginal Living Skills
Offered: SUB 2008
Location: N Arizona
Find out what it's like to become truly self-sufficient in a Southwest! Discover select aspects of primitive living, wilderness survival, and homesteading skills designed for maximum independence in town and country. You will design, build, and live within a primitive base camp of your own creation at the ALSS "off-the-grid" homestead. The focus is to learn indigenous living skills of the native peoples of the Southwest. You will build self-reliant skills such as passive solar design, composting, photovoltaic power, xeriscape gardening, alternative shelter, heating, cooling, and water harvesting techniques. You will learn to live comfortably in the outdoors without relying on modern technology by learning to create fire with sticks, build shelter from leaves and limbs using stone knives and hand-axes, and make rope from plant and animal fibers. You will use wooden eating bowls and spoons, dead-fall traps and snares, throwing sticks, gourd canteens, wild edible and medicinal plants, willow pack-frames, bone tools, primitive cooking, fishing, hunting, and gathering methods, fiber sleeping mats, finger weaving pack straps and belts, pine-pitch glue, natural crafting, and more. The course will culminate with a cross-country trek designed to strip you of everything you thought you needed in the wilderness, imparting confidence, improvisation, and gratitude. You will travel as a hunter/gatherer band through Arizona wilderness relying on each other, using what nature provides and primitive gear we have made.

Adventure Education I: Expeditionary and Technical Skills
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Cent/S Arizona, California, Utah
This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. We will also investigate fundamental theories and current issues in expedition leadership. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling; rock, snow, water.

Adventure Education II: Teaching Methods for Adventure Educators
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Cent/S Arizona, California, Utah
Theoretical rationale for current practices will be examined through research, discussion, and student presentations in the backcountry. Topics will include lesson planning, ethically responsible group management, risk management, as well as facilitation skills such as framing, delivery, and debriefing. While expeditioning, students will also be asked to explore their own style of teaching, leading, and living in wilderness environments. Students will use this course to develop a diverse range of experiential teaching methods in preparation for the practical phase of the course.

Adventure Education III: Teaching Practicum for Adventure Educators
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Cent/S Arizona, California, Utah
This course will provide students a practical introduction to the leadership of adventure education activities. Students will implement outdoor programs for both their peers and groups from the community. The focus will be on teaching basic backcountry living and traveling skills, top rope climbing technique, and water-based expeditioning. Students will receive regular feedback and mentorship regarding their development as educators.

Alpine Mountaineering
Offered: FB 2007
Location: California
This is an intermediate/advanced course for students with solid backgrounds in rock climbing and general back country skills. The concentration is on acquiring basic alpine mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting. This field oriented course takes place in a suitable alpine region and emphasizes ascents of mountains with a broad range of characteristics. Topics covered include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; avalanche awareness; route finding; applied rock climbing; practical weather forecasting, accident prevention, and modern trends in mountaineering.

Avalanche Forecasting
Offered: FQ 2009; WB 2008, 2009
Location: Colorado
This advanced course focuses on avalanche forecasting for backcountry skiers or snowboarders. While spending three weeks in a suitable mountain environment, students will learn about snow in all of its aspects. Students will also gather and interpret information that allows them to make informed decisions about avalanche formation. The topics include mountain meteorology, mountain snow pack, snow formation and metamorphism, avalanche phenomena, stability testing and evaluation, safety and rescue, critical route finding, and group management. American Avalanche Association level 2 curriculum will be used as a foundation for certification. However, field activities will go far beyond in practical application of theory. The course will emphasize all aspects of operational and site specific forecasting methodology relevant to professional and recreational applications in snow science and avalanche hazard evaluation.

Backcountry Skiing & Avalanche Training
Offered: FQ 2009; WB 2008
Location: Idaho
This course is designed to equip aspiring backcountry skiers with the skills and information needed to safely travel through and understand the winter environment. The course starts on gentle rolling terrain where diagonal stride is introduced and practiced. A steady progression to hilly terrain necessitates technique for ascending and descending. Telemark touring on moderate mountainous terrain is the eventual goal. Concurrent with instruction on skiing technique is an introduction to "winter" as an environmental condition in which snow cover and sub-freezing temperatures are defining elements and primary consideration in terms of comfort and safety. Formal avalanche training (AAA level 1 curriculum) will be a fundamental part of the course. Students will learn about the contribution of terrain, weather, snow pack and the human factor to avalanche hazards. They will also learn to evaluate potential risks and effectively initiate self-rescue. The teaching format involves both experiential and presentation-based instruction. Outings are mostly day trips into the mountains from rustic cabin or yurt-styled accommodations. One short snow camping experience is planned where students will learn to construct their own snow shelters. An array of other topics will be covered including temperature regulation, winter survival, history of skiing, equipment design, care and repair, winter natural history, snow camping, cold stress and ailments, nutritional requirements, and practical weather forecasting.

Backcountry Skiing & Winter Ecology
Offered: FQ 2009; WB 2008
Location: Idaho
This introductory course is designed for students wishing to integrate safe travel in winter environments with formal study of winter ecology. The skiing skills progression begins with diagonal stride techniques on gentle, rolling terrain and graduates to Telemark touring on moderate, mountainous terrain. Concurrent with instruction on skiing technique is an introduction to winter as an environmental condition in which snow cover and sub-freezing temperatures are defining elements. Winter ecology topics will include characteristics of winter and the nivean environment, snow dynamics, winter storms and weather, winter natural history, and plant, animal, and human adaptations for survival. Avalanche awareness and hazard evaluation instruction will follow AAA level 1 curriculum guidelines. The teaching format involves both experiential and presentation-based instruction. Outings are mostly day trips into the mountains from rustic cabin or yurt-style accommodations. One short snow camping experience is planned where students will learn to construct their own snow shelters.

Environmental Education Methods for Adventure Educators
Offered: FQ 2009; WB 2008
Location: TBA
Environmental Education (EE) encourages the discovery and understanding of the Earth's natural systems and the human role in those systems. Adventure Education (AE) has typically put more emphasis on outdoor skills instruction and group dynamics. This course will explore the developing interface between these two fields from a philosophical and practical perspective. It is designed for students who anticipate employment in the adventure education field, and who recognize the importance of environmental education in their instructional repertoire. We begin by revisiting important theories and philosophies covered in the Environmental Education: Theory course. The bulk of the course focuses on design and implementation of adventure-based EE curriculum, and investigating ways in which EE and interpretive natural history can be successfully integrated into a variety of field settings with teenage and adult populations. Students will experiment with how they can best combine skills instruction and experiential education techniques with interpretive natural history, ecology, and environmental issues. Individual and group research projects incorporate students' personal interests into the course. Students developing EE curricula for their research project may work towards implementing their curriculum in conjunction with Wilderness Orientation, other AE courses, or future adventure education related employment.

Environmental Perspectives and Whitewater Rafting
Offered: FB 2007, 2008
Location: Colorado Plateau
In the context of a three-week rafting expedition on the classic whitewater rivers of the West, students are introduced to the natural and cultural history of the Colorado Plateau as well as the skills and knowledge pertinent to technical whitewater rafting and cooperative group expeditions. Topics for study include vegetation, wildlife, geography, geology, high desert ecology, general aspects of Indian

and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. Developing skills in whitewater hydrology, piloting paddle rafts, whitewater safety, conducting river trip logistics, and performing equipment repair and maintenance are also an integral part of the curriculum. As the course progresses, students learn to embrace a holistic approach to wilderness river leadership that integrates bioregional studies in a seamless fashion.

Environmental Topics in Adventure Education
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course provides an overview of environmental issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. The course will begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will also look at environmental issues specific to the Adventure Education program at Prescott College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.

Ethical Issues for Experiential Educators
Offered: SQ 2008, 2009
Location: Prescott, Arizona
In an effort to dissect, explore, and question the responsibility of educators as catalysts for strong critical thinking and action, this course will delve into the ethical issues that face instructors and learners alike. Ethical challenges like relativism, universal morals, and how best to activate social change will be engaged through readings, discussions, debates, written work, and research. A spectrum of topical ethical issues, from how facilitators might address moral dilemmas through education (rather than indoctrination) to the tough questions educators often find posed to them by their students, will be addressed. Learners will be invited to grapple with their personal philosophies of education, to examine how the presence of ethical issues within an experiential paradigm can be utilized to enhance educational efficacy, and to identify applicability in their respective instructional mediums (e.g., outdoor/adventure/wilderness, classroom, therapeutic, etc.)

Introduction to Expeditionary Canoeing
Offered: SQ 2008, 2009
Location: California, Utah (exact locations dependent upon water levels)
This course is designed as an introduction to the skills and techniques of expeditionary canoeing as practiced on flatwater and Class I/II rivers. In addition to paddling skills, the class will explore the history and origins of canoe construction and travel, hydrology and reading moving water, expedition planning, water safety and river rescue, and a variety of relevant outdoor skills. Effective communication and teamwork between partners within the context of the larger group will be emphasized. The course will include class time to develop theoretical foundations, day trips, and expeditionary paddling.

Explorers and Geographers
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This interdisciplinary course combines global geography, history of exploration, and perspectives on expedition leadership to investigate the gradual expansion and movements of humankind across the globe. Through lectures, seminar discussions, map work, films, and field excursions we will examine and compare the historical context, motives, outcomes, and consequences of the many ventures of discovery that punctuate human history. Beginning with a foundation in general geographic concepts, we will investigate early migrations of humans and human ancestors, followed by a study of the early explorations of individuals such as Leif Ericsson, Marco Polo, Columbus, Magellan, and subsequent explorations of individuals such as Lewis and Clark, Vitus Bering, and Richard Burton. With an understanding of the history and geography that surrounds exploration, we will then turn our attention to the polar explorers, and examine the lives and fates of such leaders as Nansen, Peary, Cook, Shackelton, Scott, and Amundsen. The course culminates with a student research seminar series on explorers and geographers of the modern era.

International River Expedition: New Zealand Kayaking
Offered: WB 2008
Location: New Zealand
This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel. The expectation is that participants are committed to building on existing skills and knowledge in remote and challenging environments. The focus is on the planning and implementation of a self-contained river expedition in that context. The course will include the exploration of regional cultures, geography, and descents of appropriate rivers. Topics to be covered include: paddle strokes and maneuvers, river reading and running, expedition planning and logistics, area specific technical skills, safety and hazard evaluation, place-based natural history, cultural studies and leadership.

International River Expedition: Arctic
Offered: FB 2007
Location: Arctic Circle

International Mountain Expedition:
Offered: Fall Quarter 2009; Winter Block 2008
Location: Various international locations (i.e. Mexico, South America)
This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel in mountain environments. The focus is on implementation of a self-contained mountain expedition in a foreign country. The course will include the exploration of regional cultures, geography, and ascents of appropriate mountaineering objectives. The expectation is that students will be building on existing skills and knowledge. Topics to be covered include: expedition planning and logistics, itinerary development, area-specific technical skills, safety and hazard evaluation, place-based natural history and cultural studies, and leadership.

Whitewater Kayaking
Offered: FB 2007, 2008; SB 2008, 2009
Location: California, Utah (locations dependent upon water levels)
This course provides students with the opportunity to learn the basic skills of whitewater kayaking in several different Western rivers. The educational value of the course is heightened by involving the group in discussion and observation of the widely varying geographical locations and the natural history of river valleys. Course content may include: equipment selection and care, kayaking terminology, safety issues, wet exits, self rescue and rescue of others, eddie-turns, ferry gliding, surfing techniques, and other related subject matter. The grade of difficulty encountered ranges from easy to class III white water. Students are encouraged to paddle at a level that is comfortable for them.

Maps and Wilderness Navigation
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Cent Arizona
This course will balance theory and practical applications of wilderness navigation techniques. The primary outcome will be competence in the use of map and compass to navigate in wilderness settings. Equally important will be the development of cartographic literacy. Students will gain an understanding of the history of cartography and its role in the development of human conceptions of place. We will look at the changes in technology, including GPS systems and mapping programs, and examine their impact on our understanding of the world and our place in it. The strengths and limitations of maps, including the ways they reflect cultural assumptions and are used to further them, will also be explored. Weekly field trips will provide opportunities for refinement of practical skills and serve as an introduction to local geography.

Origins and Directions in Adventure Education
Offered: FQ 2007, 2008
Location: Prescott, Arizona
A major goal of this course is to provide literacy in the field giving students a well-rounded and professional edge to a career in Adventure Education. Through lecture, discussion, research, and experiential projects, this course will explore the many facets comprising Adventure Education. By exploring historical influences relative to exploration, industrialization, as well as changing views of the concepts of both leisure and nature, one will see how and why Adventure Education emerged as a field. Similarities and differences to such fields as outdoor education, recreation, environmental sciences, and experiential education will be investigated. Students will practice several modes of research and writing while critically examining common trends in Adventure Education. Upon completion, the successful student will be able to converse intelligently and with depth on the origins and directions of Adventure Education.

Outdoor Education and Recreation
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Local field trips from Prescott, Arizona
This course offers an introduction to the manifold facets of the Adventure Education program. Major recreational skills are presented in an outdoor setting. Complementary topics (including a history of adventure and exploration, landscape studies, and the origins of outdoor education) will provide students with a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

Outdoor Program Administration
Offered: FQ 2007, 2008; SQ 2009
Location: Prescott, Arizona
This course will introduce students to the administrative and leadership skills required to operate a successful adventure education program. Topics covered include: program design; safety and risk management; legal liability; hiring, supervising, and evaluating staff; fiscal management; access to public lands; and program leadership. Adventure Education program faculty and outside speakers will present on various pertinent topics through the enrollment period. Students will select a topic of special interest to research, write about, and present to the class.

Recreation Management Practicum
Offered: FB 2007; SQ 2008
Location: Public lands N Arizona with a focus on National Forest lands
This course is designed to embrace and explore the concepts of service learning through direct community participation. Within the context of the course, students will interact with various public land managers to learn not only about recreation management, but also how they can actively participate in the stewardship of public lands. Through these interactions, students will gain knowledge and understanding related to the management of various forms of recreation on public lands. The laws, history, and ethics related to commercial and non-commercial recreation activities such as rock climbing, backpacking, equestrian use, river running, mountain biking, and off road vehicle use will also be explored. Students will also gain skills and experience in

trail restoration and maintenance, wilderness inventory, and recreation site inventory and restoration.

River Guides Training
Offered: SQ 2009; SB 2008
Location: San Juan River
This course is designed as a river guides' training course and is suited to students with no previous river experience as well as those with some river guide experience. Basic whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. The intention is to approach modern river running from a commercial guides' training perspective. Students will assist in organizing an initial river trip during which basic training in a broad spectrum of river trip related topics will be covered. These include: raft piloting and equipment care and repair, camp procedures and food preparation, sanitation, participant briefings and client/guide relations, conducting side hikes and interpretive presentations on regional natural and cultural history and current conservation issues. A followup trip is then fully planned and led by student participants as a culminating element to the course curriculum.

Rock Climbing and Yoga
Offered: FQ 2009; WB 2008
Location: Prescott, Arizona; Joshua Tree National Park, California
This course is designed to introduce and explore the connections between rock climbing and hatha yoga with the anticipation that the practice of each will enhance the other. The curriculum consists of an even balance of rock climbing and hatha yoga practice. Students with experience in either discipline will explore and discover the complementary relationship of the two pursuits. Hatha yoga postures, breathing, and meditation transfer directly to graceful movement, awareness, and control on the rock. Strength, courage, and focus - qualities that run parallel in each pursuit - will be developed in this course. All the skills covered in an introduction to rock climbing course will be introduced or reviewed. These include knot-tying, anchor systems, multi-pitch lead climbing, and rescue techniques. There is space in the curriculum to develop each climber's technical repertoire.

Rock Climbing and Geology
Offered: FB 2007, 2008
Location: Arizona, Utah, and Colorado
Every rock climbing venue presents new challenges to climbers because of its unique rock texture, composition, and environment. All rock climbers are thus empirical geologists because of the direct personal experience they have with a variety of rock types. This class is designed to expand the climber's knowledge of the rock to include the geologic processes involved in its creation and sculpting. We will climb at a number of areas that have experienced various geologic histories and that are composed of diverse rock types. Such detailed study of the rocks will allow us to comprehend many important geologic concepts such as rock classification, plate tectonics, geologic time, weathering, and erosion. We will trace the geologic events that created the rock at each venue and scrutinize the weathering processes that have created every hold on which we rely. We will also introduce all of the skills covered in the Basic Rock Climbing course, such as climbing techniques for specific rock types, anchor systems, lead climbing procedures and practice, rescue techniques, ethical issues, and some land management concerns.

Intermediate Rock Climbing
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course is designed to introduce students to high angle, traditionally protected multi-pitch rock climbing. It is a concentrated course designed to equip aspiring lead climbers with the necessary skills, decision-making ability, and safety consciousness to accomplish traditionally protected multi-pitch rock climbs in a self-sufficient manner. A review of basic skills and anchors precedes a basic lead climbing progression. Students have an opportunity to climb in teams and practice lead climbing protection placement, route finding, cleaning, and descents in multi-pitch settings. The course is not designed solely around pushing student climbing standards, but rather providing a supportive environment in which to reinforce technical skills and safe climbing practices at a comfortable standard. Other intermediate skills such as belay escape, self rescue, rappel retrieval, ascending fixed lines, and problem solving are also covered. Current trends and issues in rock climbing are covered, including land management policies, impacts of rock climbing, ethics, and service work in local climbing areas. If student interest and skills are suitable, an introduction to aid climbing and hauling may be included.

Introduction to Rock Climbing
Offered: FB 2007, 2008; FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
This course introduces students to the basic technical skills associated with rock climbing. The appropriate student, with little or no rock climbing experience, is led through a gentle progression using day outings and possible overnight or weekend excursions. Emphasis is on climbing at top rope and multi-pitch climbing sites in an outdoor setting utilizing natural and fixed anchor systems. Students are introduced to basic knots and rope handling, belaying, signals, anchors, rigging. In addition, students are asked to consider risk management, problem solving, and decision making in the development of these skills. Movement on rock, balance, as well as physical and emotional safety are elements of the curriculum practiced daily as the group moves through a progression of skills training.

Ropes Course Facilitation
Offered: FQ 2007, 2008; SQ 2008
Location: Prescott, Arizona
This course focuses on a ropes course as a means to enhance personal and group development. Building on a student's prior learning of theory and experience, this course will strive to fulfill three goals. First, students will learn about a philosophy of program management that emphasizes the development and enhancement of self-concept/esteem, group cooperation, physical abilities, and willingness to try new things. Second, students will experience a variety of ropes course activities including adventure games, initiatives, and low and high ropes course elements. Third, students will gain knowledge about, and experience in, using the equipment and techniques related to ropes course operation. These three goals will develop the ability in students to safely and effectively facilitate and debrief ropes course activities.

SCUBA Diving and Marine Natural History
Offered: FB 2008
Location: Gulf of California, Sonora, Mexico
This course is an introductory study of the interrelated topics of marine natural history, SCUBA, and freediving (breath hold diving). Topics for study will examine the physical characteristics of the ocean environment, including the properties of water, temperature, salinity, pressure, light penetration, tides and currents, and wind and waves, as well as the natural history of near shore organisms, including fishes, sea birds, marine invertebrates, and marine mammals. Upon meeting the academic and skill requirements, students will be PADI certified, open water SCUBA divers with experiences in a wide variety of dive environments and underwater specialties, including underwater navigation, night diving, deep diving, drift diving, and boat diving. The freediving curriculum will focus on redefining personal psychological and physical limits through the practice of breath hold diving.

Sea Kayaking and Marine Natural History
Offered: FB 2007; FQ 2009; WB 2008
Location: Gulf of California, Sonora Mexico
Sea kayaking places us in intimate contact with the ocean environment. Kayakers are as much in the water as they are upon it. This unique perspective allows us to experience the power of the ocean's physical nature as well as giving us the opportunity to closely observe the living communities in the water and on the shore. This course is an introductory study of the interrelated topics of marine natural history and expeditionary sea kayaking. Topics for study will include tides and currents, wind and waves, and the natural history of near shore organisms, including fishes, seabirds, marine invertebrates, and marine mammals. When conditions permit, we will snorkel to observe subtidal life. Students will learn minimum impact travel and camping skills and will be introduced to the regional impacts of coastal commerce and recreation. As apprentices to the sea, students will learn and practice paddling skills, navigation, and ocean survival techniques drawn from the rich, thousand-year history of sea kayaking.

Search and Rescue
Offered: FQ 2009; WB 2008; SQ 2008
Location: Central Arizona Highlands
This course is designed to teach basic concepts and techniques for the safe location and evacuation of persons in backcountry and high angle environments. The goal of the course is to expose students to the critical thinking and analysis skills necessary to safely effect a variety of SAR activities. Material covered in this course may include: Risk awareness and management, component analysis and testing, managing and executing rescue operations, lowering and raising loads, mechanical advantage systems, belay systems, equipment care and use, search techniques and strategies, technical communications, and preventative SAR tactics. Due to the nature of the course material and the environments in which it will be presented and practiced, students are expected to have previous basic rock climbing experience and hold current Wilderness First Responder certification.

Special Topics in Adventure Education: The Bicycle: Vehicle for a Small Planet
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course will address the multifaceted role of the bicycle as a vehicle for personal and community transformation. Students will explore the cultural, social, historical, and technological significance of the bicycle through independent study, class activities, films, and community-based interactions. The skills of riding in traffic and maintaining and repairing bicycles will be learned and practiced. Students will explore the state of local community attitudes, resources, and infrastructures related to bicycling. A key course goal will be reaching out to the larger Prescott community through the facilitation of appropriate bicycling workshops and seminars. Students should expect to become better skilled and informed cyclists with the skills and knowledge to serve as ambassadors for the benefits bicycling can bring to individuals and communities.

Special Topics in Adventure Education: The Inner Game of Outdoor Pursuits
Offered: SQ 2008, 2009
Location: Prescott, Arizona
A central aspect of the Adventure Education Program is using adventure activities to enhance students' abilities to reach their full potential, both individually, and in their work with others. By using various techniques (e.g., visualization, enhancing positive self-talk, self-hypnosis, emotional centering, and others), students will start the journey toward becoming confident in their abilities to perform at levels previously thought unachievable. Appropriately selected adventure activities will be used as the laboratory for this process of self-discovery. Students will work toward seamlessly integrating their cognitive, emotional, and kinesthetic abilities. This is a first step toward preparing students to move beyond themselves to integrate these techniques when they become leaders or teachers themselves. Once students become attuned to their inner strengths and can move beyond some of their self-imposed limits,

they are much more capable of positively influencing any communities they may join in the future. The ultimate goal of the course is for students to be able to transfer their successes in the course to enhance their performances at any endeavors they choose to pursue.

The Whole Athlete
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This is a very experiential course in holistic approaches to physical training, and to coaching others in their training. Students will design and undertake their own rigorous training program. In the process they will learn techniques for increasing bodily and mental strength, and ultimately the health of the whole person. We will apply leading-edge principles of exercise physiology from Eastern and Western medicine to raise students' levels of overall fitness and bodily awareness. A strong emphasis will be placed on the study of awareness. Students will be encouraged to look beyond issues pertaining just to their own health, and to consider how what they learn in this course can be used to facilitate increased fitness and ability in others, as coaches, outdoor instructors, or classroom teachers.

Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills
Offered: SQ 2009; SQ 2008
Location: California
This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. We will also investigate fundamental theories and current issues in expedition leadership. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling - rock, snow, or water.

Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for Coastal Exploration
Offered: FQ 2007, 2008
Location: Coastal environments of California and the Baja Peninsula
This course will introduce students to fundamental sea kayaking, free diving, and expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, navigation, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in the coastal environments of California and the Baja Peninsula. Students will also investigate fundamental theories and current issues in expedition leadership. A portion of the course will be spent on the water in sea kayaks. Sea and weather risk assessment and paddling and rescue skills will be emphasized and practiced in a variety of conditions.

Wilderness Exploration & Landscape Studies II: Introduction to Marine Science
Offered: FQ 2007, 2008
Location: Coastal environments of Alta and Baja California
This interdisciplinary field course compares and contrasts the varied coastal environments of Alta and Baja California and affords students the opportunity to build a strong foundational knowledge in a wide variety of marine sciences. Visits to aquariums and coastal explorations are used to study relevant topics in oceanography, marine biology, ecology, natural history, and coastal conservation. The large geographic area that the course area encompasses gives students the unique opportunity to experientially study these concepts and apply them in ecologically varied settings ranging from cold temperate shorelines to tropical coral reefs.

Wilderness Exploration & Landscape Studies II: Mountain Geography
Offered: FQ 2007; SUQ 2008; SQ 2009
Location: California
This course is an exploration of mountain landscapes and the physical, biological, and cultural geographic factors at work in mountain environments. We will survey mountain building processes, geomorphic processes and landscape evolution, mountain weather and climate, snow dynamics, basic glaciology, biogeography of mountain flora and fauna, and human cultural life ways in high mountain environments. This course has a regional focus but also includes a survey of mountain regions and mountain people across the globe.

Wilderness Exploration & Landscape Studies III: Landscape Exploration and Interpretation
Offered: SQ 2009; SUQ 2008
Location: California; Washington
This course focuses on developing techniques for exploring and interpreting wilderness landscapes, and builds on foundational knowledge and experience in both geography and wilderness travel. Within the context of a specific wilderness region, we will investigate the relationships among regional geologic history, pertinent geomorphic processes, regional weather and climate, biogeographic patterns among flora and fauna, and human history. Simultaneously, we will apply expeditionary skills to place by practicing relevant travel skills (backpacking, skiing, and mountaineering), investigating regional terrain considerations, and all aspects of planning and implementing extensive backcountry explorations in the specific region.
Throughout the course students will practice qualitative interpretation of landscapes through intensive field journaling, written and oral synthesis, and a personal research component.

Wilderness Exploration & Landscape Studies III: Teaching & Facilitation Methods for Adventure Education
Offered: FQ 2007, 2008
Location: California, Washington, or Alaska
This course will build on students' knowledge of basic expedition and technical skills by allowing them to study and practice the implementation of adventure education activities. Topics will include ethically responsible group management, risk management, and lesson planning, as well as facilitation skills such as framing, delivery, and debriefing. Students will be guided in implementing activities and lessons for their peers. Focus will be placed on teaching expedition and technical skills, Leave No Trace, and marine natural history topics. Students will take a major role in course planning and logistics, decision making, and the establishment of an effective and supportive community of traveling scholars.

Wilderness Leadership I, II, III
Offered: SQ 2008, 2009; SUQ 2009
Location: California, Washington, or Alaska
This advanced course emphasizes Wilderness Leadership or Adventure Education as a competence or strong breadth. Leadership skills and theories are introduced in practical ways through a series of outdoor expeditions and field experiences. Intensive debriefing will define pertinent issues. Students will take responsibility for curriculum planning, logistics, decision making, and safety, with the instructional staff maintaining close supervision.
Related topics such as expedition behavior, group dynamics, interpersonal communication, leadership theory, and teaching methods will be covered. This will include group discussions, field exercises, and analyses of group and individual performance. In an effort to learn from each other and practice oral presentations, students will conduct discussions on pertinent topics. Students need to demonstrate maturity, initiative, and proficiency in foundational outdoor skills. In addition to the stated prerequisites, students are required to have technical skills specific to course activities.

Wilderness Emergency Care
Offered: FQ 2008
Location: Prescott, Arizona
This course combines theoretical information with practical skills and common sense. The curriculum is designed to make the student proficient in administering care to the sick and injured. An emphasis is placed on the wilderness context of prolonged transport, severe environments, and improvised equipment. Successful completion results in two certifications: American Heart Association's CPR and Wilderness First Responder through the Wilderness Medicine Institute of the National Outdoor Leadership School.

Wilderness Orientation Instructors Practicum
Offered: FB 2008; WB 2008; FQ 2009
Location: Arizona
This advanced course represents a practical demonstration of wilderness leadership by students of Prescott College. It enables student leaders to apply knowledge and skills that have been gained through their course work. Student leaders conduct a three-week wilderness expedition for new students entering the Resident Degree Program. Student leaders are responsible for the organization, documentation, and facilitation of the expedition, which serves as a personal demonstration of competence in leadership, teaching, and logistical skills.

Women's Topics in Wilderness Leadership
Offered: FB 2008
Location: Sierra Nevada Mountains, California
In this course, students will explore women's unique psychology, learning styles, and group behaviors in the context of wilderness expeditioning. The ultimate intention will be to discuss and develop methods for effectively serving female adventure education participants. Building competence and confidence, students will practice technical skills, which may include rock climbing, backpacking, canyoneering, boating, mountaineering, navigation, and low-impact camping in a supportive, non-competitive environment. Students successfully completing this course will be more able to perform in single and mixed-gender adventure education settings as leaders and participants. This course is also intended to serve as additional preparation for upper division technical skills courses.

Arts & Letters

Acting and Directing Workshop
Offered: FQ 2007, 2008
Location: Prescott, Arizona
Directing is "the art of synthesizing script, design, and performance into a unique and splendid theatrical event" (Robert Cohen). Although the director has become a central figure in the theatre only in the last century, this creative artist now has responsibility for everything that happens during the production of a play. One of the most important tasks of the director is actor-coaching. In this course, students will take on both roles, director and actor, to examine the interaction of these artists in the creation of live theatre. Students will learn acting and directing skills, direct and perform monologues and scenes, and experiment with collaborative scenes in which the responsibilities of acting and directing are equally shared. At the end of the term, the class may present a public performance of student-directed, student-acted scenes.

Scriptwriting
Offered: FQ 2008
Location: Prescott, Arizona
This intermediate course will offer writing and performing arts students the opportunity to learn the techniques of scriptwriting. The class will read short plays, teleplays, and screenplays, view plays and films, and study the similarities and differences involved in writing exercises to develop character, dialogue, plot, setting, and narrative. Each student will write at least two short

scripts - one for stage and one for screen - and participate in workshops, discussion,s and class projects.

African Inspired Dance
Offered: FQ2007, 2008
Location: Prescott, Arizona
In this course students will learn about West African inspired, nature-based dance. Areas of focus will include conditioning, technique, choreography, improvisation, energy and breath awareness, ritual, dance composition, and the dancer/drummer partnership. Physical conditioning will emphasize grounding, centering, rhythm, strength, flexibility, and endurance. The focus will be on the use of dance to strengthen and express our relationships with one another, our ancestors, earth and cosmos, community, and the cycles of life. The importance of respect and humility, as westerners inspired by an elder culture, will be addressed. Students will learn about the natural integration of dance with drummings, song, costuming, and story-telling. Drumming and musical accompaniment will be both live and recorded. The course will culminate in a community sharing.

Art on the Periphery
Offered: SQ 2008
Location: Prescott, Arizona
This art history/critical theory course exposes the power structures behind conventional notions of art history, and explores significant groups of artists that have been underrepresented in art history's canons. This course identifies the master narratives that are responsible for the shape of Western art history, and looks at how social and political climates have dictated the perception of art. Major achievements of underrepresented artists throughout history will be covered, and how the past experience of underrepresented artists has influenced their art today. This course is writing intensive and will include research and response papers, field trips to museums and galleries, visits with artists and/or art historians, and collaborative projects.

Book Arts
Offered: WB 2008
Location: Prescott, Arizona
In this course students will explore a wide variety of techniques in creating the handmade book. Students will study bookmaking as an art form and produce model books in the binding styles of the concertina, one-section, two-section, long stitch, and other innovative techniques. The course will cover handmade and decorative papers, which each student will incorporate into an original one-of-a-kind book project. This is an interdisciplinary course designed for writers, painters, photographers, printmakers, and sculptors.

Ceramics
Offered: FB 2007
Location: Prescott, Arizona
This course introduces students to the fundamentals of pottery-making. Through hands-on work they will discover the various uses of clay, as well as glazing techniques and kiln-firing. The students will explore hand-building, throwing pots on the wheel, and tile making. Emphasis will be placed on good design and the development of technical skills. Students taking this course for upper division will further hone their ceramics skills, with special attention to composition and advanced design and will be expected to take on a leadership role in the class.

Choreography and Performance
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course takes the student through the entire process of creating and producing choreographic work for performance. Through working with ideas, physical impulses, and curiosities, students will learn to generate movement material that supports their particular creative vision. Practice with improvisational and compositional structures will provide methods for forming, organizing, and editing movement. Students will gain experience in learning and repeating choreographed movement aimed at developing skills in presence, phrasing, and dynamic versatility. Production elements such as selection of performance location, technical considerations, time and budget planning, promotion, and costuming will be integrated in the coursework.

Contemporary Dance Training
Offered: WB 2009
Location: Prescott, Arizona
This course is designed to give the dance student a broad base of physical training through a synthesis of movement styles and techniques. Aspects of modern dance, yoga, partnering, ensemble work, and contact improvisation will be blended into a dynamic dance practice. Concentration on performance skills, movement memory, and cultivation of the energetics of the body will help the student develop a heightened awareness of the present moment and its inherent performance possibilities. The course will provide a framework for research into historical and contemporary performance theory and trends. Viewing and writing about live dance performance will be an integral part of the course.

Contemporary Society, Art, and Politics in Eastern Europe
Offered: SUB 2008
Location: Romania
Our travels will take us to Romania, to the Transylvanian city of Sibiu and the capital city of Bucharest. We will visit museums, attend gallery art shows, the theatre, and architectural tours and meet with artists and curators. We will visit sites of ecological concern and meet with academic and political figures. This class will travel under the theoretical auspices of what we call a "third culture" - self-reflexivity as travelers crossing borders and meeting those who inhabit them. We see this as distinguishable from the concept of multiculturalism because of our emphasis on the culture of travel and the cultures of Eastern Europeans who themselves occupy political and cultural places "in between." Students will read extensively and are expected to keep meticulous journals in a creative way incorporating their personal writing, photography, sketching and/or collage designs. Students encouraged through discussions, readings, activities, and the personal journals, will contribute to a collective project that will address "third cultural" issues inspired by their experiences. This project may take the form of an exhibition, public presentation, multimedia program, film, magazine article, or any combination of these.

Critical Concepts in Contemporary Art
Offered: SQ 2009
Location: Prescott, Arizona
This art history/critical theory course will identify recent developments in visual art, following the lineage of art movements from Modernism to the present with an emphasis on Postmodernism and "Post-art." Students will examine influential works by contemporary artists and study the relationship of culture and politics to various art movements. Discussions will focus on issues surrounding painting, sculpture, photography, new genres, and performance art. This course is writing intensive and will include research and response papers, field trips to museums and galleries, visits with artists and/or art critics, and collaborative projects.

Introduction to Dance and Improvisation
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott,. Arizona
This course offers a foundation in dance studies from both technical and improvisational perspectives. Course work will include practice in basic technical skills involving alignment, strength, and flexibility exercises, as well as an introduction to contemporary dance vocabulary. Improvisational movement explorations that encourage individual expression and sensitivity to group interactions will be a major focus of the coursework. This course is recommended for students who want to expand their physical and expressive capacities.

Choreography in the Community
Offered: SQ 2008
Location: Prescott, Arizona
This course brings students together with diverse populations of the Prescott community in a sharing of oral histories, which are transformed into dance, theater, and storytelling. The first portion of the course will focus on the development of choreographic, storytelling, and teaching skills, and the second portion will involve implementing and adapting these skills for the specific population chosen. Populations such as elders, children, children with parents, athletes, people with disabilities, and youth at risk are possible community participants. Issues and themes relevant to the particular group will be identified and used as art-making inspiration. We will challenge our societal assumptions about who can be a dancer or artist and promote the belief that everyone has a dance and a story to share. The course will culminate in a community sharing in which community and course members perform together.

Intermediate Dance Improvisation
Offered: FB 2007
Location: Prescott, Arizona
This course will address the ongoing skill building, training, and practice necessary in improvisational dance. Areas of study may include kinesthetic awareness, organic process, ensemble thinking, composition, imagery and metaphor, voice-work, creation of scores, breath and energy awareness, ritual, and the witness-performer relationship. There will be considerable practice in developing inner concentration and presence, while attending to outward connections and the whole of art-making. Consistent physical conditioning will be required. Exploring diverse contemporary forms such as contemplative dance, authentic movement, nature and dance, and contact improvisation will enrich students' skill base. The course will emphasize the inevitable ways improvisation encourages essential life skills of spontaneity, trust, intuition, playfulness, and creativity. Solo, duet and ensemble performances will be informal and used primarily to gain experience in being witnessed.

Digital Imaging I
Offered: FQ 2007, 2009
Location: Prescott. Arizona
This course provides students with the opportunity to expand visual vocabulary and expressive outlets by using the computer with photographic images. Basic computer techniques in a photo-manipulation program will be studied (Adobe Photoshop CS2.) The following areas will be covered: image input, image manipulation, image output, historical and philosophical approaches and contemporary forms of use. Students will study individual, commercial, and production applications, from image manipulation for personal expression to commercial applications within society and the global arena of the Internet. The student will develop a body of digital images and explore avenues for presentation, such as standard two-dimensional images, electronic documents, or in the virtual gallery of the Web.

Digital Imaging II
Offered: SQ 2008, FQ 2008
Location: Prescott, Arizona
This course will continue to build on basic skills learned in Digital Imaging I. We will explore advanced techniques such as working with layer styles, transformations, compositing, mastering levels and tones, cloning, selections, masks, touching up, sharpening, and preparing for printing on medium and large-scale inkjet printers. Contemporary artists using digital imaging will be presented as well as investigations into the influence of digital imaging in art, advertising, and

entertainment as it relates to visual literacy. The focus will be advancing your creative work using this versatile and flexible new technology.

Documentary Photography: Theory and Practice
Offered: FQ 2007
Location: Prescott, Arizona
This course is designed for the intermediate and advanced student who is interested in exploring theory, history, and application of photography from an objective documentary perspective. Students will define the field by synthesizing a study of the history of their medium with their own personal vision which reflects a critical connection between social and environmental perspectives. Assignments will be used to focus the learning on designing documentary projects where the student has a chance to explore the different styles and creative approaches to making photographic images that reflect both a strong ability of objective documentation as well as making a strong aesthetic statement.

Family Systems in Film and Literature
Offered: FB 2007
Location: Prescott, Arizona
Throughout the history of literature and cinema, writers, playwrights, and directors have demonstrated remarkable understanding of and appreciation for the family as an emotional system. Without formal training in family systems theory, these individuals have demonstrated an extraordinary comprehension for the intricacies of family dynamics, family roles, the emotional entanglements of family relationships, and the power of intergenerational themes and legacies. This course examines the family in film and literature. We will investigate the systemic, literary, and cinematic assumptions made by those creating film and literature as we seek to untangle the web of family functioning. Students will watch films and read theory and literature and learn how to apply family systems theory to the families we find in these artistic works. Assignments will include genogram construction and family biography, critical analysis, and a creative project.

Introduction to Fiction Writing
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course is designed to introduce students to the short story form. Students will read and critique the works of classic and contemporary authors in order to become familiar with narrative strategies and to understand how stories are crafted. Several writing exercises, in and out of class, will help students generate material for original short fiction that will eventually be put before the class for workshop. Equal emphasis on reading, writing, and critiquing skills will provide the background students need for advanced fiction workshops.

Literature of the American Dream
Offered: FQ 2008
Location: Prescott, Arizona
This interdisciplinary course will provide students the opportunity to examine the evolving historical, social, and personal perceptions of the American Dream as depicted in influential novels, autobiographies, poetry, and plays. Topics for discussion will include the dream of hard work and prosperity, the dream of the natural environment, slavery and the dream of civil rights, the myth of the American West, the dream of a cultural melting pot, and a study of American archetypes. Reading assignments will include the Declaration of Independence as well as texts by Benjamin Franklin, Frederick Douglass, Henry David Thoreau, Walt Whitman, F. Scott Fitzgerald, E.L. Doctorow, John Steinbeck, and others. Writing assignments will include a combination of critical and creative work.

Fiction Writers' Workshop: Forms of Fiction
Offered: SQ 2009
Location: Prescott, Arizona
This course is designed to develop and deepen students' fiction writing skills by familiarizing them with a variety of narrative forms and challenging them to write their own stories incorporating these elements. Through reading and discussing work by contemporary and classic writers, students will formulate a vocabulary for critiquing stories which utilize traditional, modern, and postmodern forms, and then write their own stories, which will be put before the class for workshop. Students will write, workshop, and revise 2-3 full-length stories. In-class writing exercises will help students generate material for these full-length stories. Each student will be expected to help facilitate workshops and lead discussion of published fiction.

Figure Drawing
Offered: SQ 2008, 2009
Location: Prescott, Arizona
In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students are encouraged to experiment and take risks in the development of a personal style, culminating in an individualized portfolio of figurative drawings. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

Public Art: Mural Painting
Offered: FB 2008
Location: Arizona
This is a studio arts course in which students will learn various aspects of mural painting - from preliminary planning to the execution of a permanent mural. This course will include technical instruction in acrylic and fresco mural painting and investigate the historical role of mural art in various cultures. Project proposals, permits, fundraising, and legal processes necessary to implement public projects will be researched. Students will travel throughout the region viewing murals, conducting research, and collecting visual material. This course will culminate in the production of a public mural.

Figure and Context in Narrative Painting
Offered: FQ 2008
Location: Prescott, Arizona
In this painting course students will learn representational painting skills and develop content based on the human form in various social and environmental contexts. This course will include technical instruction in oil painting and mixed media. Students will work from nude models studying anatomy, proportion, and movement. Historic narrative paintings from various cultures will be studied, exploring the visual construction of narrative, fragmentation, and pictorial storytelling.

Form and Function: Sculpture in Theory and Practice
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course will cover methods and concepts of three-dimensional art, including fabrication, assemblage, woodworking, soft sculpture, installation, and site-specific art. Students will develop individualized content in a variety of media, culminating in a final portfolio of sculptural pieces. This course will include relevant art history and contemporary approaches, artist research, peer critiques, visits to museums and galleries, and guest artist lectures and/or studio visits.

American West in Film and Literature
Offered: SQ 2009
Location: Prescott, Arizona
This class will explore the American West as it has been depicted in films, stories, essays, dramas, and poetry. Topics will include the contrast between the reality and myths about the frontier, the importance of place in the literary imagination, and the concerns and themes of contemporary Western films and literature. Specifically, we will analyze the myths fostered by such films as *High Noon* and *Shane*. We will look at how more contemporary films like *McCabe and Mrs. Miller*, *Little Big Man*, and *Dances with Wolves* have provided new interpretations of the old West. We will also examine films such as *The Last Picture Show*, *Paris, Texas*, and *Raising Arizona* that are concerned with the modern West. Literature readings will include selections from authors such as Edward Abbey, Willa Cather, Gretel Erhlich, Louise Erdrich, Larry McMurtry, and Sam Shepard.

Foundations of Visual Art
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course will integrate 2D and 3D art forms to introduce students to fundamental visual elements and principles of design. Concepts of line, composition, color, perspective, and space will be covered while acquiring technical skills in a variety of media including drawing, painting, sculpture, and mixed media. Students will develop individualized content and imagery in a variety of media, with an emphasis on the interrelatedness of various art forms. Students will create artwork in the studio and on location; participate in critiques; learn relevant art history; and acquire presentation and exhibition skills. This introductory course will prepare students for future Visual Arts courses in any discipline.

Glass Blowing
Offered: SUB 2008, 2009; WB 2008, 2009
Location: Prescott, Arizona
In this course, emphasis will be placed on the basic tools, equipment, and skills necessary to complete simple paperweights and blown vessels. Additional instruction will be provided in the physics of glass, melting points and characteristics, charging and batching procedures, and the essential equipment needed (i.e., glory holes, pipe warmers, furnaces, marvers, annealers). Instruction will be provided on the proper use of hand tools such as blow pipes, punties, jacks, shears, paddles, blocks, pigs, and trollies.

In and Out of Africa
Offered: SQ 2008, 2009
Location: Prescott, Arizona
In this course students will explore the modern and contemporary literature of Africa. Through the eyes of black and white natives as well as through those of occupiers and visitors, students will survey the issues facing that continent from the late 19th century pre-colonial period to the present post-apartheid era. The reading list may also include the African Diaspora as represented by Caribbean and North American authors: Texts may include those by Achebe, Conrad, Mafouz, Gordimer, and Coetzee.

Interpreting Nature through Art and Photography
Offered: FQ 2007, 2008
Location: Cent Arizona
This course focuses on heightening our visual awareness of nature and capturing the ephemeral experiences we value with the aid of cameras, pencils, brushes, and other tools. Illustrated lectures, demonstrations, critiques, and field sessions will explore the art of seeing, using both aesthetic and practical approaches. Both group and personalized instruction are designed to explore the students' creative potential for translating and sharing visions of the natural world.

Nature and Dance
Offered: FB 2008
Location: Prescott, Arizona
In this course students will explore and develop their relationship with nature as a primary source of movement and creative expression. Students will research the origins of dance in earth-based cultures, as well as contemporary and emergent forms in the field. These studies will

inform and guide the class's engagement with the natural environment and investigation of the interdependency of all life. The practice of deep reverence and receptivity will be used to enhance artistic development.
Components of this integrative course will include dance, physical conditioning, voice, writing, theater, movement, meditation, perception, and ritual. Students will develop abilities to create solo, duet, and ensemble pieces that express personal and collective art in nature. Students' unique interests will be encouraged and supported.

Alternative Processes in Photography
Offered: FB 2008
Location: Prescott, Arizona
This hands-on workshop will give students a direct experience with the practical techniques of historical and contemporary image-making methods. Aesthetic emphasis will be placed on the attitudes behind, and the importance of, the visual/material syntax in a historical order. Students will make enlarged negatives and explore the image potential through a range of printing processes, including cyanotype, salted paper prints, kallitype, and emulsion transfer.

Acting Workshop: Comedy
Offered: SQ 2008; WB 2009
Location: Prescott, Arizona
Students will study and perform different types of comedy in this workshop. The history and theories of comedy will be explored through the perspectives of writers, performers, and scholars, and then students will begin their hands-on work with scenes and monologues from classic and contemporary plays. The class will then create an ensemble to experiment with and perform group improvisational comedy and individual stand-up routines. To allow the students to experience the effects of audience reaction and participation, at least one public performance will be scheduled near the end of the term.

Large Format Photography
Offered: FB 2007
Location: Coastal California & Prescott, Arizona
In this course students will be introduced to the mechanical and aesthetic concerns of using the 4x5, 5x7, and 8x10 camera formats. Emphasis will be placed on using the zone system of B/W exposure control, including expansion and contraction development. There will be several project themes (studio and field) proposed so the students will be challenged to integrate the variety of camera manipulations as well as develop a personal philosophical attitude toward the larger formats. Both conventional sheet film and Polaroid materials will be used as the students enhance vocabulary of perspective, lens choice, metering technique, and image scale. Each student participating in this study should expect to compile an image portfolio of at least eight final photographs and an extensive written journal.

Literary Journal Practicum
Offered: FQ 2007, 2008
Location: Prescott, Arizona
In Literary Journal Practicum, students are the staff of Prescott College's national literary magazine, *Alligator Juniper*. After familiarizing themselves with the national literary market by reading sample journals, students spend the bulk of class time and homework time reading submissions. During the first third of the course, the class reads creative nonfiction and selects submissions for the upcoming issue. For the rest of the quarter, the course is divided up into two editorial groups: one for fiction and one for poetry. Submissions come from writers all over the country. Students maintain individual response journals, where they keep notes on submissions, their reactions, and their recommendations as to whether a particular piece should be published, rejected, or given further consideration. The class then moves into more in-depth discussion and compromise to narrow the list of semi-finalists to a list of finalists, and eventually to the handful of essays, stories, and poems agreed upon for publication. Students and instructors write thoughtful rejection letters to all those whose work was not selected for publication. This practicum provides valuable professional experience seldom available at the undergraduate level.

The Memoir
Offered: FQ 2008
Location: Prescott, Arizona
This course is divided between student-led discussion of published memoirs and workshop of memoirs written by the students in the class. While several of the memoirs we read will be book-length, we will also look at many shorter examples of the form: essays, articles, and chapter-length excerpts - some published, some not. This will provide students with necessary models for the memoirs they will be expected to produce, approximately 20-30 double-spaced pages. Students are encouraged to think carefully and extensively about possible topics before delving into a draft, considering the connections between different aspects of their lives, different time periods. Students should aim for writing a memoir that is centered around an event, as opposed to a chronology of their lives so far. It will likely be an event that, viewed in retrospect, somehow connects your past to your present to your future. We will spend time, each class, doing writing exercises that will help students tap into their material. There will be plenty of time for necessary exploration before settling on a topic. The course is relevant to studies in Human Development because students are asked to examine their own lives. When dealing with the material in class, however, we will approach and critique the work as a piece of writing; in other words, we will workshop students' memoirs, not students' lives. This necessitates a certain distance from the event on the part of the writer. Each student will be paired with a classmate to co-lead discussion and write a paper on one book.

Literature as Experience
Offered: SQ 2008
Location: Prescott, Arizona
Ezra Pound once called literature "news that stays news." Through the study of literature we can see, interpret, and understand the central issues of our lives. During this course, we will explore works of contemporary and more classical literature and examine them as the creative and intellectual experiences of their authors and as cultural documents of their times. We will also consider the literature we read and write ourselves as part of our own uniquely individual yet culturally mediated life experience. Central to our own experience of literature will be making connections between the texts we read. Examples of thematic strands we might trace include: the search for self, the search for love, family and community, and the search for meaning. The course will be conducted as a seminar with students taking an active and even leading role in discussions. We will enhance our reading experience with a variety of class activities drawing upon films, plays, critical and creative assignments and presentations, and informal dialogues with contemporary writers.

New Play Development and Production
Offered: SQ 2008, 2009
Location: Prescott, Arizona
In this collaborative practicum course, students form a repertory company to produce new plays, serving in multiple roles as actors, directors, playwrights, designers, and technicians. Student-written scripts are taken through all stages of the new play development process, from original reading to revision to casting to rehearsal to more revision to full-scale production. Students document their learning in written portfolios and rehearsal logs, and the class attends other professional and university theatre productions. The course culminates in a new play festival.

Newspaper Journalism Practicum: *The Raven Review*
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
In this hands-on practicum course, students learn journalism in a classroom setting and apply the knowledge to the publication of Prescott College's student newspaper, *The Raven Review*. The course will cover issues of reporting, interviewing, style, typography, headlines, libel, advertising, editing, and media releases. Students will serve in various capacities, depending on their talents and interests and the needs of the paper: as reporters covering college, community, and national issues; as writers of columns and opinion pieces; as photographers, layout designers, and advertising solicitors; and as editors, shaping issues and reading and choosing articles from the college community for publication. The class will produce several issues during the quarter. The experience from this course counts toward the practicum requirement in writing and literature.

Basic Photo Exploration I
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
This course will focus on photography as a means of visual expression. The student will explore the creative potential of black and white photography and develop a strong foundation of technical processes. Class sessions will include basic camera operation, correct film exposure and processing, introductory print-making and final presentation. The course will emphasize visual thinking and will enable the student to develop a new appreciation for the natural world, cultural environment, and the power of photography.

Basic Photo Exploration II
Offered: SQ2008, 2009; FQ 2008
Location: Prescott, Arizona
This course further expands the integration of photographic seeing and the translation of this seeing into strongly represented images. Students will be introduced to the zone system control for film exposure and emphasize its use as a creative tool to connect the pre-envisioned post-visualized cycle of image making. Fine printmaking techniques will be refined including selective bleaching, toning, and photochemistry.

Poetry Workshop
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
Students will read and critique the works of contemporary poets in order to become familiar with a variety of literary techniques and to develop an appreciation for the relationship between content and form. Students will also submit original drafts of poems for class critique and engage in a variety of writing exercises. The reading, writing, and critiquing experience gained in this course will provide the background students will need for further study in poetry.

Sudden Fiction: The Art of the Very Short Story
Offered: FB 2008
Location: Prescott, Arizona
In this block course, we will examine and write very short stories. In our discussions, we will attempt to identify why this subgenre of short fiction has become so popular; define some of its distinguishing characteristics (how it seems, for instance, to be a cross between a poem and a short story); and classify and analyze its inherent strengths and limitations. Students will write and revise approximately ten short-short stories.

Printmaking
Offered: WB 2008, 2009
Location: Prescott, Arizona
In this course students will examine various color systems and theories through experimentation in several printmaking processes. Work will be crafted using the stencil, monotype, dry point, serigraphy, and block printing techniques. Aesthetic understanding, development of individual style, and the expression of personal and societal issues will be stressed in the prints. Students will research the printmaking accomplishments of modern artists whose approaches to color and idea are expressive and revolu-

tionary. Personal style and vision will be encouraged though exploratory creative exercises with mixed-media projects and the development of images from a central theme. Visits to printmaking studios, museums, and galleries will help expand a critical dialogue and understanding of contemporary vocabulary.

Public Art: Site-Specific Sculpture
Offered: FB 2007
Location: Southwestern United States
This is a studio arts course in which students will create public art projects along cultural and political themes relevant to the Southwestern U.S. This course will include technical instruction in a variety of permanent and temporary sculptural media, including large-scale wood sculpture, mixed media, and new genres, with opportunities to integrate performance, sound, and installation. Application, permit, fundraising, and legal processes necessary to implement public projects will be researched. Students will travel throughout the region visiting public arts projects, conducting research on regional art intervention opportunities, and creating individual and collaborative art pieces in public settings.

Short Story Cycle
Offered: SQ 2008
Location: Prescott, Arizona
This combination writing and literature course allows students to explore an innovative form of fiction and offers an important opportunity to bridge the gap between writing short stories and longer narratives such as the novella and novel. We will read outstanding examples of the short story cycle form, ranging from famous modern cycles by such authors as Ernest Hemingway, Sherwood Anderson, and John Steinbeck, to critically acclaimed contemporary works by such authors as Tim O'Brien, Louise Erdrich, Alice Munro, and John Updike. Students will plan, write, revise, and workshop story cycles of their own (three to five stories).

Studio Projects
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course is designed for the advanced student with a solid background in one or more of the following visual arts media: painting, drawing, printmaking, or sculpture. In a rigorous studio environment, students will create several projects along individual themes in various media, under the guidance of the instructor and with the critical feedback of classmates. For each project students will be required to present a proposal including a project description, timeline, budget, and preliminary drawings. This course emphasizes critical discourse and values the exchange of ideas; the successful student will be willing to offer opinions and take risks. Workshops on advanced drawing, painting, printmaking, and woodworking techniques will be offered, as well as documentation and preservation methods for completed artworks. Models will be scheduled.

The Art of Making Dance
Offered: WB 2008
Location: Prescott, Arizona
This course introduces students to the skills of movement composition and provides an exploration into the underlying conceptual motivations of choreography. The components of visual design, theme and variation, rhythm, chance procedures, and dynamic tension will be studied. People are the medium through which this art form is expressed, so it is also crucial for a choreographer to develop the capacity for understanding self and others. Students will explore a combination of compositional skills and movement improvisations, which will provide the groundwork for making dances expressive of each student's unique artistic vision. The class will attend live performances and study seminal choreographers of the 20th century and current trends in contemporary dance. This course will increase the students' knowledge of dance and artistic composition, gain self-knowledge through their physicality, and prepare for production and performance courses. Students of all skill levels who are looking for an exploratory immersion in dance-making are welcome. The focus of this course is on skill building in choreography rather than on creating a culminating performance.

The Othering of American Literature
Offered: SQ 2008
Location: Prescott, Arizona
A whole cast of often minor characters exists within American literature - variously marginalized, made fun of, used, chastised, stereotyped, silenced, and sometimes dehumanized characters who did not fit the prevailing model of American identity and behavior. This course asks a central question: What happens to the way we read American literature when we take minor or marginalized characters and make them the center of our reading attention? That is, what happens when we intentionally "misread" a book as if it were about its minor characters? Moving from early American exploration and promotional literature, through the 19th century, to the present, we will look at the historical contexts of the books we read to better understand literary events from the perspectives of minor characters and compare what we learn to what we take to be the perspectives embodied in the books themselves - what the books seem to want us to think. Learning will be based on assigned readings, lively discussion, collaborative work, both critical and creative writing projects, and student-led instruction.

The Politics of Representation
Offered: FQ 2007
Location: Prescott, Arizona
What is our role as visual artists in making comment and perhaps, change in society? What is the responsibility of an audience when interacting with creative production? This course will explore the use of public art (produced through various media) as voice for social activism. We will learn how art has been utilized to expand, educate, guide, and even manipulate social attitudes. Students will research various historical social concerns and the art that accompanied and/or expressed them. Students will also designate a personal project to creatively pursue through several presentation strategies. Students will be encouraged to work with media that will best suit their vision and message. Throughout this course students will work collaboratively and individually as they pursue their projects. This is an advanced course that will require commitment to the academic, creative, and personal attitudes of expressing oneself in public venues. This course is writing intensive and will include research and response papers, field trips to museums and galleries, and visits with professional artists.

Visual Arts Exhibition Practicum
Offered: FQ 2007, 2008
Location: Prescott, Arizona
The first aspect of this course will provide students with opportunities for professional preparation as related to the art world. These activities will include, but not be limited to, the following: making editorial decisions, photographing artwork, constructing resumes and letters of intent, writing artist's statements, and submitting work to galleries and/or competitions. Students will learn to write about art through critical reviews, self and peer critiques, and personal statements of philosophy. Students will examine the legal aspects of ownership, copyright, and publication responsibilities. The second purpose of this course is for students to participate in a working cooperative of gallery management and operations for designated visual arts spaces on the Prescott College campus. Under the supervision of the instructor, students will be in charge of establishing an exhibitions calendar and responsible for all aspects of gallery (visual art space) management, which would include the selection and hanging of shows, public relations, an annual fund-raising event, and student visual arts competition. This course can be repeated for upper division credit. Students nearing graduation will compile a professional portfolio of work and participate in activities related to their development as working artists.

Voices from the American Mosaic
Offered: FQ 2007
Location: Prescott, Arizona
In this course, students will become familiar with modern and contemporary authors whose voices are unique in responding to an evolving America, and whose works, when considered together, create a bigger picture, a mosaic, of what it can mean to be human beings within the varied landscapes and cultures that constitute America. Students will examine the historical implications of the works as well as the thematic and structural concerns. The reading list may include works by Mark Twain, William Faulkner, Zora Neale Hurston, Toni Morrison, John Steinbeck, Vladimir Nabokov, and Chang-rae Lee. This course requires extensive reading, discussion, and writing.

Women's Literature
Offered: WB 2008, SQ 2009
Location: Prescott, Arizona
This discussion-based course will focus on 19th and 20th century works by women authors from a variety of cultural backgrounds. Authors may include: Kate Chopin, Edwidge Danticat, Kaye Gibbons, Charlotte Perkins Gilman, Toni Morrison, Tillie Olsen, Leslie Marmon Silko, Louise Erdrich, Francine Prose, and Hisaye Yamamoto. Three writing assignments will progress from informal to more formal analysis and research. In the first unit, Reader Response, students interact with a chosen text in a playful, inventive way. In the second unit, Critical Analysis, students learn to interpret a text and support that interpretation with textual evidence. In the final unit, students have three choices: 1) to expand the critical analysis from Unit Two into a research paper; 2) to write a paper on any women's issue touched on in the literature; or 3) to write a substantial creative piece (story, essay, memoir, play), inspired by the material of the course, exploring some aspect of the female experience. Pairs of students will be assigned to lead discussion on several texts from the series *Women Writers: Text and Contexts*, which introduces students to various approaches to criticism.

Writers in the Community
Offered: SQ 2008
Location: Prescott, Arizona
In this advanced practicum course, pairs of students are matched with various community groups/agencies to lead writing workshops for participants of these groups. (Possible groups include veterans of war, elementary school children, the elderly, the homeless, and others.) The first two weeks of class time will be spent in intensive training for the field work, focusing on methods of teaching writing, exercises, strategies, goals and objectives of service learning, concept of community, and logistical considerations for the field portion.The third week, students will spend two class periods per week with the group/agency to which they've been assigned, leading the 90-minute workshop. The third class meeting of each week will be in the classroom and will be devoted to debriefing the field sessions, exchange of ideas, reports on the effectiveness of certain teaching/writing strategies, and problem solving. Students will receive guidance from the instructor, who will also rotate among the various field settings, on field days, to observe the sessions and offer constructive feedback to the student leaders. After six weeks of leading the community workshops, students will spend the final two weeks compiling one anthology, consisting of writing products from all the different groups. The course will end with a community presentation, when members of the various groups will read aloud from their collected work. Students will be evaluated on four elements: class participation; the teaching of writing; service to the community; and a final paper synthesizing the effect of

community service on their learning, their own writing and on themselves as members of this community.

Writing Workshop
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
This class has three primary purposes: to help students develop writing strategies that reduce anxiety and produce quality work; to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and to practice different forms of writing (narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one's own writing critically. Students study published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.

Art Education
Offered: SQ 2009
Location: Prescott, Arizona
This course covers preparation for art instruction through curriculum development, study of instructional strategies, and peer teaching. The student will examine historical development of the philosophical approaches to the teaching of art. Students will examine and practice techniques and procedures for instruction in art in a variety of educational settings. Students will become familiar with the content of published texts in art, in addition to a wide variety of alternative methods and approaches to the instruction of art. Emphasis will be on experiential learning and individualized instruction.

Contemporary Perspectives in Photography
Offered: FQ 2008
Location: Prescott, Arizona
This course is concerned with making photographs and not taking pictures. Students will become confident with their visual style and be challenged to enlarge their critical vocabulary. We will become better acquainted with the masters, movements, and social attitudes embraced in photo history and develop a critical awareness and concern for current issues within the medium. Contemporary concerns of censorship, legalities, career opportunities, and materials will be covered through presentations and student research. Technically, students will refine their use of the zone system and explore advanced B/W darkroom techniques including chemistry, various papers, and alternative toners.

History of Photography
Offered: WB 2009
Location: Arizona
This course is designed to give students an overview of the historical applications of photography from a scientific, aesthetic, and social perspective. Students will learn research methods and have access to one of the finest photographic collections in the country (Center for Creative Photography at the University of Arizona.) As students explore the powerful impact photography has had upon our world, they will direct their studies toward personal areas of interest and research and learn how these areas fit into the scheme of traditional and contemporary image making. Students will not only conduct archive/library research but will be engaged in dialogue and interviews with some of the important figures in this medium. The goal of this class is to absorb the past, embrace the present, and give direction to the future.

Large Scale Photography
Offered: SQ 2008
Location: Prescott, Arizona
This course will address the technical and aesthetic proposition of producing photographic images of large physical size. Beginning with philosophical discussion of image content and presentation context, students will explore the issues of producing photographic work for public spaces. Students will make new images based on a specific theme and print onto various papers in escalating sizes (16x20, 20x40,40x96, etc.). Refinement of darkroom technique and print handling will be stressed while students work together as a team to accomplish the tasks at hand. As our projects progress, we will pursue and design exhibition possibilities, including all aspects of installation craft, legal considerations, and ethical position concerning public viewing.

Special Topics in Arts & Letters: Native American Literature
Offered: FQ 2007, WB 2008
Location: Prescott, Arizona

Cultural and Regional Studies

American Paradox: Studies in the History of a Varied People
Offered: SQ 2008
Location: Prescott, Arizona
This course examines the central theme of separatism and unity within the United States. It poses the question of whether or not it is possible or even desirable to create and live in a unified nation. In order to grapple with this question, we will study a series of paradoxes through which our country's identity was formed: how can a country founded on the principle of freedom have built its economy, in part, through slavery? How can a nation that represents to the world economic prosperity continue to maintain such a large underclass? The course will develop chronologically to give you a general overview of the major events of U.S. history.

Changing World Order: The Global Puzzle
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course offers perspectives on various aspects of globalization, historical and contemporary. We will study the rise of the nation-state system and consider current subnational and transnational challenges to it. Mapping a changing world order that is simultaneously more globalized and localized than ever before, we will examine the dynamic movements of capital, culture, and technology and the multitude of (actual and possible) political responses to these "global flows." We will consider the meanings of such terms as uneven development, cultural imperialism, post-colonialism, postmodernism, sustainability, displacement, diaspora, and tour-ism. At the culmination of the course, students should be able to critically assess worldwide political, cultural, and economic phenomena through an understanding of key concepts and various theoretical frameworks.

Chicano Studies
Offered: WB 2008
Location: Prescott, Arizona & field trip to Mexico
This course provides an opportunity to understand and work with the experiences, values, cultural representations, and socioeconomic issues of the Chicano/Latino community in Arizona and the U.S. Drawing on the legacy of the Chicano/a movements of the 1960s and 1970s, we will examine the intersections of race, class, gender, and sexuality and apply them to real issues of the reality of the Southwestern U.S. By the end of the course, students will have a comprehensive understanding of the current issues that affect and transform this socio-political group in the United States.

The Color Line in U.S. History
Offered: FQ 2007
Location: Prescott, Arizona
This course explores the origin of one of the most perplexing questions facing Americans today, which is "Why, over 135 years since the end of legal slavery of African Americans in this country, do we still live in a society divided by 'race'?" In this class, we will trace the history of race in the U.S. We will learn about the first encounters between European, African, and Indian people on this continent, the slave system that developed, and the belief that people are "racially" different from each other that evolved through the decades and centuries that followed. We will look very specifically at the ways that segregation continues today, in neighborhoods, schools, and jobs, and explore how we can challenge the inequality in our daily lives. The course will focus on ways that the colorline divides our community in Prescott, and will give you an opportunity to explore your own racialized history, and that of your family.

East Meets West: Politics and Societies of a New Europe
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course is an introduction to the politics and societies of post-Communist Central and Eastern Europe. Students will examine the political institutions, philosophical arguments, cultural expressions, and social processes of this "other Europe." Questions concerning the construction of civil society, the mass media, relationships to the European Union and Western European societies and cultures, the pitfalls of nationalism, post-Communist architecture and film, the state of the natural environment, the relationship between public and private sectors, the meanings of ethnicity, gender, class, the politics of everyday life, and the symbolic politics of this region all will be carefully considered.

Principles of Ecological Economics
Offered: FQ 2007, 2008
Location: Prescott, Arizona
Economists have long regarded environmental problems as "externalities" or failures of the economic system to properly price and allocate the use of scarce resources. This is a result of the construction of traditional economic theory. This course will examine critically the basic theories of the abstract traditional economic thinking regarding human systems and their relation to the environment. The course will then present the basic principles and institutions of the emerging paradigm of ecological economics. We will consider the notions of capital and value and how they affect the potential policies to manage natural resources. Also, we will study the implications of these theories for international development issues. Students will be encouraged to engage in field work and independent research alongside of classroom discussion and assigned reading.

Environmental Politics: Domestic and Global Dimensions
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course is intended to serve as an introduction to the challenges of a theoretically sophisticated, pragmatic environmental politics in the United States and in other parts of the world. The course is designed to help the student grapple with important issues in political science and ecological thought in the hope that s/he will be able to bring them together in creative and useful ways. We will consider the "nature" of the state, public opinion, and civil society; official environmental politics vs. movement politics; the history of nature and the political economy of the American West; ecological feminist critiques of instrumental reason; the (mis)adventures of ecological images in popular culture; and the rise of environmental movements and liberation ecology in the "developing world."

Global Development Issues and Energy Economics
Offered: SQ 2008, 2009
Location: Prescott, Arizona
The world is changing; we are in a process of globalization. This notion goes beyond the dimension of economic trade. It touches all aspects in the life of human beings and therefore affects ecosystems in a global way. Yet, little is done to understand the biophysical dimensions of this process. This course seeks to bridge that

gap. Through a systems approach, the course will analyze aspects of global development issues such as world trade and interdependence relations, international political organization and international resource management. The course will apply techniques such as embodied energy-emergy analysis and the ecological footprint to these problems in order to better understand them and suggest alternative paths for global development. The course encourages class participation, discussion and critical thinking. It also requires participation in group research and short field trips.

Law and Social Change
Offered: FB 2008
Location: Prescott, Arizona
This course will examine the interplay between law and social change. How do social and cultural factors influence changes in the law and how does law affect social change? How do changing interpretations of social values affect the law and how do changes in the law influence the social interpretations of those values? The course will examine the underlying assumptions of fairness, equality, and morality that helped define certain landmark Supreme Court decisions; how those decisions have modified the basic ways people in a society relate (race relations, gender relations, sexual relations); and how those decisions have restructured major social institutions such as the family, religion, and education.

Globalization & Religious Change
Offered: FQ 2007, 2008
Location: Prescott, Arizona
Globalization is a religious - as well as an economic, social, and political - phenomenon. Missionaries have always contributed to the widespread mixing of cultures, and religious traditions themselves have been challenged by scientific discoveries and technological developments, as well as movements for social change and an increased awareness of environmental issues. These challenges have led to a wide range of responses, from reactionary religious fundamentalism to radical secular humanism. In this course we will explore the efforts of contemporary religious persons to answer modern challenges to traditional religious ideas and institutions, with a focus on how the process of globalization and the rise of modern science, feminism, and environmentalism are transforming the world's religions.

History of Conflict in the Southwest
Offered: SQ 2008
Location: Prescott, Arizona & S Arizona
This course examines the history of the Southwest region from the first inhabitants to the 19th century. Emphasis is placed on the diverse groups that have inhabited this region, currently divided by the U.S./Mexico border. Students will look at the history of contact, domination, conflict, and collaboration among these groups, and the relationship between political borders and the formation of identity.

History of Gender and Sexuality
Offered: Fall Quarter 2007
Location: Prescott, Arizona
This class traces the history of gender and sexuality in America, from the three-part gender system of many Native American tribes, the not-so-pure Puritans, Victorian America's reliance on both the belief that the nature of "True Woman" was sexless and on commercial prostitution, sexuality and slavery - to the medicalization of sexuality in the early 20th century, the invention of "homosexual" and "heterosexual," the sexual revolution, and the AIDS crisis. We will explore gender theory, the historically changing meanings of "man" and "woman," the ways that gender and sexuality are understood in different American subcultures, and the relationship of gender and sexuality to power as expressed through race and class hierarchies.

Holy Books: Survey of Religious Literature
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This is a foundation course in religious studies and also a survey of Holy Scripture as great literature. We will read from the primary sources: The Bible, Koran, Bhagavad Gita, Upanishads, Tao Te Ching, and sample holy writings from Buddhism, Baha'i World Faith, Judaism, etc. We will read the Holy Books in order to understand the religious impulse in humans, our yearning for the sacred, our attempts to make metaphysical and mystical explanations of the universe and our place within it. We will attempt to discover common threads and also significant differences between religions. We will also study holy writings as foundation literature and cultural history of great importance in understanding other cultures and our own roots.

Gender, Sexuality, and Religion
Offered: SQ 2008
Location: Prescott, Arizona
In this course we will explore the multicultural worlds of religious women and their spiritual experiences, thoughts, and actions. We will study the contributions of women to the established world religions; women's experiences and roles in indigenous traditions; issues in ecofeminism; and the new feminist, womanist, and lesbian theologies.

Human Rights Seminar
Offered: SQ 2008, 2009
Location: Prescott, Arizona
Human rights now occupy a key place in world politics. Thousands of people are harassed, imprisoned, tortured, and/or killed by governments every year simply because of who they are or for the peaceful practice of their beliefs. Yet because of the commitment and perseverance of worldwide human rights activism, many thousands more are alive and free. The seminar focuses on: 1) the history and evolution of human rights as an international issue; 2) different perspectives on human rights; 3) the state of human rights in the world; 4) human rights issues such as genocide, slavery, and gender, racial, religious, and political oppression; 5) international human rights covenants and conventions; 6) how human rights standards have been developed and the ways in which to secure their enforcement, and 7) the work of international organizations such as the UN, Human Rights Watch, and Amnesty International in the field of civil and political rights as well as economic, social, and cultural rights. Relevant documentary and narrative fictional films will be screened.

Image and Power in Mass Culture
Offered: FQ 2008
Location: Prescott, Arizona
The goal of this course is to analyze and begin to "decode" mass culture in its various forms. These forms, or "texts," will include cinema, TV, fashion, image advertising, photography, architecture, pornography, and network news. Rather than simply accept the common assumption that media images are a reflection of our society, we also will ask how these images actually shape our self-conceptions and conceptions of others. We will ask whose interests are served by mass culture, and how the images we are fed by the media legitimize and reinforce the current distribution of wealth, power, and prestige. Finally, we will explore how audiences negotiate their own way through, and even sometimes resist dominant meanings in mass culture.

Maasailand: Community Perspectives on Conservation
Offered: SUQ 2008
Location: Kenya, Africa
This project-based course is an unusual collaboration between Prescott College students and faculty and the Maasai people, indigenous pastoralists who coexist with wildlife within diverse ecosystems they have occupied for centuries. In addition to learning about the consensus-based justice system, political structure, communal family structure, and shared economy of Maasai society, students will explore how the Maasai, through grassroots activism, address issues such as education, land disputes (including privatization), and HIV and AIDS. Two main curricular emphases will be wildlife-human conflicts and the political economy of tourism. Through visits to Amboseli National Park, Maasai Mara Game Reserve, and communal lands, students will study the flora, fauna, and ecological relationships and threats to these ecosystems. They will learn from current research on and direct observation of animals (e.g., elephants, herbivores and carnivores, birds, invertebrates such as termites) while studying subjects such as landscape ecology, nutrient dynamics, population biology, animal behavior, disease, migration, biogeography, and evolution. Ultimately, the students will write a report that will be of direct use to the people of Maasailand, that brings scholarship into conversation with Maasai expertise on an issue of common concern. The class will thereby contribute to community-based conservation and collaborative problem-solving.

Middle East: History, Culture, and Current Issues
Offered: FQ 2007, 2008
Location: Prescott, Arizona
The Middle East is the world's most dangerous political and social volcano. Over half the world's oil reserves are there, igniting fierce competition and grim politics. Israel and the Arab world are locked in a death struggle over land and ideology. Islam, Judaism, and Western Christianity collide there, and fundamentalists of all three believe the prophesied apocalypse to bring our world to final judgment will begin there, and soon. The frustration of those nations and tribes is boiling over in terrorism. So the "coalition of the willing" has overthrown Iraq's government by military force. Since President Bush announced victory - "mission accomplished" - we have lost over - 2,400 - American soldiers, with 20,000 wounded physically or psychologically, not to mention tens of thousands of Iraqi casualties. The Bush administration is now threatening action against Iran and Syria. In the first part of the course, we will study the historic forces that have shaped this region from ancient times to the present. Then we will examine in detail the social, political, religious, and economic forces driving events today. What options do we have to deal with our own issues and to help bring peace and stability to the Near East? The purpose of this course is to seek answers to such questions.

Mysticism
Offered: FB 2007, 2008
Location: Prescott, Arizona
Mystics have emerged in virtually every religious tradition around the world. But what exactly is a mystic? What constitutes mystical experience? Is there such a thing as mysticism? This course provides an introduction to the mystics and mystical traditions of the world's religions. Throughout the course, we will look at accounts of and by mystics and consider mysticism in relation to our understanding of experience, knowledge, spirituality, and religion. We will study how mystics have used various avenues to mystical experiences, such as fasting and other forms of asceticism, music and visual arts, contemplation and prayer, meditation, virtual and actual sexual practices, psychotropic substances, and intensive experiences in nature/wilderness. To conclude the course, we will revisit the question of whether the experiences of the various mystics we have studied can be meaningfully described with the one term 'mysticism," and, if so, what that term means.

Introduction to Peace Studies
Offered: FQ 2007, 2008
Location: Prescott, Arizona
Since the 16th century some 142 million people have died in wars. Since World War II there have been approximately 140 wars and 22 million war-related deaths. Various efforts have been made to alert humanity to the problem of war (low intensity, "conventional," and nuclear) and to indicate how the problem might be

solved. It is the purpose of this course to familiarize students with the facts, ideas, and arguments related to the war problem and its solution. Upon completion of course requirements, participants will have an understanding of: 1) the terms war, peace, and justice; 2) the causes of war; 3) proposals for solving the war problem; 4) concepts of peace research, peace education, and peace politics; 5) a vision and hope for the 21st century as expressed by various points of view.

Philosophy: Making Ethical Decisions in the Contemporary World
Offered: SQ 2008
Location: Prescott, Arizona
In this course, each participant will confront important social and personal issues and determine what his or her ethical basis should be for deciding and acting. The nations and peoples of the world are going through a period of accelerated change, that is bringing with it very real dangers but also great opportunities. The crises of this period are reflected in the personal choices people have to make in every society; this is particularly true of our own. Many of the issues we confront today are being addressed through politicized labels such as "right to life vs. genetic engineering," "clash of civilizations vs. war on terrorism," "globalization vs. peoples' movements," or "global warming vs. jobs and the economy." In exploring these challenges and issues, each participant in this course will be encouraged to develop a rational and emotional basis for personal ethical behavior, a coherent set of social commitments, and an understanding of how decisions we make today will affect the short- and long-term future of our communities, our society, our descendants, and our planet.

Philosophy: Modes of Thinking
Offered: FQ 2007, 2008
Location: Prescott, Arizona
There are many modes of thinking - mythic, metaphoric, intuitive, logico-analytic, synthetic, systemic, non-linear, and others (as well as fallacious or mis-applied modes.) The human tendency is to unconsciously adopt one or two modes and ignore the others, which leads to misunderstandings and errors in thinking. We also make the mistake of believing one mode of thinking is superior to the others. For example, many hold science to be more "true" than myth, but it is just as wrong to apply scientific standards to myth as it is to create myths in science. This course will help participants understand the bases, uses, and limits of the various modes, and to identify them in their own thinking. We will critically examine thinking (and fallacies) evident in the media, the academic world, politics, the arts, and public and private discourse. We will apply appropriate modes of thinking to solve problems that at first appear intractable. We will learn to see the meaning of things using the "inner eye." This course is fundamental to the areas of Philosophy, Humanities, and Liberal Arts, and is applicable to Education and Teacher Training.

Philosophy: History of Consciousness
Offered: SQ 2008
Location: Prescott, Arizona
This is the second course in Prescott College's basic philosophy series, and follows Modes of Thinking. Students will explore the major problems with which philosophers and important thinkers have grappled since ancient times. Traditional issues like knowledge (epistemology), existence and meaning (metaphysics), and moral development (ethics) will be explored in the beginning, and a historical approach to the development of modes of thinking will be emphasized. The destination of this intellectual journey will be to examine contemporary philosophical thought and involve class members in creative, original work to understand their own ideas and feelings. This class is intended for all students who wish to gain a broad understanding of the history of conscious thought, based on both reason and emotions (i.e., philosophy). The course will also be of great value to anyone who has ever pondered imponderables and wondered if others have done the same.

Religion and Science
Offered: SQ 2008
Location: Prescott, Arizona
Since the dawn of human civilization, religion and science have played preeminent roles in our quest to comprehend the universe, our world, and our existence. This course, team-taught by a scientist and a religionist, explores the processes by which religious traditions and scientific disciplines seek to understand the origins of the universe, earth, and life. We also consider whether and how these religious and scientific quests for knowledge relate to each other. We begin by studying representative highlights of how sciences and religions have addressed questions of origins. Then we examine contemporary debates on these issues. To maintain currency, the topics covered will vary from year to year, but examples of the types of issues we will examine are the Big Bang versus other cosmogonic models, the repercussions of the proposal that ancient Martian life has been discovered, and the implications of recent advances in genetic engineering. Students, mindful of the role science and religion can play in informing the important choices individuals and societies make in the years to come, will apply what they have learned in this course to specific contemporary challenges that have both religious and scientific aspects and implications.

Revolution: The Latin American Experience
Offered: FQ 2007, 2008
Location: Prescott and S Arizona, & Chiapas, Mexico
Latin America was the scene of significant social revolutions during the 20th Century. These include the Mexican Revolution of 1910, the first major social revolution of this period that preceded the Bolshevik takeover in Russia by several years; mid-century revolutionary activities throughout the region (Guatemala, Bolivia, and Cuba); and continued activities in Central America and South America from the 1970s to the 1990s, along with recent uprisings in Mexico. Such experience makes Latin America a prime bioregion to study the notion of revolution. This course examines the theories of social revolutions, including analyses of their causes and effects, and the histories, pre and post 20th century, of revolutions and revolutionary movements in Latin America. The notion of revolution is further explored as a cultural and media studies phenomenon, allowing the deep study of "postmodern" revolutions such as the Zapatista uprising.

Social Movements
Offered: SQ 2008, FQ 2008
Location: Prescott, Arizona
While the classical theories of social movements focused on social sources of the psychological discontent that motivated individuals to join such movements, more recent theories have sought to explain the emergence, maintenance, and transformation of movements by reference to the availability of resources for potential movement activists as well as the structure of political opportunities in which they operate. Using examples from recent social movements of the left and right, such as civil rights, student, women's environmental, and anti-abortion movements, this course will explore the strengths and weaknesses of these two approaches to the study of social movements.

Social Problems: Research Methods & Theories
Offered: FQ 2007
Location: Prescott & Central Arizona
The study of social problems generates deep emotions and firm convictions in most people. This makes effective inquiry into the facts difficult at best; all too often, we manage only to confirm our initial prejudices. The special value of social science research methods is that they offer a way of addressing such issues with logical and observational rigor. They let us pierce through our personal viewpoints and take a look at the world that lies beyond our own perspective. This course will introduce the student to those methods, including descriptive and inferential methods of quantitative analysis, qualitative techniques, and general research design. The student will have the opportunity to design and implement a service research project. In the process, the student will learn about new theories of social problem interpretation. Methodological skills such as how to conceptualize and operationalize variables create scales and indexes and understand the logic of sampling will be acquired as well. The applied nature of the course will require students to participate in field trips and exercises. We will explore whether appropriately applied social research methods may be a powerful tool for social change.

Socialism, Democracy and Conservation I: Socialist Ideologies, Indigenous Movements, Social Unrest in Latin America
Offered: SUQ 2008
Location: Costa Rica, Peru, Mexico, Guatemala, Chile, Bolivia or Argentina
This field summer program seeks to make a comparative study of the interactions that exist among the diverse forms in which socialist ideas influenced governments in Latin America from the mid part of the 20th century on, and the outcomes of this influence in terms of the balance between economic and social development and environmental conservation practices. The first section will focus on a case study of the developments that adapted socialist ideas to Latin American realities creating a "local" brand of urban and agrarian socialism many times related to indigenous rights. It will also study how socialist ideas were translated into social movements and how these movements had consequences that have impacted the realities of Latin American countries. This course will do this through a combination of field visits, exercises, and lectures. We will give special emphasis to the process of interaction among protected areas, sustainable development practices, and communities. The studied subjects will also include social, cultural, and environmental consequences of the "new economic trends" in the country. The course will travel to countries like Peru, Mexico, Guatemala, Chile, Bolivia, or Argentina to find an appropriate context for this study.

Socialism,Democracy, and Conservation II: State Socialism in Latin America
Offered: SUQ 2008
Location: Costa Rica, Peru, Mexico, Guatemala, Chile, Bolivia or Argentina
This field summer program seeks to make a comparative study of the interactions that exist among the diverse forms in which socialist ideas influenced governments in Latin America from the mid part of the 20th century on, and the outcomes of this influence in terms of the balance between economic and social development and environmental conservation practices. The second section will focus on a case study of Latin American countries where a model of state socialism was adapted after a revolutionary or electoral process. It will consider the historical developments and the interactions of these countries with the United States since the 1940s. This course will do this through a combination of field visits, exercises, and lectures. We will give special emphasis to the process of interaction among protected areas, sustainable development practices, and communities. The studied subjects will also include social, cultural, and environmental consequences of the "new economic trends" in the country. The course will travel to countries like Cuba, Nicaragua, or Chile to find an appropriate context for this study.

Socialism, Democracy and Conservation III: Social Democracy in Latin America
Offered: SUQ 2008
Location: Costa Rica, Peru, Mexico, Guatemala, Chile, Bolivia, or Argentina
This field summer program seeks to make a comparative study of the interactions that exist among the diverse forms in which socialist ideas influenced governments in

Latin America from the mid part of the 20th century on, and the outcomes of this influence in terms of the balance between economic and social development and conservation practices. The third section will focus on a case study of Latin American countries where a social democratic model was adapted. It will consider the historical developments and the interactions of these countries with the United States since the 1940s. This course will do this through a combination of field visits, exercises, and lectures. We will give special emphasis to the process of interaction among protected areas, sustainable development practices, and communities. The studied subjects will also include social, cultural, and environmental consequences of the "new economic trends" in the country. The course will travel to countries like Costa Rica, Uruguay, or Venezuela to find an appropriate context for this study.

South America-Current Issues: Political and Social Change
Offered: SQ 2009
Location: Prescott, Arizona & Mexico
This course surveys and critically analyzes the new trends in social movements and political change in South America that have accompanied the rejection conservative World Bank-recommended economic policies in the early 221st Century. This analysis will include the changes that have occurred in Brazil, Argentina, Uruguay, Venezuela, Chile, Bolivia, and other nations, trying to understand the gradation in the radicalism of social change between them. Students will learn to contrast these experiences with the reality of other nations that have not followed this trend in South America, (Peru and Colombia). By the end of the class, students should have a comprehensive view of the current socio-political reality of this part of the hemisphere.

Spanish Intensive
Offered: FB 2007, 2008; WB 2008
Location: Prescott, Arizona & Mexico
Spanish Intensive is a total-immersion, intensive Spanish language learning program taught in Mexico. Students study the language four to six hours daily for two to three weeks, and live with a Mexican family to experience the culture and society of a Spanish-speaking community. This provides them a natural setting in which to practice and develop their ability to communicate in Spanish. In addition to language learning, course work, and living with a Mexican family, students participate in service projects, lectures, discussions, and field trips that introduce them to the history, traditions, arts, and contemporary conditions of Mexico.

Globalized Sustainable Development: A Paradox? (Costa Rica)
Offered: WB 2008
Location: Costa Rica
This case study provides the students with an opportunity to connect their reality with that of developing nations. Costa Rica has 25% of its land in a National Parks system and 100% of its territory under a bioregional resource management plan. Its agricultural frontier is exhausted while it holds one of the most stable growing economies in Latin America. The course will focus on the potential paradoxes that result from this situation. It will evaluate how resources are used and organized in terms of efficient allocation, sustainable scale and fair distribution as parameters of sustainability. The course will use business organization models as the medium to perform such evaluation. Students will examine several models: agricultural cooperatives, multinational corporations, women's associations, and private ecotourism ventures, among others. They will also have the task to integrate this evaluation with the surrounding social and natural setting. By the end of the course, we should have a clearer perspective on the complexities and feasibility of implementing sustainability at a global scale. The planned program involves moderate hiking in cold, rainy conditions, and coping with modest accommodations in warm tropical areas.

Beginning Spanish I
Offered: FQ 2007, 2008
Location: One required field trip to Mexico
Beginning Spanish introduces the student to the Spanish language and Hispanic cultures. The course provides foundations for future mastery of the language. Initial emphasis is on oral expression, and reading comprehension with writing skills introduced later in the instructional sequence. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction.

Beginning Spanish II
Offered: SQ 2008, 2009
Location: One required field trip to Mexico
Beginning Spanish introduces the student to the Spanish language and Hispanic cultures. This course provides foundations for future mastery of the language. Initial emphasis is on oral expression, reading comprehension with writing skills introduced later in the instructional sequence. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction.

Intermediate Spanish I
Offered: FQ 2007, 2008
Location: One required field trip to Mexico
Building on language skills and cultural understandings developed in Beginning Spanish I, and II, this course introduces the student to more complex forms of communication. While maintaining an emphasis on conversational skills, increased reading and writing activities are introduced. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction. The purpose of this sequence is to prepare students to use Spanish in conversational situations and to comprehend some of the cultural differences between the United States and the Hispanic world.

Intermediate Spanish II
Offered: SQ 2008, 2009
Location: One required field trip to Mexico
Building on language skills and cultural understandings developed in Beginning Spanish I and II and Intermediate Spanish I, this course introduces the student to more complex forms of communication. While maintaining an emphasis on conversational skills, increased reading and writing activities are introduced. Active student participation is required. Classes will be conducted in Spanish with minimal recourse to English. Cultural readings and commentary are integral parts of the instruction. The purpose of this sequence is to prepare students to use Spanish in conversational situations and to comprehend some of the cultural differences between the United States and the Hispanic world.

Spanish: Advanced Composition and Grammar
Offered: SQ 2008, 2009
Location: One required field trip to Mexico
Este es un curso avanzado en el cual se aprende la gramática y la redacción españolas a través del estudio de ensayos, artículos y pasajes literarios escritos por autores hispanohablantes. Los estudiantes analizan el uso y la estructura del idioma y los conceptos gramaticales presentes en las obras estudiadas y escriben composiciones usando como modelos estas obras. También los estudiantes escriben composiciones "libres" y otras asignadas. Al final del curso los estudiantes demonstrarán una comprensión de la gramática española y la capacidad de escribir correctamente en español. El curso se enseña en español.

This an upper division course in which Spanish grammar and composition are learned through the study of essays, articles, and literary excerpts written by native-speaking authors. Students analyze language usage, structure, and grammar concepts evident in the works studied and write Spanish language compositions modeled on these works. Students also write "free" compositions and others as assigned. By the end of the course, students will demonstrate an understanding of Spanish grammar and the ability to write correctly in Spanish. Course conducted in Spanish.

Special Topics in CRS: Migration in the Americas
Offered: FB 2007; SQ 2008
Location: Prescott and S Arizona & Mexico
Over the past decade, Arizona has increasingly been at the forefront of national immigration debates. Migration is a widespread phenomenon throughout the Americas that often lacks historical perspective and political and economic contextualization. Beginning with a historical overview of migration in the Americas, this course will focus on migration streams since World War II. We will analyze the dynamics behind political and economic migration, forced migration (including human trafficking), migration and gender, and issues of identity and transnationalism. Although much of our emphasis will rest upon undocumented migration into the United States, we will also examine internal migration within Latin American countries as well as lesser-known migration streams in the Americas. The course will include a week-long field study in the Arizona-Sonora border region.

Special Topics in CRS: Women and Power in Latin America
Offered: FQ 2008
Location: Prescott, Arizona
Women have long played instrumental roles in both public and household spaces of Latin America, but their contributions have not always been acknowledged. With an emphasis on the last 30 years, this course will examine women's resistance from settings of political authoritarianism to recent contexts of democratic transition and neoliberal economic restructuring. Themes to be examined include the politicization of motherhood, women in the labor force, social reproduction and domestic duties, women's roles in revolutionary movements, political inclusion, participation in non-governmental organizations, and changing notions of gender and resistance in 21st century Latin America.

Statistics for Research
Offered: SQ 2008
Location: Prescott, Arizona & Kino Bay, Mexico
Statistics for Research teaches the research skills needed to seek answers to complex ecological, biological, and social questions. This course focuses on hypothesis testing and the design of experiments and surveys. Experience will be given in acquiring large data sets and the statistical manipulation of quantitative data. Subjects include data distributions, descriptive statistics, analysis of variance and t-test, regression and correlation, and non-parametric alternative tests. Exposure will be given to multi-variate testing. Students will gain hands-on experience with SPSS.

Studies in Buddhism
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course explores the Buddhist religious tradition. Following a generally chronological order, students learn about the beginnings and development of Buddhism in India, then consider how Buddhism grew and changed as it spread to Southeast Asia, East Asia, and Tibet. In this course, students develop critical and empathetic understanding of Buddhist concepts and practices, and become familiar with the history of Buddhism and Buddhists, including important names/figures, texts/scriptures, and events. They learn how Buddhism affects the cultures in which it takes hold, and come to recognize the various roles of Buddhism within the human community. The course includes discussion, application, and critical consideration of differing approaches to the study of Buddhism, and gives students the opportunity to learn to

identify and evaluate information resources appropriate to such study. Students also learn to think in Buddhist terms and to relate the teachings and practices of Buddhism to their own worldview and life patterns.

U.S.-Mexico Interface: The Border-An Introduction to Latin America
Offered: WB 2009
Location: Prescott & S Arizona
This course examines the social, cultural, economic and environmental problems shared by the U.S. and Mexico in the border region as an introduction to these dynamics in the whole Latin American region. After a period of intensive preparation and research in Prescott, including basic notions of Spanish, the class travels through the area for an intensive, experiential analysis of the U.S.-Mexico border region. This includes visits to communities on both sides of the border, interviews with U.S. and Mexican officials and residents, university researchers, businessmen, workers, etc.

Women's Religious Lives
Offered: SQ 2008
Location: Prescott, Arizona
In this course we will explore the multicultural worlds of religious women and their spiritual experiences, thoughts, and actions. We will study the contributions of women to the established world religions; women's experiences and roles in indigenous traditions; issues in ecofeminism; and the new feminist, womanist, and lesbian theologies.

World Religions II: Christianity, Islam, and East Asian Religions
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course provides an introduction to the world's religions, via study of their history, scriptures, doctrines, rituals, myths, ethics, and social systems/institutions. In this course students strive to grasp what "religion" is, and what it means to be religious. Students develop critical and empathetic appreciation of the religious foundations of world cultures: of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about their religious worldviews. The specific religions addressed in this course include Christianity, Islam, and the East Asian religious traditions (Buddhism, Taoism).

Education

Authentic Assessment
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course examines the characteristics and types of evaluation used in traditional and non-traditional school settings. Although the focus of the course will be on authentic strategies, other processes of measurement and evaluation will be covered. Topics will include identifying the purposes, strengths, and weaknesses of the different types of evaluation systems. Students will develop assessment plans that use rubrics, portfolios, performance, products, or other strategies that demonstrate learning as well as promote the ability to self-assess. This course will be application oriented.

Creating and Managing Learning Communities
Offered: WB 2008, 2009; FB 2007, 2008
Location: Prescott, Arizona
This course explores the theories and practices used in creating and managing learning communities. Students will observe a variety of different classrooms and will learn the strategies and skills necessary to create an effective learning community. The course will focus on the importance of relationship building, effective instructional strategies and cultivating conducive learning space across age, ability, and content area.

Curriculum Design
Offered: FQ 2007 & SQ 2008
Location: Prescott, Arizona
This course explores the concepts of curriculum and instruction both at the theoretical and practical level in current school settings. What is curriculum and what is its relationship to instruction? Who decides what is taught, when it is taught, and why it is taught? The student will be asked to identify current curriculum strategies and evaluate their effectiveness as teaching-learning models. How do state and district mandated curriculum standards interact with the research and ongoing concerns about school reform and critical pedagogy?

Environmental Education: Methods
Offered: SQ 2008, 2009
Location: Prescott & Central Arizona
Environmental Education is the educational process that deals with humanity's relationship to the natural and human-made world. This course will review various approaches presented in environmental education theory, including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented to demonstrate the interrelatedness of environmental education to all subject areas, while emphasizing ecological concepts within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing programs using a thematic interdisciplinary approach.

Curriculum Theory and Application
Offered: SQ 2008, 2009; FQ 2008
Location: Prescott, Arizona
This course explores curriculum at a theoretical level. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations, and classroom culture. This course will also address how multicultural and environmental factors inform curriculum theory.

This course will also focus on the practical aspect of curriculum as it prepares the student to interpret and present standards-based curricula in the classroom. This course examines relevant applications for interdisciplinary curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment. The student will ensure that the curriculum embraces appropriate multiple cultural perspectives.

Fundamentals of Environmental Education
Offered: SQ 2008, 2009; FQ 2008
Location: Prescott, Arizona and surrounding areas
This course is important for educators who intend to incorporate environmental awareness and action into their teaching. The definition of environmental education will be examined and refined by comparing it to other related fields such as experiential education, adventure education, and science education. Students will explore the theoretical and philosophical framework of environmental education and seek to understand the relationship to disciplines that inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Students will also inventory various methods, curricula, and techniques currently used by environmental educators and evaluate them against criteria that screen for developmental appropriateness, learner needs, and cultural sensitivity. After observing in a variety of local educational settings, students will apply environmental education theory by developing integrated thematic units that can be implemented during subsequent methods courses.

Environmental Education: Practicum
Offered: FQ 2007
Location: Prescott, Arizona
When David Orr says, "All education is environmental education," he illuminates a landscape of opportunities to encourage understanding and care of this place we call home. Students in this course will identify and implement strategies and methods appropriate to selected groups and settings. Topics covered might include: EE teaching methods for secondary teachers, EE outreach in natural resource agencies, community-based EE, environmental problem solving using issue investigation and action skills, trans-generational EE, urban EE, multicultural/international EE, and EE in performance arts.

Environmental Education: Theory
Offered: FQ 2007; SQ 2008
Location: Prescott, Arizona
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Experiential Education Philosophy and Methods
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
This course is designed to provide students with a foundational philosophical understanding of experiential education theories and methodologies. Through reading, writing, discussion, and extensive observation in a wide variety of educational settings, students will gain an understanding of the historical roots, current trends, and future directions of experiential education.
Students will have the opportunity to research topics of special interest, and will begin to define their own personal philosophy of experiential education to be put to use during the Experiential Education Practicum and in future work as teachers.

Experiential Education Practicum
Offered: WB 2008, 2009
Location: Prescott, Arizona & Colorado
This course is designed for students who have a foundational understanding of Experiential Education theories and methodologies and are dedicated to developing their abilities as teachers. The primary focus of the course is on developing and practicing the skills needed to design and implement experiential education curricula in a variety of environments with a range of student populations. Students enrolled in this course can expect to spend much of their time designing and delivering experiential learning programs for youth and adults, in the classroom and in the outdoors.

Foundations of Education
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
The aim of this course is to provide prospective teachers with a broad foundational knowledge of the social, cultural, historical, and political dimensions of the educational process within the dynamics of schools. The course challenges students to think about commonly held ideas about education and learning strategies, and to begin to understand the influencing factors within the classroom environment. The course is designed to actively engage students in the process of developing a personal perspective for themselves regarding the functions and purposes of schooling in a democratic society. Of particular interest will be the development of a critical, multicultural, inquiring perspective, which informs school renewal within the broader implications of education in state and local school systems. If teachers are to be good teachers, they need to understand the roots of our system of public schooling, the assumptions upon which it rests, and the complex system of social institutions within the larger societal framework.

Investigating Models of Expeditionary Learning
Offered: SQ 2007, 2009
Location: Prescott & Central Arizona
This course will explore how the principles of Expeditionary Learning are implemented into a number of school sites across the Southwest. We will begin with an in-depth exploration of Expeditionary Learning Schools as an educational reform movement, while investigating the design principles and core practices which are at the root of Expeditionary Learning. By visiting an array of schools, we will explore how different schools implement Expeditionary Learning, which core practices can be identified at these schools and how the population and/or location of the school affects the way Expeditionary Learning is implemented.

Language Arts: Methods and Practice
Offered: FQ 2007, 2008
Location: Prescott, Arizona
The development of meaningful literacies across the curriculum is the single most significant factor in school success. The purpose of this course is for future elementary teachers to explore current themes in meaning-based literacy. This will be accomplished by focusing student inquiry in three main areas: the interrelationship of reading and writing to global and specific district Language Arts curriculum; a dynamic understanding of the application of literacy across the curriculum; and compiling a bibliography of children's literature and it's role across the curriculum.

Learning Theories
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
Learning Theories is a scientific and experiential look at how humans learn. The question is examined both from the perspective of foundational theories and from current theories still widely applied. Is learning simply the accumulation of facts, the display of appropriate behaviors, or might it be understood as a changed perspective for the self? To explore such questions demands a look at the nature of the mind, cultural construction, and communicative intersubjectivity. To apply tentative answers demands an exploration of current methods of teaching and learning in our schools. Students will mini-teach to exemplify various learning theories. Controversial topics from the larger field of educational psychology will be debated. Finally, each student will do in-depth research into one learning theory or theorist from which a major paper will emerge.

Math: Methods and Practice
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course explores various elements of mathematics education for elementary school students. Topics covered include: the importance of concrete manipulation on the formation of symbolic levels of understanding and reasoning; a variety of specific manipulative tools for math education; and methods for teaching specific mathematical operations. The notion of integrating mathematics into other areas will be explored. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of hands-on exercises for mathematics education.

Multicultural Education
Offered: FQ 2007, 2008
Location: Prescott & Central Arizona
The purpose of this course is to prepare teachers to teach in socially, culturally, and economically diverse settings. Students will develop the ability to identify their own cultural values and those inherent in their view of education. They will acquire and apply the understanding and skills necessary to identify the socio-cultural foundations of education in Arizona and their own local area schools. Students will attempt to develop a philosophy of education that is responsive to cultural diversity and that provides a foundation for education in a pluralistic society. They will be encouraged to speculate on the nature and purposes of global education.

Reading: Methods and Practice
Offered: FB 2007, 2008
Location: Prescott, Arizona
This course is intended to provide the student with an extensive overview of reading theories for the purpose of constructing a theoretical foundation for developing curriculum and teaching. Students will be challenged to consider their own reading and writing literacies. Assignments will offer students opportunities to understand the broader implications of literacy in a socio-political context and respond critically. Students will be asked to work with a reader and closely observe the strategies they use to negotiate text. As a result of this course, students will develop their own philosophical and practical understanding of teaching reading.

Rethinking Our Classrooms: Race, Power, and Identity in Education
Offered: SQ 2008, 2009
Location: Prescott & Central Arizona
The intent of this course is to allow educators - both future public school teachers and future community educators - to critically analyze their own backgrounds in a safe forum. The purpose of analyzing our own identities is to investigate how our race, class, gender, sexual orientation, religion, primary language, and ability influence the way we teach and the way we are received as teachers. This course will focus on both theory and practice as we move through analyzing our identities to culturally responsive teaching (Gay, 2000). This seminar will be steeped in narrative tradition using autobiography as a tool for self-analysis as well as a curricular methodology. Through readings, journal writing, teacher interviews, and classroom observations, we will investigate how our stories influence the way in which we address issues of access to education and how we can rethink our classrooms to use our own identities as positive agents of change.

Science: Methods and Practice
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course explores various elements of science and environmental education for elementary school students. Topics covered include: a variety of manipulative tools for science, and environmental education; and a variety of specific experiential exercises for teaching science concepts. The notion of integrating other areas will be explored. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of hands-on exercises for science and environmental education.

Social Science: Methods and Practice
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course explores the field of social science education as presented in the elementary classroom. Different subject areas included are citizenship, government, current events, history, geography, economics and environment. Students will read and review published texts for social science instruction, develop lessons/units to accommodate a variety of learning styles, and critique district curricula in the area of social sciences. Students will compare and contrast traditional and alternative methodologies related to the teaching of social science and design activities to motivate and stimulate classroom interest. Potential areas of exploration are: Whose history is valid? How do students learn about other times and places in a reflective, substantive manner? Do textbooks engage students or do real stories about real people?

Introduction to Special Education
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course introduces the primary categories of special education and provides information about accommodating children with special needs in the regular classroom setting. Categories of special education described include, but are not limited to, mental retardation, learning disabilities, behavioral disorders, physical handicaps, and multiple disabilities. The course will provide basic understanding of special education diagnosis and evaluation, student tracking documentation, as well as practical information for prospective teachers.

Student Teaching, I & II
Offered: FQ 2007; SQ 2008
Location: Prescott, Arizona
This course is designed for students who have a solid understanding of content, curriculum, instruction, and assessment theories and methodologies at either the elementary or secondary level and are dedicated to developing their abilities as conscientious, certified teachers. The focus of the course is on developing and practicing the skills needed to design and implement standards-based curricula in a designated K-12 classroom for a minimum of 12 weeks. Students enrolled in this course will be expected to take full responsibility for planning and delivering instruction in the designated classroom for at least 4-6 weeks of this course. Students completing this course will have the skills, knowledge, and confidence for establishing and maintaining compassionate and just learning communities.

Senior Project: Student Teaching, Elementary/ Secondary
Offered: SQ 2008, 2009; FB 2008; FQ 2008; WB 2009
Location: Varies by student
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extracurricular commitments, par-

ent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Environmental Studies

Agroecosystems in the Arid Southwest
Offered: SUB 2008
Location: Skull Valley, Arizona
Water availability is the most prominent ecological factor limiting agricultural production in the Southwest; however, temperature, nutrient availability, salinity, and pests also exert considerable influence. In this field-oriented course we will initially explore the ecological constraints that limit productivity of natural plant and animal communities in diverse ecosystems, ranging from the submontane to desert. We will then examine how people in prehistorical, historical, and modern times have designed farming systems to contend with these ecological limitations. The types of questions this class will focus on are: How sustainable are current agricultural practices? Why have some practices been discontinued? What are the off-farm ecological impacts of modern agronomic techniques? Is there a carrying capacity in the Southwest, and if so, is the current human population above or below it? How do the complexity and scale of irrigation systems affect the social structure of communities?

Ethnobiology
Offered: SQ 2008
Location: Prescott, Arizona
This course examines the multifaceted interactions and relationships humans have with the biotic world from the ecological and evolutionary perspectives in order to understand these as an adaptive system with both a biological and cultural component. Emphasized in the course is the value of taking multicultural approaches to understanding human relationships to the natural world and how we can make use of traditional knowledge in an ethical manner. Students are expected to develop a critical awareness of the history and current status of the underlying theories and methodologies of ethnobiology and to apply their knowledge and understanding by undertaking an activity-based individual or group project.

Animal Biology
Offered: FQ 2007, 2008
Location: Bahia Kino, Sonora, Mexico
This course offers a survey of the major groups of invertebrate and vertebrate animals. Topics include classification, anatomy, physiology, behavior, and ecology within an evolutionary context. The course consists of readings, lectures and discussions, laboratory exercises, projects, and field trips, including a one-week trip to the College's field station in the Gulf of California, Mexico.

Contemporary Issues in Anthropology
Offered: FQ 2007, 2008
Location: Central Arizona
Contemporary society faces problems every day that require culturally sensitive solutions--environmental damage and protection, out-of-control population growth, a dizzy proliferation of lifestyle choices, gender controversies, ethnic conflict, and other threats to cultural survival around the world. This course introduces students to anthropology, a discipline that focuses on culture by defining it, describing it, attempting to explain it, and placing it in a theoretical framework to address the problems of the modern world. Students will observe and analyze the dimensions of modern-day problems--in their community and around the world--and explore culturally appropriate solutions using the concepts, skills, and values of cultural anthropology.

Applied Algebra
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
The goal of this course is to equip students with the basic algebra skills necessary to understand and address common topics in everyday life and future studies. Students will learn to use algebra to answer the following kinds of questions: How can a household's shared grocery and heating bills be equitably divided when several housemates are often in the field? How much energy does it take to heat a house given its insulation and the solar heat gain? What are exponential growth and decay? How are graphs, maps, and charts interpreted? To solve these and similar problems, students will learn basic algebraic manipulations, scientific notation, dimensional analysis, graph and map interpolation and interpretation, how to model flows and reservoirs, and basic trigonometry. Students will also be encouraged to identify issues and questions of interest to them that require math skills.

Behavior and Conservation of Mammals
Offered: SQ 2008, 2009
Location: Arizona
This course focuses on the following themes, supported by lectures, readings, and discussions: behavior and ecology of mammals; field methods in behavioral ecology; and captive breeding as a conservation strategy. Each student will conduct literature research on 2-3 species, write summary papers, and give oral presentations describing behavior and ecology, population status in the wild, and conservation focus. This material will form part of the traveling library for the field portion of the course, which entails a three-day visit to several zoological parks in Arizona, where students will observe mammals and collect data on behavior, especially on social interactions. Students will compare their findings with published information on the species in question, as well as meet with staff specialists to learn about the various conservation initiatives that are being undertaken for selected species.

Biological Principles
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
This course is an introduction to the basic concepts in biology, with an emphasis on chemistry, cell structure and function, reproduction, metabolism, DNA and genetics, and evolution. The course is designed for students who anticipate a concentration in biological or environmental studies and serves as a good prerequisite for courses in ecology, plant biology, or animal biology. Classes consist of lectures, discussions, and lab exercises. Ethical implications of current biological events are discussed.

Foundations of Chemistry
Offered: FQ 2008
Location: Prescott, Arizona
This course provides an introduction to chemical sciences, focusing on inorganic chemistry. Topics include the nature of matter and energy, atomic structure, chemical bonds, chemical reactions, nuclear chemistry, and radioactivity. Organic chemistry and biochemistry will be introduced. The course will serve as a useful basis for students who will continue to study chemistry and to those interested in biological systems, environmental chemistry, soil science, geology, geochemistry, and many other areas within environmental studies. Classes consist of lectures, discussions, and lab exercises. Environmental applications such as the energy requirements of our chemical economy, toxic chemicals and pollutants are used extensively to illustrate concepts.

Coastal Ecology of the Gulf of California
Offered: WB 2008, 2009
Location: Bahia Kino, Sonora, Mexico
The Gulf of California is a biological treasure of global significance. In this intensive field course, we take an in-depth look at the ecology and biota of this diverse region. Prime study subjects are marine and coastal birds, especially their behavior and feeding ecology. Also covered are intertidal and estuarine ecology with a focus on rocky, sandy, and mudflat habitats; ecology of the Sonoran Desert; and natural history of marine mammals. Specific organisms are studied as examples for understanding the complex ecological interactions of the Gulf Coast. Students are required to undertake an independent field project.

Ecology of Southwestern Birds
Offered: SUQ 2009
Location: Arizona
This course strengthens students' background in identification, morphology, classification, behavior, and ecology of birds. Lectures, lab exercises, and readings supplement field studies of bird behavior and distribution in the diverse plant communities of the Southwest. Students read and discuss papers from the primary literature that describe methods of field ornithology and illustrate approaches to behavioral, physiological, population, and community ecology. Students study birds at individually selected sites and present results to the class.

Conservation Biology
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
This course focuses on the nature and importance of biological diversity, modern threats to its integrity, and the emergence of conservation biology as a crisis-oriented, applied, scientific discipline. Biological, political, and managerial considerations are given to a broad range of topics, including: biodiversity, island biogeography, extinction, minimum viable population size, endangered species, design of nature reserves, and ecosystem management. Students gain a broad overview of conservation biology, as well as focus on a specific topic of their choice through completion of a personal project. Extensive readings of original literature are required.

Tropical Biology: The Natural History of Costa Rica
Offered: SUQ 2008
Location: Arizona
Although only the size of West Virginia, Costa Rica boasts a diversity of habitats and their associated flora and fauna. Over 820 bird species, about 200 kinds of mammals (half of which are bats), numerous reptiles, amphibians, and insects, and a multitude of plants are found in this tropical land, which has attracted research biologists from around the world. This field course emphasizes not only the identification of plants and animals, but also an understanding of the complex interrelationships between and among the life forms and physical conditions that constitute tropical environments.

Conservation in America: History and Politics
Offered: SQ 2008
Location: Prescott, Arizona
This course offers a look at the past, present, and future role of public lands (including parks, refuges, wilderness, wildlife, etc.) in American society. We will examine the cultural roots of different groups' attitudes toward nature, and trace their historical development. Included are: the birth of the American conservation movement; creation and evolution of federal land management agencies; a variety of approaches to management, origins, and roles of citizen activist groups; and important legislation, such as the Endangered Species Act, Wilderness Act, and more. The politics and processes of power and decision making that determine the fate of natural landscapes will be emphasized.

Cross-Cultural Collaboration: Telling Another's Story
Offered: FB 2008
Location: Central & N Arizona
Listening to and retelling the stories of strangers is an integral part of many jobs. Often labeled "interviewing," it carries the responsibility of giving a voice to strangers. Doing it well requires a wide range of skills that have been perfected through ethnographic work around the

world. This course integrates ethnographic skills, values, and ethics with the art and science of storytelling to demonstrate one way to maintain the essential nature of oral traditions. Today, ethnographic research is not something that is "done" to people. Instead, it is collaboration between consultants and investigators to record and document events, behaviors, values, and traditions within and across cultural boundaries. Storytelling is one vehicle that carries the peoples' voices to the rest of the world. Collaborative ethnography creates that vehicle through mutual respect. Students will experience a variety of ways to create cross-cultural collaborations. This course is appropriate for anyone who anticipates interviewing another person with a note pad, a tape recorder, or a video camera.

Introduction to Earth Science
Offered: FQ 2007, 2008
Location: Arizona
This is an introductory geology course in which we explore the fundamental components of the inorganic earth and their interactions with each other and with the biosphere (e.g.m exchanges of energy and materials). Topics we will cover include rock and mineral identification, processes of landscape formation, atmospheric circulation, and surface and groundwater hydrology. The goal of these studies is to augment students' understanding of natural landscapes and to provide them with a foundation of geologic knowledge that they can apply to advanced courses in environmental studies.

Ecological Thinking: Design Strategies for the Future
Offered: FQ 2007; SQ 2008, 2009
Location: Prescott, Arizona
Ecological thinking requires a shift in current values to put the health of the planet ahead of all other considerations. Designing our homes, our jobs, and our free time while keeping planetary needs in mind requires us to live in the present, make decisions consciously, and always question the consequences of our actions. Humility makes us aware of what we don't understand, while arrogance provokes us to act without considering what we don't understand. Arrogance fosters short-term thinking when we respond to challenges and crises. Einstein advocated that it is impossible to solve a problem with the same kind of thinking that created the problem in the first place. Therefore, if we successfully tackle the ecological challenges facing us now, we will need to develop a long-term perspective about the problems we face through an ecological way of thinking. In this course, students explore how ecological design principles help create a new paradigm for the future. Student projects will implement those principles by designing solutions to problems with humility instead of arrogance.

Ecology of Human Evolution
Offered: SQ 2009
Location: Prescott, Arizona
It is not possible to completely understand the reciprocal character of the human/nature relationship without looking closely at the very long history of that relationship. Furthermore, evolutionary trends need to be evaluated from an ecological perspective. The seeds of hominid ecology that were sown millions of years ago bear fruit even today in human populations. This course identifies those seeds and follows their development through the course of hominid evolution. We will ask hard questions about the past and seek answers that have meaning for today's world. How did physical adaptations to natural conditions over the last few million years affect our ability to adapt to the present day environments? How did adaptive behaviors and values forged in the face of inhospitable environments hundreds of thousands of years ago help create the predicaments in which we find ourselves today? Does the past limit our future? The mechanisms of biological and cultural evolution will guide our investigations of these and other critical questions. This course is designed for students who already understand the basic concepts in ecology and evolutionary theory.

Concepts of Ecology
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Central Arizona
This is an introductory, field-oriented course that is designed to give students an understanding of basic ecological concepts by direct examination of the complex interplay between the biotic and abiotic components of the environment. Using the ecosystems of the Southwest as our classroom, this course looks at how organisms have adapted to the Earth's physical processes, how organisms interact within and between species, in populations and communities, and the dynamics of how communities interact with the physical environment in ecosystems. It is appropriate as a beginning course for students with no or minimal prior experience in environmental studies or students with experience in natural history who want to develop an ecological mode of inquiry.

Energy and the Environment
Offered: FQ 2007, 2008
Location: Prescott, Arizona
The United States and other industrialized countries account for about 20 percent of the world's population and almost 80 percent of the world's energy consumption. Conservation efforts seem to fall on deaf ears, as we continue to guzzle gasoline, cruise the open roads, build poorly insulated homes, and produce energy rich goods. Not only are we using up our resources, but we are polluting our environment in the process. Students in this course will examine the nature of the major energy industries in the U.S., including the economics and politics of oil, gas, and electricity and the environmental consequences of our current consumption patterns. We will reexamine energy conservation in the light of current economic policy, and look at the future of "alternative" energy sources and sustainable energy use. Students will be encouraged to undertake individualized research projects as well as participate in class and short field trips.

Environmental Chemistry
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course focuses on the implications of the many chemical processes and products that make up our natural world and modern economy. The course explores several branches of applied chemistry, organic chemistry, polymer chemistry, biochemistry, and material chemistry, and addresses the energy requirements of our chemical economy. We will examine the chemistry and politics of a number of current environmental issues including a variety of topics related to air pollution, water pollution, pesticides, toxic chemicals, and consumer chemistry.

Environmental Ethics
Offered: FQ 2007, 2008; WB 2008; SQ 2008; FB 2008
Location: SW Arizona
Environmental ethics is the study of values by which human beings relate to the natural environment. This course will address the question of "how" people live or should live on the earth. It will focus not on ethical theory, but rather, through reading and discussing primary literature and case studies, will address the moral and ethical dilemmas in current environmental issues.

Special Topics in ES: Geologic Mapping: Creating a Portrait of Place
Offered: WB 2008
Location: Arizona
Students will learn to observe, describe, and create a geologic map of rock formations and other geologic features in the field. By creating their geologic map, students will sharpen their observation and navigation skills and learn to interpret the three-dimensional shapes of rock formations beneath the land surface. With some additional reading, students can then interpret the geologic history of the area as told by the geology and landforms. This creates a foundation for future geographic studies of the soils, water, plants, and animals found on the land surface.

Introduction to Environmental Geology
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course studies reactions of the Earth to human uses of it and human attempts to control its dynamics. It is an applied science course and a study of those environmental problems having a strong geological component. It covers short-term and long-term geologic effects of human activities, including geologic hazards and attempts to control natural processes. Topics include waste disposal, groundwater, flood control, effects of dams and stream manipulation, effects of mining, earthquakes, landsliding, and volcanic activity.

Topics in Environmental Geology
Offered: SQ 2008, 2009
Location: Arizona
This course studies both natural geologic hazards and reactions of the Earth to human attempts to control its dynamics. It is an applied science course that explores those environmental problems having a strong geologic component. Rather than being a survey of all issues in environmental geology, this course will focus on a few specific issues that are either of key importance in the Southwest or of general interest to students in a particular class. Examples of possible topics include groundwater, landsliding, earthquakes, volcanic activity, waste disposal, and the effects of mining.

Human Ecology, Advanced Topics: Landscape Ecology
Offered: SQ 2008
Location: Arizona
Each year this course focuses on a topic of critical importance to our understanding of the human place in the natural world. Interdisciplinary approaches, including systems theory, ecological modeling, and GIS, inform our explorations. Ideas, values, and data relevant to the selected topic are explored in depth, including perspectives from social sciences, humanities, and human development. Each student conducts research on issues that affect short- and long-term solutions to the present day crises associated with the topic of focus. The course ends with a two-day conference where students present the results of their individual work, and synthesize these results into a complex understanding of the topic in question.

Environmental Perspectives and Whitewater Rafting
Offered: FB 2007, 2008
Location: Colorado Plateau
In the context of a three-week rafting expedition on the classic whitewater rivers of the West, students are introduced to the natural and cultural history of the Colorado Plateau as well as the skills and knowledge pertinent to technical whitewater rafting and cooperative group expeditions. Topics for study include vegetation, wildlife, geography, geology, high desert ecology, general aspects of Indian and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. Developing skills in whitewater hydrology, piloting paddle rafts, whitewater safety, conducting river trip logistics, and performing equipment repair and maintenance are also an integral part of the curriculum. As the course progresses, students learn to embrace a holistic approach to wilderness river leadership that integrates bioregional studies in a seamless fashion.

Topics in Environmental Policy: Energy
Offered: SQ 2008
Location: SW U.S.
In this course, students take an in-depth look at the issues, policies, and politics that underlie key environmental questions facing our world today. By focusing on one particular issue, students gain substantial expertise on the topic and practice being effective citizens. The topic of

the course will vary from year to year. Student research will provide the core of the course content, supplemented by discussions with people directly involved in the issue and some field investigations. Students will be responsible for studying the issue from many perspectives, drawing conclusions consistent with their own values and choosing a course of action that moves towards solutions.

Ethics, Politics, and Animals
Offered: WB 2008
Location: Central Arizona
This class will examine the evolution of cultural attitudes toward animals, from early philosophical ideas to the contemporary animal rights movement. The class will compare human/animal relationships across cultures, and reflect on a variety of ethical debates about animals in society, such as the eating of animals, animal experimentation, hunting, ownership, and animal rights. We will also consider how animal issues relate to social struggles of race, gender, economics, and the environment. The class will include readings and discussions complemented by field trips and discussions with people involved with the welfare of animals.

Explorations in Norway and Scotland: Nature and Culture
Offered: FB 2007
Location: Norway & Scotland
Beginning over 10,000 years ago, with the retreat of the last continental ice cap, Northern Europe has experienced an ecological evolution that has created a dramatic and beautiful landscape. Human occupation coincided with the retreat of the ice, resulting in the development of cultures closely linked to the rugged mountainous country and vast northern seas. The cultures of the Vikings and the Celts were products of their environment, and these strong, courageous peoples dominated much of Europe, reaching deep into Russia and even across the North Atlantic to the New World. This intensive field-based course will explore the cultural geography and natural history, and current environmental issues, all from the perspective of the co-evolutionary relationship between human cultures and the landscapes that bore them.

Field Methods for Plant Ecology
Offered: WB 2008, FB 2008
Location: Bahia Kino, Sonora, Mexico
This course will equip students with the skills needed to carry out field-based research concerning plant population biology (involving one plant species), community ecology (involving many plant species), and plant-animal interactions (such as pollination). It includes hypo-thesis testing, use of GPS and some GIS technology, and many of the field methods used to test specific hypotheses. The course will investigate vegetation patterns near Kino Bay in the Sonoran desert, mangroves, and other coastal habitats. The field methods include plot and plotless sampling, such as point-centered quarter, releve, density and dominance, and other analyses.

Topics in Geomorphology
Offered: SQ 2008, 2009
Location: Prescott, Arizona and surrounding area
A landscape's geologic form appears to be its most durable attribute. But that seeming stasis belies the dynamic tension that exists between tectonic forces tirelessly laboring to build continents from the sea and the equally diligent erosional forces of water, wind, and ice that break rocks down. In this course, we'll explore the variety of geological shapes and forms created by this interaction between tectonics and erosion and scrutinize the physical processes responsible. The course is not intended as an exhaustive inventory of physical landscape features, but rather as a more in-depth examination of the story behind the scenery. As such, we will focus on a few topics in geomorphology, and those topics may vary from year to year. Class interest and the accessibility of field examples will help govern the topics covered. The course will include readings, presentations, lectures, discussions, and homework exercises. There are a number of field excursions to observe and study the landscapes and processes we've discussed in the classroom.

Introduction to Field Ornithology
Offered: SUQ 2008
Location: Prescott, Arizona and surrounding area
Students focus on general behavior and habitat preferences of birds representing at least 30 families in 12 orders during this introductory field study of birds. They learn basic field techniques including observation, identification, note-taking, and journal writing. Papers in the primary literature and brief exercises in behavioral and community ecology illustrate components of field design, data collection and interpretation, and report writing. Birds are observed in forests, woodlands, chaparral, grasslands, and deserts. Birds are also studied in aquatic, semi-aquatic, and riparian habitats, as well as in agricultural and suburban areas.

Introduction to Ecological Design
Offered: FQ 2008
Location: Prescott, Arizona and surrounding area
If we are to preserve habitat, maintain clean water and air, and preserve species, we must address the underlying causes of their degradation. Human population growth is one of the primary causes of environmental degradation. This course addresses the issue of the human habitat and is designed to provide the student with an overview of basic ecological design principles and practices. Emphasis will be placed on the design of human environments that minimize our ecological footprint and are sustainable. We will investigate what it means to be "sustainable" and what we can do as individuals and as a society to lessen our environmental impacts. Emphasis is placed on issues and techniques related to residential construction and its impacts due to heat and energy requirements.

Introduction to Flowering Plants
Offered: FB 2007, 2008; SQ 2009
Location: Prescott, Arizona and surrounding area
This is an introduction to the identification and classification of angiosperms. Lab and field studies supplement lectures and readings. Objectives include: studying representatives of major families and orders; learning to use dichotomous keys so that unknown plants can be identified to genus; building a functional vocabulary of terms used in keying and classification; understanding basic trends in the evolution of flowering plants; and investigating plant-animal interactions.

Food Preservation and Seed Conservation
Offered: FB 2007, 2008
Location: Prescott, Arizona
Until the last half-century in the United States, the annual harvest-time practices of food preservation and saving seed were essential cornerstones of regionally adapted agricultural systems. These practices have given way to a tremendous reliance on the transportation of produce over great distances, and the annual purchasing of seeds from companies located in different ecological zones; from the perspectives of energy consumption and preservation of crop biodiversity, these changes have moved us a step backwards in agricultural sustainability. This course will focus on the principles and practices of food preservation techniques including solar dehydration, canning, and storage. Students will gain a critical understanding and awareness of food pathogens, spoilage, food-borne diseases, and will develop valuable skills in the safe handling of food. Students will also learn seed harvesting and processing techniques specific to several crop species. Fruits and vegetables used in this class will come from local farms, including Wolfberry Farm.

Form and Pattern in Nature
Offered: FB 2007, 2008
Location: Prescott, Arizona
This course addresses aspects of form and pattern in nature based on the botanical work of Goethe (who coined the term "morphology"), the classic studies of D'Arcy Thompson ("On Growth and Form"), the mathematics of Fibonacci, new developments in pattern analysis, and other contributions. Students examine plant and animal morphology from aesthetic, functional, and phenomenological perspectives and apply these observations to an understanding of landscape quality and sense of place. Selected form elements, such as the spiral, that recur throughout nature are also studied, as well as the fluid dynamics of water. In addition, students are introduced to the application of projective geometry as a tool to understand the qualitative features and interrelationships of natural forms and the process of metamorphosis.

Advanced Geographic Information Science
Offered: SQ 2008
Location: Prescott, Arizona
The intent of this course is to provide students with advanced experience in Geographic Information Systems applications. Students will develop their skills with the GIS software IDRISI and ARCGIS. The course will be project-based and focus on analyzing a particular problem using GIS technology. This will allow students to gain a deeper understanding of the technology's potential as an analytic tool in today's society. They will gain a clearer recognition of the interdisciplinary uses of this powerful tool. Each project will be based upon a real-world environmental research question or need. Advanced GIS topics might include, but are not restricted to, remote-sensed imagery analysis, GPS mapping as a tool for GIS, advanced spatial modeling, and multi-criteria, multi-objective decision making in GIS. Students should come away from this course with the confidence to apply GIS technology to their future academic and professional endeavors.

Introduction to Geographic Information Science
Offered: FQ 2007, 2008
Location: Prescott, Arizona
Geographic information science involves the integration of geography, cartography, geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory course is to familiarize participants with computerized systems for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of cartographic modeling, GIS, GPS, and remote sensing will be explored through lectures, discussions, and laboratory exercises. Emphasis will be placed on learning the basic tools and methods for application to "real world" environmental, natural resource management, and socioeconomic questions. Data is drawn from global and local examples.

Geologic Evolution of the Southwest
Offered: SB 2008, 2009
Location: Central & N Arizona, Utah
The stunning and diverse landscapes of the Southwest are the product of over four billion years of geologic activity. In this course, we take a journey through deep geologic time and beyond, exploring first the formation of the universe and our solar system, then the birth of our planet, and finally the geologic upheavals that have shaped Arizona and the Southwest. From the comfort of Prescott, we will cogitate about the Southwest's geological evolution through readings, lectures, discussions, class presentations, and lab exercises. We will then live those geologic upheavals and tranquil interludes through the vehicle of several field trips lasting from one to several days.

Introduction to Human Ecology
Offered: FQ 2008
Location: Prescott, Arizona and surrounding area
This course introduces students to the exciting and rigorous work of interdisciplinary learning through the study of human ecology, which draws heavily from environmental studies, ecology, anthropology, and human physiology. Students learn how humans have adapted to

all of the major biomes of the earth through hunting and gathering, pastoralism, agriculture, and modern industry. After mastering the basic concepts of human ecology, students explore human adaptations to local regions from prehistoric times to the present. Field trips will help students comprehend Arizona's fragile environment and the impact people have on it. Students will be required to think about the future of Arizona - where do we go from here?

Ideologies of Nature
Offered: FQ 2007
Location: Central & N Arizona
This course is a response to recent and insistent calls from within both political and ecological circles for sustained cross-disciplinary dialogue. While the world stands to benefit from communication among the realms of politics, philosophy, and environmental science, the exchange of ideas is often hampered by the divergent perspectives in overly specialized academic disciplines. We propose to clarify some of the confusions in politics, philosophy, and environmental science by examining in depth some of the "isms" in contemporary environmental discourse. We will look closely at how various ideologies define their terms and often charge identical vocabulary with different meanings (e.g., community, democracy, diversity, sustainability, globalism, system, wilderness, bioregion, etc.). We will cast a critical eye on these "big words" currently in circulation in environmental discourse and draw out the practical implications of their different interpretations. In sum, we hope to take steps toward greater clarity in environmental thinking and in this way foster an ecological literacy that encompasses "an understanding of the biology of conservation and the political basis of conserving societies" (David Orr).

Interpreting Nature through Art & Photography
Offered: FQ 2007, 2008
Location: Prescott, Arizona and Yavapai County
This course focuses on heightening our visual awareness of nature and capturing the ephemeral experiences we value with the aid of cameras, pencils, brushes, and other tools. Illustrated lectures, demonstrations, critiques, and field sessions will explore the art of seeing, using both aesthetic and practical approaches. Both group and personalized instruction are designed to explore the students' creative potential for translating and sharing visions of the natural world.

Land Stewards
Offered: FQ 2008
Location: Prescott, Arizona
The cultures of traditional agrarian societies in many ways were, and in some cases continue to be, structured around the patterns, constraints, and seasonal cycles inherent in the life of farmers. In the industrialized societies of today, where as few as 2 percent of the population is involved in growing food, agriculture has come to mirror the patterns and habits of a much larger consumer culture. Amidst this shift, which continues to take place all around the world, a number of writers have emerged as social and ecological critics, intent in illustrating how the gains some societies have made in food security over the last century have come with some painful although often hidden sacrifices; these include sacrifices of community, sense of history and place, ecological integrity of farms and the regions that surround them, and in some cases, purpose in life. In this course we will especially focus on the writings of Wendell Berry, but we will also explore the writings of other authors such as Wes Jackson, Linda Hasselstrom, David Orr, and Gary Paul Nabhan, who have focused on the relationships between culture, agriculture, and nature. In reading both non-fiction and fiction, we will address questions of ethics (i.e., self-imposed limits) that pertain to how our culture and other cultures relate to the land on which we all depend.

Issues of Global Food Production
Offered: FQ 2007; SQ 2009
Location: Prescott, Arizona
At the beginning of the 21st century, the human population has reached over 6 billion, and the growth will not level off until it reaches at least 11 billion, even in the most optimistic scenarios. The vast majority of highly productive agricultural land is already under cultivation, and no agronomists foresee another green revolution that will greatly increase production of currently cropped lands. In this course we will explore the implications of this human predicament. Do we have any choice but to trade off long-term agricultural sustainability for short-term productivity? Or are there approaches to food production that will increase people's food security in the near future as well as over the long term? Students will choose a range of countries for case studies and for each will evaluate energy availability, land productivity and tenure, population status, and important cultural norms. Based on this information, students will then suggest policy approaches that may satisfy the disparate objectives encountered by each country.

Landscape Geography
Offered: SQ 2008
Location: Central& N Arizona; Utah
The primary purpose of this course is to examine the broader aspects of geography through a regional study conducted in a rigorous field setting. The study sites include remote highland and canyon terrains. The syllabus may include: regional physical geography, vegetation patterns, cultural history of aboriginal residents, and the manifold effects of Spanish colonization.

Maasailand: Community Perspectives on Conservation (*See Page 185*)
Offered: SUQ 2008
Location: Kenya, Africa

Marine Biology I: Diversity of Marine Life
Offered: SQ 2008, 2009
Location: Bahia Kino, Sonora, Mexico
This quarter-long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II - Marine Ecology and Phase III - Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds, and marine mammals of the Gulf of California midriff region.

Marine Biology II: Marine Ecology
Offered: SQ 2008, 2009
Location: Bahia Kino, Sonora, Mexico
This quarter-long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase III - Field Methods for Marine Ecology, Marine Ecology is an investigation of the structure and function of marine ecosystems. The course will focus on marine food webs, energy and nutrient flow, population interactions, and biogeography of the midriff islands of the Gulf of California. There will also be a heavy emphasis on the ecology of intertidal ecosystems, rocky shores, sandy beaches, and estuaries.

Marine Biology III: Field Methods for Marine Ecology
Offered: SQ 2008, 2009
Location: Bahia Kino, Sonora, Mexico
This quarter-long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase II - Marine Ecology, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results, and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

Marine Conservation I: Global Marine Issues
Offered: FQ 2007, 2008
Location: Bahia Kino, Sonora, Mexico
This course examines global marine issues from interdisciplinary perspectives. We begin by developing a background in maritime cultures, laws of the sea, and the ecological, economic, and social importance of the marine environment. Issues studied in depth include fisheries, pollution, tourism, habitat alteration, island and coastal management, protected areas, and endangered species. An understanding of resource ecology forms the foundation of learning in the class. The international nature of marine issues is emphasized, leading to the study of international policy, culture, globalization, and trade. Traditional and alternative strategies for meeting marine conservation challenges are examined and analyzed. Readings, discussions, and lectures are complemented with field trips and guest speakers.

Marine Conservation II: Gulf of CA Conservation Case Studies
Offered: FQ 2007, 2008
Location: Bahia Kino, Sonora, Mexico
Concepts introduced in Phase I are illustrated through regional case studies in the Gulf of California. Through first hand field observation and participation students gain an understanding for the complexity of many conservation challenges in the Gulf. Case studies in fisheries allow students to observe a variety of fishing techniques, speak with fishers, and learn through on-board observations. Case studies in water quality involve students in *ecoli* testing and analysis. Field observations are complimented by lectures on marine ecology and management in the region and discussions with resource users, researchers, and managers.

Marine Conservation III: Applied Conservation Research
Offered: FQ 2007, 2008
Location: Bahia Kino, Sonora, Mexico
Theoretical and field-based knowledge gained in Phase I and Phase II leads the student to a better understanding of current and potential management strategies for protecting marine and coastal resources. In Phase III students will demonstrate a thorough familiarity with specific conservation projects and collective conservation efforts in the Gulf of California. Students analyze the effectiveness, strengths, and shortcomings of marine and coastal conservation in the region. Each student has the opportunity to work with an ongoing conservation project, to create a proposal for a future project, or to do library-based research. Project work provides students with experience in applied conservation research and management. Projects might include monitoring and inventorying resources, education and interpretation, work with exotic species, or introduction and evaluation of alternative resource use. Students meet with management agency representatives, scientists, educators, and local resource users. Each student's work is part of ongoing conservation efforts in the region.

Introduction to Mathematical Modeling
Offered: FQ 2007, SQ 2008
Location: Prescott, Arizona
This course is an investigation of the algebraic and graphical properties of polynomial, exponential, logarithmic, and trigonometric functions. Students will focus on applications of these various functions when used as mathematical models for real-world data. Students will develop and interpret mathematical models for population growth, monetary concerns, temperature change, pollution rates,

etc. In each case, algebraic approaches will be reinforced and supplemented by graphical methods. TI-83 graphing calculators will be used extensively throughout the course.

Natural History and Cultural Ecology of Kino Bay, Mexico
Offered: SB 2008, SUB 2009
Location:Bahia Kino, Sonora, Mexico
Students will study the coastal environments in the vicinity of Bahia Kino, Sonora, Mexico. This area exhibits a rich diversity of desert, marine, and estuarian ecological communities. Two distinct human groups inhabit this region: Mestizo Mexicans and Seri Indians. A third group whose impact has increased significantly in recent years is tourists, principally form the Sonoran capital, Hermosillo. Students will analyze the various components of the local environment and study the interrelationships between Kino ecology and economy.

Natural History and Ecology of the Southwest, Phase I
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Arizona
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Natural History and Ecology of the Southwest, Phase II
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Arizona
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice thinking ecologically and will consider how ecological principles can be applied.

Oceanography
Offered: WB 2009
Location: San Diego, California and Penasco, Mexico
Earth is called the blue planet because 70 percent of it is covered by ocean. And yet, because of the physical inaccessibility of the ocean depths, until recently the geography of the moon was better known than that of the oceans. This course will provide an introductory glimpse of the earth's oceans from both physical and biological oceanographic and marine geologic perspectives. Through class presentations, lectures, discussion, lab exercises, and field trips, we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides, and upwelling. The above topics will be examined globally, but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.

Organic Evolution
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course focuses on the genetic basis of organic evolution. Topics include: the study of diversity and the history of evolutionary thought; Darwin's evidence for evolution and common descent; the nature of inheritance, adaptation, and speciation; and rates and timing of growth and development. The course consists of lectures, discussions, and extensive readings. Students will develop the ability to evaluate the various theories regarding the processes of organic evolution as well as gain a broad overview of evolution as a unifying theme in biology. In addition, students will focus on a specific topic of their choice by completing a personal project.

Introduction to Ornithology
Offered: SQ 2008
Location: Prescott, Arizona
This course introduces students to the biology of birds. Topics include evolution, anatomy, physiology, behavior, ecology, and conservation. The course consists of lectures, discussions, and extensive readings, including a selection from the primary scientific literature. Several local outings will supplement the class material.

Park and Wilderness Management
Offered: FB 2007
Location: Arizona
Political activism on the part of a great many people stimulated legislation to create a national park system, and later, the National Wilderness Preservation System. Too often, however, public awareness of these wildlands has waned once they receive legal protection. The question "How do we keep it wild?" has been only infrequently asked. In this course we will seek pragmatic answers to this essential question. We will review the evolution of wildlands preservation in America, and pertinent legislation, and then proceed to analyze a series of contemporary management issues including: restrictions on visitor use; limits of acceptable change; permits; fire management policies; ecosystem management and interagency conflict; and the competing roles of recreation, resource extraction, and preservation of biological diversity on public lands. Learning formats include extensive readings and writing assignments, class discussions and seminars, meetings with agency personnel, and field study of wildlands management.

Basic Permaculture for Drylands
Offered: WB 2008, 2009
Location: N Arizona
This course is a month-long study of permaculture, a whole-systems approach to land use based on an ethic of earthcare. Developed in Australia in the early 1970s by ecologist Bill Mollison, permaculture design integrates food production, energy production and use, shelter, reclamation of damaged lands, and people into sustainable human communities. We will cover the basic drylands design course curriculum, as specified by the international Permaculture Institute in Australia, in an expanded form. Addendum: Students will receive permaculture designer's certification through this course. The course will take place throughout Arizona, with trips to Arcosanti, Windspirit Community, Tucson, Jerome, Sedona, and other locations as available.

Advanced Permaculture Design for Drylands
Offered: WB 2008
Location: Arizona
The goal of this course is to increase the participants' skills as designers and to further integrate their permaculture design skills with related areas of study. The course will cover advanced permaculture concepts of patterning, keyline philosophy, element analysis, guilds, development of functional arrays, and sustainable community design in both experiential and lecture format. Participants will engage in study projects that will hone basic design skills and encourage experimentation with more advanced concepts. The focus of the course will be to develop greater skills in integrated design through site assessments, concept studies, and experiential exercises. Participants will be encouraged to relate their permaculture skills to other fields of study within design exercises, study projects, and journaling.

Botany
Offered: Fall Quarter 2008
Location: Prescott, Arizona & surrounding area
Plants and other photosynthetic organisms form the basis of primary production on land and in the oceans. Non-photosynthetic organisms with some plant-like cellular structures, the fungi, have also traditionally been studied by botanists. The science of botany delves into the fundamental biology, myriad adaptations, and diversity of life within the three Kingdoms: Plantae, Fungi, and Protista (photosynthetic Divisions only). Topics covered include evolutionary history (from aquatic systems to terrestrial ones), life history strategies, plant anatomy, physiology (photosynthesis, photorespiration, internal transport, hormones), secondary plant chemistry, and pollination.

Philosophies of Interpretive Naturalists
Offered: FQ 2007, 2008; SQ 2009
Location: Prescott, Arizona
Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of Western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.

Plant Biology
Offered: FQ 2007
Location: Prescott, Arizona
Plant Biology is a lower division course that includes both lecture/discussion and laboratory. The course covers the physiology, anatomy, and diversity of the Kingdom Plantae. Topics include plant biochemistry, photosynthesis, photorespiration, and plant genetics. Laboratory exercises include angiosperm anatomy, plant diversity, and several physiological principles. The photosynthetic representatives of the Monera and Protista are discussed. Diversity of the Kingdom Plantae (algae, liverworts, mosses, ferns, gymnosperms, and angiospermsis) is emphasized.

Plant Propagation Methods
Offered: SQ 2008, 2009
Location: Prescott, Arizona
The focus of this course is to acquaint students with a wide array of plant propagation methods and facilities, historic and modern. Field days will be used to tour plant production facilities throughout the region, and to conduct hands-on propagation experiments. Class discussions and lectures will cover everything from conservation of heirloom plants and grafting methods to irrigation and greenhouse systems. Issues of industrial versus sustainable systems will be explored, and students will be encouraged to understand the problems and solutions of plant propagation in today's world.

Plants and Humans
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course gives an overview of human relationships and interactions with plants developed from the perspectives of ethnobotany and economic botany, with emphasis on the following kinds of topics: food plants and domestication, medicinal plants and phytochemistry, ritual and ceremonial plants, plants for fiber and utility, invasive species, plants for bioremediation, and living machines. Activities in the class include laboratory exercises, class discussions,

class projects, and projects based on individual students' interests. This is a foundation course for application-based independent studies in any of the above topical areas and for students pursuing competencies in agroecology, ecological design, human development, ecopsychology, holistic health and wellness, human ecology, and related areas.

Population, Resources, and Solutions
Offered: SQ 2008, 2009
Location: Prescott, Arizona
Environmental issues are an increasing concern to citizens, government policy-makers, and business leaders. A thoroughly educated individual must have an understanding of the major environmental problems our society faces and of the individual's role as part of the problem as well as part of the solution. The goal of this course is to help the student achieve that understanding. The course covers the major environmental issues and problems, including population, resource use, and pollution. We will examine the oftentimes controversial scientific, political, economic, social, and ethical views and implications of each topic, thus developing critical thinking skills. Classes consist of lectures, discussion, and debates on reading assignments; student and guest faculty presentations; and field trips as appropriate.

Religion and Science *(See page 168)*
Offered: SQ 2008
Location: Prescott, Arizona

Restoration Ecology: Watersheds of the Southwest
Offered: SQ 2008, 2009
Location: Arizona
This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of arid-land watersheds and assessing how human activities have affected and shaped their health will set the foundation for the rest of the course. Some of the paradigms and principles relevant to ecological restoration such as succession, disturbance, space-time scales, evolution, historical ecology, ecosystem health, and traditional knowledge will also be examined. Finally, students will learn practical methods of planning, implementing, and evaluating watershed and riparian restoration projects through case study research, field trips to restoration sites, and hands-on restoration work.

Rock Climbing and Geology *(See page 177)*
Offered: FB 2007, 2008
Location: Prescott, Arizona

Principles of Small-scale Agriculture
Offered: FQ 2007, 2008; SQ 2008
Location: Williamson Valley, Arizona
Small-scale agriculture seeks to maintain or improve the health of the earth while providing food for humans. Since it is from the soil that life is generated, the needs of the soil will be discussed in depth. Practical aspects of farming will be covered such as seed selection, companion planting, crop rotation, irrigation systems, and harvesting techniques. Alternative methods of growing food such as biodynamics, permaculture, and the French intensive method will also be discussed. Students will have the opportunity to tour and work in the fields of an active small-scale farm to gain first-hand knowledge of the experience of growing food.

Introduction to Soil Science
Offered: FQ 2007
Location: Prescott, Arizona & Yavapai County
Soil is one of the ultimate factors that determine the productivity of natural and agricultural ecosystems. What factors determine how soils form and what makes them fertile or infertile? Students in this course will study why soils vary in texture, chemical properties, organic matter content and water-holding capacity. In the field, a range of soil profiles will be examined and the appropriate Soil Survey will be interpreted. In the lab, students will learn some basic soil analyses, including determination of pH, cation exchange capacity, available phosphorus, texture, bulk density, and soil organic matter content. In addition, soil samples will be submitted to a state soils lab, and students will learn how to interpret the results from the laboratory analyses.

Special Topics in ES: Geology of Arizona
Offered: SQ 2008, 2009
Location: Arizona
Geology provides insights into the origins and continuing evolution of the landscape in which we live and work. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological history. It includes a brief overview of the basics of geology and geologic time and, through classroom and field trips, demonstrates their application in the three physiographic provinces of Arizona. The course includes rock identification, the rock cycle, plate tectonic theory, the geologic time scale, and the origin and evolution of Arizona landforms and structures through time. A basic understanding of the physical framework provides a platform for other educational pursuits that can range from the natural sciences to the social sciences, and even the realm of artistic expression. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Arizona geology.

Statistics for Research
Offered: SQ 2008, 2009
Location: Prescott, Arizona
Statistics for Research teaches the research skills needed to seek answers to complex ecological, biological, and social questions. This course focuses on hypothesis testing and the design of experiments and surveys. Experience will be given in acquiring large data sets and the statistical manipulation of quantitative data. Subjects include data distributions, descriptive statistics, analysis of variance and t-test, regression and correlation, and non-parametric alternative tests. Exposure will be given to multi-variate testing. Students will gain hands-on experience with SPSS.

Summer Studies in ES: Agroecology
Offered: SUQ 2008
Location: Skull Valley, Arizona
In this century, people have had great success manipulating energy intensive inputs as well as crop genetics to reduce ecological limitations for agricultural production. Some of this success, however, has been achieved by trading off future productivity or sustainability. For example, high yields today may come at the cost of serious soil erosion, or extreme dependence on non-renewable fossil fuels. In this course, we will explore the ecological basis of many basic farming practices. We will investigate the importance of soil organic matter and native soil fertility, crop diversity and genetic diversity, water availability and conservation, insect herbivore and predator dynamics, the effects of various tillage approaches, and the role of domesticated animals in agroecosystems. The ecological underpinnings and sustainability of agricultural systems from around the world as well as local farms will be interpreted.

Summer Studies in ES: Plant Breeding for Sustainable Agriculture: Theories and Methods
Offered: SUQ 2008
Location: Skull Valley, Arizona & SW U.S.
This class will cover all of the fundamental concepts needed to frame breeding objectives in the context of environmental challenges, organic market needs, and sustainable cropping methods. Students will demonstrate practical breeding techniques to achieve specific goals in field plots. They will also be involved in ongoing breeding projects, performing pollinations and actively selecting several crops in the field. The class will cover the genetic basis of Mendelian principles, crop co-evolution, and the population structure of self- and cross-pollinated crops. Discussions on increasing the diversity and genetic breadth of specific crop types for sustainable farming systems will be emphasized throughout the course. The practices and goals of genetic engineering and modern plant breeding for high-input monoculture systems will be assessed in a cultural, historical, and environmental context. Field days will be used to visit breeding nurseries and farms producing organic vegetable seed in the Southwest.

Summer Studies in ES: Contemporary Issues: Alaska
Offered: SUQ 2008
Location: Alaska
Alaska, one of the last strongholds for "wild" in North America, is also the epicenter for some of the nation's most hotly contested environmental issues. In this course students will research the controversies that dominate politics in the 49th state: oil development in the Arctic, the gray wolf sterilization and eradication program, proposed large-scale timber harvest in the Interior, Indigenous sovereignity and subsistence, large-scale mining, the Tongass National Forest, and the decline of commercial fishing, to name only a few. Students will read widely. They will also meet with environmental activists and developers, both groups who consider the Last Frontier their last best chance to pursue their interests.

Summer Studies in ES: Natural History of Alaska
Offered: SUQ 2008
Location: Alaska
This course is an introduction to the ecological diversity of Alaska. Students will travel throughout Alaska to study principles of communities and ecosystems, and geographical ecology. They will also investigate how northern landscapes and climates interact to produce major patterns of vegetation, and how animals adapt to these patterns. Students will learn to identify the dominant plants typical of the climatic regions of Alaska, from the rainforests of the south-central coastal areas, to the Interior boreal forest, to the tundra of the Arctic and alpine regions. Principles of animal distribution and adaptation will be introduced through indicator species of each region studied.

Summer Studies in ES: Southwest Natural Systems Agriculture
Offered: SUQ 2008
Location: Skull Valley, Arizona
Natural Systems Agriculture is a term coined by Wes Jackson and his colleagues at the Land Institute in Salina Kansas. It refers to agricultural systems that are designed to mimic the structure and function of natural plant communities of specific ecosystems. Considerable work has been carried out in the Midwest to develop a prairie-like Natural Systems Agriculture, but little work of this type has been done in the Southwest. In this course we will evaluate the biological and ecological characteristics of numerous native or introduced plant species for their potential use in a Natural Systems Agriculture. Students will study the plant species as they exist in the wild and will experiment with propagating and cultivating the plants at the College's experimental farm in Skull Valley. Students will also evaluate the ethnobotanical backgrounds of the potential crop species. This course is an important part of a long-term project to develop a viable set of crop species for use in a Southwestern Natural Systems Agriculture.

Summer Studies in ES: Topics in Geography: Alaska
Offered: SUQ 2008
Location: Alaska
This course applies theoretical concepts in physical, cultural, and biogeography to specific regions of Alaska. Interrelationships between landscapes, ecological systems,

and human cultures, past and present, will be explored. Students will analyze and compare temperate rainforests, interior forests, and arctic and alpine tundra in the contexts of geomorphic development, ecological habitat, and human lifeways. In addition to intensive field experience and interviews with local people, students will engage with course material through lectures, readings of primary literature, and seminars.

Water in the West
Offered: FQ 2008, WB 2008
Location: Prescott, Arizona
This course is a comprehensive survey of the role of water resources in the development and life of the western U.S. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Other arid world regions will be reviewed, as will proposals for the future.

Weather and Climate
Offered: WB 2008; SQ 2008, 2009
Location: Prescott, Arizona
This is an introductory course on the atmospheric environment: basic descriptive meteorology. Topics covered include: global climate, climate changes, the behavior of air masses, energy exchanges in the atmosphere, atmospheric moisture, cloud development, precipitation, winds, and severe storms. Weather in the western United States is emphasized.

Wetland Ecology and Management
Offered: FB 2007, 2008
Location: Arizona
Wetlands, declining in both extent and quality, have become habitats of global concern. In this class, students are exposed to the diversity of wetland types in Arizona, concentrating on physical and biological characteristics, ecological relationships, and conservation approaches relating to freshwater wetlands. Field trips in the state will sample wetland ecosystems under the jurisdiction of the cities of Prescott and Sierra Vista, Arizona Game and Fish, U.S. Fish and Wildlife Service, Bureau of Land Management, U.S. Forest Service, National Park Service, the Nature Conservancy, and private ownerships. Students will document their learning process in portfolios and in the form of papers presented as proceedings.

Wildlife Management: Applied Conservation Biology
Offered: WB 2008, 2009
Location: Central & S Arizona
Today, preservation of biodiversity is supplanting old notions of wildlife management. This intensive course, a sequel to Conservation Biology, will expose students to the wildlife management field - past, present, projected future. We will examine aspects of population biology and demography and visit wildlife refuges and other managed lands, meeting with administrators, biologists, and researchers active in the field.

Human Development

Addiction and Recovery
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

Adolescent Psychology
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course is designed for advanced undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus will be on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.

Bodywork Practicum
Offered: SUQ 2008, 2009
Location: Clarkdale, Arizona
This course will provide the student with opportunities to enhance and practically apply what they have learned in their bodywork courses. The student will participate in an academic and practical orientation to the ASIS program, as well as an overall program review at the close of the program. Didactic and experiential study in professional communication and ethics, business practices, and bodywork law will be completed. Several forums will be provided for the students to practice their bodywork skills, including a student massage clinic and various community massage events. The students will document their learning and experiences in massage journals throughout the ASIS program. Successful completion of this course (along with the corequisite courses) will prepare the student to take the National Certification Board for Therapeutic Massage and Bodywork Examination and practice as a Certified Massage Therapist.

Community and Counseling Practicum
Offered: FQ 2007
Location: Prescott, Arizona
This course introduces students to the concept of service as a vehicle for personal growth and social change through deep self-inquiry and compassionate action. Each student will intern with a local human service agency or private service provider. Students spend approximately 100 hours of supervised counseling activities. A minimum of 40 hours is spent in a direct service environment. Other activities include weekly group case consultation and in-service workshops. Students research and present psycho-educational material relevant to their placement. Students directly apply skills of effective helping, self-directedness, and sustained commitment to self, peers, and community. This course promotes that service is always a strengthening action and is at the heart of true community.

Community Mediation and Principled Negotiation
Offered: FQ 2007, 2008
Location: Prescott, Arizona
Community mediation reflects a growing trend toward non-litigious resolution of conflict. Across the country, communities are realizing that mediation is a positive and practical means of intervening successfully in community-based disputes, neighborhood conflicts, business-customer disagreements, domestic strife, etc. In mediation, parties come together in a neutral setting, with a trained mediator, to resolve disputes. This course will train students in the basics of mediation. A six-stage model of mediation is presented along with extensive opportunities to develop and integrate mediation skills. Students will learn and apply the skills of principled negotiation. At the end of the course students will have an academic and experiential background in basic mediation skills and principled negotiation.

Conjunctive Studies in Bodywork
Offered: SUB 2008, 2009
Location: Clarkdale, Arizona
This course will explore the foundational, science-based knowledge required of any bodyworker. Course topics will include anatomy, physiology, kinesiology, and palpation skills, as well as first aid, CPR, and HIV training. The information in this course will be fundamental for the students' further study and practice in bodywork (see corequisite courses). Successful completion of this course (along with the corequisite courses) will prepare the student to take the National Certification Board for Therapeutic Massage and Bodywork Examination and practice as a Certified Massage Therapist.

Counseling Skills
Offered: SQ 2008, 2009; FQ 2007, 2008
Location: Prescott, Arizona
This course is an introduction to basic counseling skills. It provides training in the conditions, based on research, theory, and practice, that facilitate effective counseling: empathy, respect, relational immediacy, authenticity, counselor use of self, reframing, and confrontation. This course is founded on a unity of theory, research, and practice. Theory, research, or practice alone cannot adequately prepare a student to engage in effective counseling. Together, theory, research, and practice can provide a rich tapestry for the integration of counseling skills in helping relationships. This course combines theoretical constructs and research findings related to counselor-client interactions with structured experiential activities. Sessions of students interacting in a counselor-client training mode provide the basic format to assist students in learning effective and appropriate communication and counseling skills.

Counseling Theories
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
This course is designed to acquaint the student with the major theories of counseling approaches. These approaches may include: psychoanalytic, Jungian, Adlerian, Family Systems, existential, person centered, gestalt, behavioral, cognitive, and feminist therapy. Basic concepts and therapy techniques from these approaches are presented. This course also examines ethical issues in counseling, the nature of the therapist's relationship to self and client, and factors essential to a successful therapeutic relationship. Self-reflection on the part of the student regarding his/her own attitudes, values, and goals is essential.

Creating Community: A Holistic Approach
Offered: WB 2008, 2009
Location: Costa Rica
This course will meet at the True Nature Community in Costa Rica, where students will have a hands-on experience of living in a small, developing, and intentional rural community integrated into the local village. We will look at the values, benefits, and challenges of creating community, particularly as it relates to sustainable living. Although our focus will be on intentional eco-conscious community, we will also address creating community in diverse situations. Course content will include dynamics of community formation, facing obstacles and barriers, communication, decision making and governance, group process, leadership development, phases of community life, creative expression, and ceremony/ritual. We will study select communities as models for our learning process. Our approach will be holistic, integrating physical, mental, and spiritual elements. Our interrelationship with the Earth and natural resources will serve as an essential part of our studies and practice. We will also establish contacts and identify resources and support systems that will assist the continuation of our work. Students will be encouraged to develop

their personal visions, areas of interest, and self-directed projects relevant to the course.

Aikido: The Way of Harmony
Offered: FQ 2008
Location: Prescott, Arizona
This course is an introduction to the Japanese art of Aikido, "the way of harmony of the spirit." The course includes three elements: the history and philosophy of Aikido; the physical discipline, mental discipline, and practice of Aikido; and the application of the principles of Aikido in daily life.

Eastern Bodywork Modalities: Theory and Practice
Offered: SUQ 2008, 2009
Location: Clarkdale, Arizona
This is a survey course in Eastern bodywork modalities. The student will study the theory and practice of various eastern approaches to bodywork, including Shiatsu, Polarity, and Reflexology. Learning will be didactic and experiential in nature. Successful completion of this course (along with the corequisite courses) will prepare the student to take the National Certification Board for Therapeutic Massage and Bodywork Examination and practice as a Certified Massage Therapist.

Ecopsychology: Choices for a Sustainable World
Offered: SQ 2008; WB 2009
Location: Prescott, Arizona
By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

Ecopsychology: Paradigms & Perspectives
Offered: FQ 2007, 2008
Location: Prescott, Arizona
Ecopsychology is an emerging area of inquiry concerned with the psychological dimensions of our relationship to non-human nature. Ecopsychology thus provides the opportunity to identify that which constitutes healthy, or conversely degrading, relationships with our planetary system. The course will serve as a forum to explore and question the culturally constructed schism between the psychological and the ecological; the psychological causes and effects of environmental degradation; and our collective notions of self and nature in comparison to those of earth-based traditions, including Australian Aboriginal, African Tribal, and Native North and South American. We will identify ways in which we can individually and collectively develop awareness of the interdependence between our well-being and the health and preservation of the Earth. Our essential goal is to establish an ethic and practice of care for ourselves, each other, and our home.

Ethical, Legal and Professional Issues in Counseling
Offered: FB 2007
Location: Prescott, Arizona
This course helps students prepare for work in the helping professions. Students are oriented in core domains of practice, especially social and cultural foundations and legal and ethical standards. The premise of this course is that growth in our personal lives is not only inseparable from our professional development; it is also our most effective technical tool in the helping relationship. Students take responsibility for their own motivations becoming helping professionals. Students are introduced to various career tracks, training resources, credentialing paths, and internship sites in the field. In theoretical reviews and practice sessions, the course provides opportunities to develop a deeper understanding of the core competencies of a well-rounded helping professional, including: screening, intake, assessment, treatment planning, case management, crisis intervention, referral, report-writing, and consultation.

Family Systems in Film and Literature *(See page 180)*
Offered: FB 2007
Location: Prescott, Arizona

Family Systems Theory
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course is an exploration of the family system. Using Bowen Family Systems Theory as a guide, we will explore the human family as an example of a natural system. Issues examined include the family's multigenerational emotional field, the concept of differentiation in the family environment, triangles and triangulation, symptom development as a family systems phenomenon, chronic anxiety, the individuality and togetherness life forces, and the family life cycle, among others. Students will learn how to construct their own family genograms and will be encouraged to undertake an extensive examination of their own multigenerational family histories as a way of facilitating their own personal growth and development. Other systemic models of family therapy will also be presented to highlight theoretical and clinical applications of family systems approaches.

Feminist Psychology
Offered: SQ 2008, 2009
Location: Prescott, Arizona
Psychology is divided into specialty areas (e.g., social, clinical/counseling, developmental, cognitive, physiological). Feminist Psychology cuts across these areas to take a women-centered approach to psychology, in contrast to the historical pattern in psychology of either ignoring women and women's issues or generalizing work done with men to women. The fundamental goal of feminist psychology is to create a psychology opposed to sexist oppression. By exploring women's experiences within their social context, students will learn to challenge traditional labels of pathology that are commonly assigned to women and girls and learn how to apply a feminist perspective in their work as counselors and teachers.

Group Process for Adventure Educators
Offered: WB 2008, 2009; FQ 2007, 2008
Location: Central & N Arizona
Within a conceptual framework based on an overview of the role of the leader in an adventure-based educational process, students will read about, discuss, and practice skills such as group facilitation and conflict resolution, assessing groups, and the designing of appropriate activities to facilitate group development. Much of this will be done within the context of initiatives and activities used by many adventure-based experiential schools such as Outward Bound. Students will also work toward developing their own leadership style. Designed for students who plan to work with groups in a leadership role, this course will be structured to complement the College's outdoor leadership program.

Holistic Body Work: Introduction & Survey
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This is an introductory level course for any students interested in a holistic approach to health through the use of bodywork. The course will cover the history and theory of Swedish massage. Students will learn basic anatomy and become skilled in this essential foundation. In addition, the course will survey a broad range of other approaches to bodywork and holistic health.

Holistic Health and Wellness
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course will take a personal and planetary perspective on health and well-being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will be laid upon a foundation that self-responsibility, increased awareness, and compassionate self-acceptance are the bases for health.

Human Nutrition and Food Choice
Offered: SQ 2008
Location: Prescott, Arizona
Concern for the environment at large should go hand-in-hand with a concern for one's most immediate environment - the self. Optimal nutrition contributes to a healthy physical and mental state. This course helps students understand the fundamental principles of nutrition bioscience and explore a variety of controversies, including nutrition and disease, supplements, dieting, refined foods, and additives. Students analyze their own dietary choices and develop their own holistic perspective on nutrition and wellness.

Introduction to Human Anatomy for Holistic Health
Offered: FQ 2007
Location: Prescott, Arizona
Basic structure and function of the muscular, skeletal, connective tissue, nervous, and organ systems will be covered. Other topics that will briefly be addressed include physiology, kinesiology, and pathology of the body systems. Teaching modalities will include: lecture, discussion, educational videotape viewing, 2- and 3-dimensional visual aids, palpation, movement, and written, oral, and kinesthetic testing.

Interpersonal Communication
Offered: FQ 2007, 2008; SQ 2008, 2009
Location: Prescott, Arizona
The ability to effectively communicate with others is an essential life skill. Whether you want to have an effective career working with people or develop satisfying personal relationships, having excellent interpersonal communication skills can make the difference between mediocrity and success. This course covers the theories and practice of interpersonal communication. Students develop an awareness of their own unique style of communicating and develop strategies to maximize their potential. An emphasis is placed on using experiential activities to practice the skills of effective speaking and listening. Topics include active listening, giving and receiving feedback, non-verbal communication, resolving conflicts, relationship building, and communicating under pressure.

Life Centering: Mindfulness and Meditative Practices
Offered: FQ 2007; WB 2008, 2009; SQ 2008, 2009
Location: Prescott, Arizona
This course provides the student with a theoretical and experiential overview of mindful and meditative practices from an array of philosophical and spiritual traditions. Course participation involves a significant amount of experiential immersion in pertinent practices, as well as didactic study of the theoretical foundations of these practices. The course is designed to encourage self-reflection, life enhancement, and didactic and experiential learning within each student.

Lifespan Development I: Early Childhood through Adolescence
Offered: FQ 2007, 2008; SQ 2009
Location: Prescott, Arizona
This course is designed to familiarize students with developmental themes and tasks of children from birth to 16 years of age. The works of major theorists in the field are introduced, and students are encouraged to

apply various theoretical constructs to their observations of, and experience with, children and adolescents. The course emphasizes examination of the student's own developmental history, as well as his/her family of origin as a point of departure for organizing and understanding developmental theory.

Lifespan Development II: Early to Late Adulthood
Offered: SQ 2008
Location: Prescott, Arizona
To better understand and appreciate human development, we must view development and growth as a lifelong process. This is the second course in the Lifespan series. Here we investigate the stages of development from early through late adulthood. Development is defined from emotional, social, cognitive, biological, gender, familial, mythological, transcultural, and spiritual perspectives. Through this wide-angle lens, we explore both continuous and stage theories of adult development, the corresponding ages, the nature of transition periods, unique and shared changes, and death and dying. Students read a variety of different models of adult development and integrate their own perspectives that can act as a guide for their own lives.

The Meaning of Contemporary Events
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course gives students the opportunity to critically assess significant contemporary events through a systematic inquiry process that contextually reviews the events themselves through the lens of both theory and the effect of emotional processing on our understanding of those events. Examining the meaning of contemporary events presents a particular challenge. As observers of events that directly affect us, it is especially difficult to approach these events from an intellectually objective, contextual, and non-reactive stance. Being so close to these events, it is more common to adopt subjective and reflexive perspectives, thoughts, and feelings that often guide our analysis and understanding. In this course, students will develop the ability to understand, analyze, and assess the meaning of contemporary events as well as find ways to personally apply their learning to become more effective change agents and leaders in the world. Through developing one's capacity for intellectual objectivity and emotional clarity, students will seek their own meaning of significant contemporary events that transcends the immediacy of these events at a particular moment of time.

Introduction to a New Psychology
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course will provide an overview of the major areas of study in psychology. Topics will include the biological basis of behavior, sensation and perception, consciousness, personality, motivation and emotion, learning and memory, cognition, abnormal behavior, and social psychology. Although the course is essentially an introduction to psychology, we will extend traditional conceptions of psychology by continually asking how our knowledge of human behavior and human nature is relevant to the contemporary world.The course is concerned with how basic psychological principles can inform our environmental and social change efforts.

Psychology of Personal Growth
Offered: FQ 2008
Location: Prescott, Arizona
The path to personal growth and transformation has many entry points, including mindfulness, self-awareness, and an understanding of the relationship between who we are and how we live. "How am I to live?" will serve as the overarching question for students in this course. Using current research and theory, an exploration of social context, and in-depth self-reflection, students will develop an understanding of the relationship between what we think, how we act and who we become.

Opening the Creative Mind
Offered: SQ 2008, 2009
Location: Prescott, Arizona
This course offers the student an exploration into creativity and personal development through a variety of processes and media. Our emphasis will be on breaking out of conditioned ways of thought and perception in order to generate new creative ideas, original solutions to problems, and inner skills of self-directedness. Theoretical models and experiential exercises are used to foster flexibility of awareness, move through creative blocks, and align with the dynamic stages of the creative process itself. Methods may include image-making, writing, games, stories, movement, rhythm meditation, and creative life actions. An excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.

PAN I: People, Animals, and Nature
Offered: SQ 2009
Location: Mayer, Arizona
Students will live at Chauncy Ranch Monday through Thursday. This course provides both a theoretical and applied experiential grounding in our relationships within the natural world. Foundational readings and dialogue from the Biophilia Hypothesis will help frame an inquiry based exploration of relationships in the more than human world. Students will explore these relationships with each other, through an informed engagement of the nature of being human, through immersion and study of the local bioregion, and through intentional relationship with equine partners.

PAN II: Relational Horsemanship
Offered: SQ 2009
Location: Mayer, Arizona
This course provides foundational skills for students interested in working with horses or in Equine Experiential Learning. Through reciprocal relationships with horses, students explore patterns of communication and leadership. As groundwork for this reciprocity, students learn about historical and contemporary relational approaches to human-equine partnership. Safe and effective horsemanship skills will be taught. Western riding and horsepacking skills will provide an applied context within the course.

PAN III: Personality Theories
Offered: SQ 2008, 2009
Location: Mayer, Arizona
This course aims at understanding personality and motivational processes. Personality theories are functional in orientation and have significance for human adjustment and survival. Various views of human nature are represented in psychoanalytic, behavioral, humanistic and existential approaches. Theorists (e.g., Freud, Jung, Skinner, Rogers, Maslow) from these schools have made significant contributions to understanding "why people are the way they are." Relationships among theory, research, and clinical practice will be discussed, and concepts from personality theories will be used to understand behavior. Students will pursue in depth research in a specific typological system of personalities.

Psychology for Social Change
Offered: WB 2008
Location: Prescott, Arizona
This course explores and attempts to expand psychology's contributions to our understanding of the world's problems involving social and environmental injustice. Specific topics may include: the relation between psychological health and environmental conditions; the psychology of global responsibility; the nature of empowerment and transformation; psychological views on aggression and conflict; peace making and peace building. Our work together provides a platform for taking individual, community, and political responsibility.

Psychology of Healing and Happiness
Offered: SQ 2008, 2009
Location: Prescott, Arizona
Since its inception, the profession of psychology has focused, with considerable success, on pathology and its origins and remedies. This course will focus on the new field of positive psychology, which focuses on positive feelings and strengths. Students will explore the growing body of knowledge on positive emotions, such as optimism, humor, spirituality, and forgiveness, and their relationship to health, healing, and happiness. Students will have the opportunity to explore their own positive feelings and strengths and the relationship they bear to their own degree of life satisfaction.

Psychopathology
Offered: FQ 2007, 2008
Location: Prescott, Arizona
This course will introduce forms of abnormal consciousness and behavior, including disorders of mood, anxiety, schizophrenia, eating, sleep, cognition, development, addictions, and personality. Reading and discussion will include the biomedical, psychodynamic, and environmental models and treatment of abnormality. In addition, we will consider the very concept of "abnormal behavior" in the context of cultural influences. Students will be expected to choose independent readings and facilitate discussion of a particular topic of interest. The class will attend at least one professional conference related to the field of abnormal psychology and the mental health field.

Sexuality and Sexual Outlaws
Offered: WB 2008
Location: Prescott, Arizona
Sexuality is a social experience grounded in interpersonal relations, social scripts, and cultural norms and values. Far from being our "natural" programming as human beings, sexuality is a social act that is shaped and affected by social forces and is learned through interaction with others. What is viewed as "natural," "normal," and invariant is socially produced, reproduced, and contested. A critical examination of sex and the sexual reveals much about the distribution of power and privilege within society. This course will focus on the ways that social forces and interaction construct and situate our understanding and experiences of sex and sexuality.

Small Group Dynamics
Offered: FQ 2007; SQ 2008
Location: Prescott, Arizona
This course is designed for students who will be working with groups of people or are interested in how groups work. Current models being used in this field to understand and facilitate groups will be covered. Students will spend a significant amount of the class time learning experientially by participating in class activities that illustrate the topics explored in the reading. Examples of topics covered include group development, communication in groups, leader/followership, norms, and group problem solving and decision making.

Summer Topics in HD: Gestalt Therapy: Theory and Practice
Offered: SQ 2008
Location: Prescott, Arizona
Gestalt Therapy is a method of psychology that honors each human being as a unique expression of life, while living in a culture that may not always allow that uniqueness to be expressed. Gestalt Therapy is a creative process that challenges those involved to be authentic, spontaneous, and present. The Gestalt process is an invitation to actualize one's possibilities and resolve internal and external conflicts. Students will

learn and experience the basic principles, concepts, and techniques relevant to the practice of Gestalt Therapy.

The "F" Word: Feminism, Women, and Social Change
Offered: FQ 2007, 2008
Location: Prescott, Arizona
What does it mean to be a woman? What is feminism? Is it outdated? Have women achieved equality? How have changes in women's and men's roles affected the sociopolitical landscape in America? Over the past two decades, many have come to believe that feminism is dead, or should be. However, when large groups of people are surveyed as to their beliefs about gender roles, by and large those polled strongly agree with feminist principles and values, although they balk at being referred to as "feminists." Feminist scholars have now deliberately coined the term "The F Word" when referring to this backlash against feminist terminology. This course explores these questions and examines the interaction between gender and other social stratifiers such as race, culture, class, age, sexual orientation, and ability. We will address the role of systems of social injustice; explore avenues for creating both individual and collective change through social action; examine global issues; and study women from other cultures.

Models of Leadership: Leadership through Differentiation
Offered: SQ 2009
Location: Prescott, Arizona
In the United States and around the world today, there is a crisis in effective leadership. Models of Leadership is a course designed for aspiring leaders in every discipline. It explores the skills, behaviors, attitudes, and promises of successful leadership, and it does so in an innovative manner. Rather than providing an overview of theoretical models and thus a "breadth" of perspectives, this course challenges students to explore a particular theoretical model in depth and then compare that perspective with other models. Leadership Through Differentiation is a leadership model based on Bowen Systems Theory, a theoretical model derived from natural systems and applied to human functioning. Leadership through Differentiation offers a radical shift in the notion of leadership that redefines successful leadership from an informational, process, and/or product perspective to one in which the emotional maturity or differentiation level of the leader is the single most significant variable in the successful functioning of leaders in any system. Students will investigate qualities of successful leaders, interview community leaders, research biographies, and observe leaders in action. They will also apply the principles of differentiated leadership to their own lives and future goals. Finally, students will demonstrate their understanding of differentiated leadership through a class or community project. This course may be repeated for credit as different models are presented at different times.

Therapeutic Use of Adventure Education
Offered: FB 2007, 2008
Location: Arizona & Utah
This is an advanced-level course for students seeking a combination of skills in both Adventure Education and Human Development. It will be highly experiential, as well as being based on a strong theoretical foundation. The course will start with some time on campus exploring wilderness therapy models and theory, and participating in a local service project. During the campus phase of the course, students will choose from a range of special populations and begin research for a paper on this population. An extended field component of the course will allow students to explore what it is about the wilderness setting that is therapeutic for most people, which will serve as a starting point for study of designing wilderness experiences for special populations. Time will be spent examining those groups who most often receive wilderness programming as an adjunct to traditional treatment programs. Populations covered include: youth at risk, disabled, survivors of sexual abuse, and individuals in recovery from drug and alcohol addiction.

Nature and Psyche
Offered: FB 2008
Location: Arizona
This interdisciplinary course explores the complex relationship between human consciousness and non-human nature. Course exploration revolves around four major themes: 1) the nature of our psychological responses to the non-human world, historically, currently, and ideally; 2) the concept of the Self, explored from psychological, sociological, evolutionary, and ecological perspectives; 3) the guidance that non-human nature provides for human behavior; and 4) the relationship between the wounding, or well-being, of the psyche and the degradation, or care, of the earth. Within the context of these themes, we explore such questions as are humans and non-humans compatible? Is human domination of the non-human world natural? How might human consciousness and behavior become more adapted and responsive to current ecological conditions? One week of the course takes place in a retreat setting. Learning formats include lectures, experiential exercises, field natural history exploration, and extensive writing.

Western Bodywork Modalities: Theory and Practice
Offered: SUQ 2008, 2009
Location: Clarkdale, Arizona
This is a survey course in Western bodywork modalities. The student will study both the theory and practice of various Western approaches to bodywork, including Swedish Massage, Connective Tissue Massage, Neuromuscular Therapy, and Sports Massage. Learning will be didactic and experiential in nature. Successful completion of this course (along with the corequisite courses) will prepare the student to take the National Certification Board for Therapeutic Massage and Bodywork Examination and practice as a Certified Massage Therapist.

Women's Wisdom and Nature
Offered: SQ 2008, 2009
Location: Central Arizona
There is a call to women to access their inherent wisdom and offer leadership in relation to current planetary conditions. To step into our roles as wisdom keepers implies not only embracing our personal stories, but also going beyond the personal, into making common good for common cause. This course will draw upon a number of disciplines, with an emphasis on their relationship with the natural environment: archetypal psychology, ecopsychology, and history from a woman-centered perspective. We will address areas of study relevant to women and nature, including women's rites of passage, personal empowerment, the creative arts, ceremony, recreation, and potential cycles of women's psychological and spiritual development. Our approach will be holistic, integrating the mind, body, and spirit. We will complete the course by focusing on the integration of our studies and experiences into our personal lives and the world at large.

Yoga Teacher Training and Certification
Offered: WB 2008, 2009
Location: Prescott, Arizona
This course is designed for students who would like to deepen their personal yoga practice and receive foundational training in the art of teaching yoga. Extensive training and practice in the techniques of asana, pranayama, meditation, and chanting will be a central part of this class. We will also explore teaching methods and such topics as sequencing, details of alignment, variations for different populations, verbal and hands-on adjustments, and verbiage for safely leading others in and out of postures. The course will also include academic work in yoga philosophy focusing on yoga history, lifestyle and ethical issues, anatomy (Western and esoteric), and teachings from the Yoga Sutras. This course provides the contact time and content needed for a 200-hour Teacher's Certificate. Successful completion of this course will result in a Certificate of Completion from Prescott College, as well as enabling students to register with Yoga Alliance as a Registered Yoga Teacher (RYT).

The Alchemy of Awareness
Offered: FB 2008
Location: Prescott, Arizona
This course will cover a variety of concepts and practices concerning mindfulness and how it can be utilized to overcome emotional reactivity. Students will study and practice meditation, Yogic breathing, and Chinese movement as described by Bennett-Goleman in *Emotional Alchemy* and Eckhart Tolle in The Power of Now. By developing advanced observational skills using all sensory modalities, students will learn how to orient experiences around a reference point of awareness and trust. This point of observation allows the participant to become alert to "emotional echoes" which often result in unconscious maladaptive reactions to situations. By observing their attachments to these reactions, students can become more active in choosing their thoughts, words, and actions. Students will also witness the healing pattern of insight and compassion that can occur in the "alchemy of awareness." By becoming familiar with these elements of the human condition, students will learn more about how to deal with difficult situations.

Yoga: Philosophy and Practice
Offered: SQ 2008; FQ 2007
Location: Prescott, Arizona
This is an introductory course to the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them in the integration of the material.

Applying to Prescott College

At Prescott College, you are much more than a number.

The Admissions Committee carefully considers all applications to the College, looking beyond the paperwork to see the individual who wants to be a member of our community. In addition to the admission criteria listed below we also consider a student's potential for growth and success at Prescott College. Admission criteria include, but are not limited to:

- Evidence of previous academic success and promise
- Good citizenship and community involvement
- Commitment to interdisciplinary academic pursuits
- Clearly articulated academic goals
- Evidence of self-direction
- Well-developed college essays

The majority of our applicants have received B or higher grades in previous academic work. While transcripts have an important role in the admission process, we use a holistic review process that acknowledges other strengths and characteristics of students' ability to be successful at Prescott College.

The required application items include:

- A completed application form
- $25 application fee
- One letter of recommendation. First-time freshmen (applying directly from high school) must provide a letter from a teacher or counselor using the attached teacher/counselor evaluation form. For transfer students, the letter can come from anyone except relatives or significant others.
- Official transcripts of all high school and college work.
- Test Scores: First-time freshmen must submit SAT or ACT scores for admissions consideration. In the event that you are unable to submit SAT or ACT scores, you may contact the Admissions Office to discuss your options. International students whose native language is not English must submit TOEFL scores.
- Personal and academic essay. Submit a two- to four-page (typed, double spaced) essay relating your personal autobiography and reflecting on your past academic experiences, the reasons you want to attend Prescott College, your educational goals, and how you believe you can achieve your goals at Prescott College. The purpose of this essay is to provide the Admissions Committee with an overall sense of who you are and to evaluate your writing skills. You may include such topics as events and accomplishments that have significance in your life, evidence of your self-direction, your values and ethics, your job(s) and interests, and your community involvement.

Contact the admissions office with questions.

Prescott College
220 Grove Avenue
Prescott, AZ 86301
Toll free: (877) 350-2100 Telephone: (928) 350-2100
Fax: (928) 776-5242 Email: admissions@prescott.edu

Admissions & Financial Aid Calendar

Prescott College practices Rolling Admissions, which means that you may apply at any time prior to the published Last Day to Apply. However, there is a hard deadline for Early Decision and recommended Priority Dates for all other applicants. Applicants meeting these deadlines have the best chance of gaining admission and may be considered for Merit Scholarships.

	Fall Term	Spring Term
Early Decision/Merit Scholarships *(deadline)*	December 1	N/A
PC Responds to ED Applicants	December 15	N/A
Candidates Reply & Enrollment Deposit	January 4	N/A
Freshmen Admissions/Merit Scholarships *(priority date)*	March 1	November 1
Candidates Reply & Enrollment Deposit	May 1	December 1
Transfer Admissions/ Merit Scholarship *(priority date)*	April 1	November 1
Candidates Reply & Enrollment Deposit	May 15	December 1
Last Day to Apply for Admission	August 15	December 15
Financial Aid/FAFSA *(priority date)*	March 1	October 15

Early Decision

Students who have come to the decision that Prescott College is their first choice are invited to apply for the Fall Term under the College's Early Decision Plan. Students who file Early Decision applications with all accompanying credentials by December 1 will receive a decision by December 15. In submitting an Early Decision application, a student enters into an agreement whereby, if admitted, she or he will enroll at Prescott College and immediately withdraw all applications to other colleges. An applicant wishing to apply as an Early Decision candidate should check the appropriate box on page one of the Prescott College application or on the Common Application.

Priority Admission

Prescott College accepts applications on a rolling basis; however priority applications are reviewed first and given an admissions decision before other applicants. If accepted, your spot will be held until the reply date, at which point you will need to submit a nonrefundable $200 deposit to hold your spot and confirm your intention to enroll.

Deferred Matriculation

Students wishing to defer matriculation may do so by sending a written request to the Director of Admission and paying a $200 non-refundable deposit. Matriculation will be postponed for up to a full academic year, subject to successful completion of any academic work undertaken during that time.

Application Forms

Applicants may apply using the paper application forms included in the back of this catalog, online via our website www.prescott.edu, or via the Common Application.

Common Application

Prescott College is a member of the Common Application Organization and accepts the Common Application in lieu of our own admissions application for both freshman and transfer applicants. The Common Application is the recommended form of 320 selective colleges and universities for admission to their undergraduate programs. (www.commonapp.org)

Home-Schooled Applicants

If you did part or all of your high school work as a home-schooled student, you will need to submit evidence of academic readiness through a portfolio. At minimum, the portfolio should be 5 to 10 pages and include: course titles, course descriptions, and bibliography. Some prior applicants have chosen to also include writing samples, photography, and CD-ROMs of artwork.

Transfer Students

Transfer students who have successfully completed two full years of college study (90 transferable quarter credits or 60 transferable semester credits with grades of C or better) are not required to submit high school transcripts. All other requirements apply. Transfer students must be enrolled as full-time students at Prescott College for at least two years before they can receive a Prescott College degree.

International Students

Applications from international students are welcome. International students whose native language is not English must exhibit a competency in the English language, with a TOEFL score of at least 500 on the paper-based, 173 on the computer-based, or 61 on the internet-based test.

Transfer Credit

From Other Regionally Accredited US Colleges or Universities

Prescott College will transfer in college-level credit from regionally accredited US colleges or universities for courses in which a grade of 'C' or the equivalent was obtained. College-level credit from non-US institutions will be transferred according to current guidelines of the American Association of Collegiate Registrars and Admissions Offices (AACRAO). In some cases college-level credit from US colleges and universities that are not regionally accredited may be transferable via Prescott College's Conversion Portfolio Policy. Students desiring to transfer such credits should contact the Office of Admissions to determine the applicability of this policy to their educational background. Once enrolled, students work with their academic advisor to determine how their transfer credits will apply to their degree plan.

International Baccalaureate

Prescott College awards 6 college credits to each IB "higher level" score of 5, 6, or 7, up to a maximum of 30 credits. Credit is awarded on a course-by-course basis. IB scores must be sent directly from the International Baccalaureate North American office to the Office of the Registrar. IB tests must have been taken within five years prior to admission to Prescott College. IB-awarded credits do not count towards Prescott College's two-year minimum enrollment requirement.

Advanced Placement

Prescott College awards six college credits for each Advanced Placement score of 4 or 5, up to a maximum of 30 credits. Credit is awarded on a course-by-course basis. AP scores must be sent directly from the College Board/Advanced Placement to the Office of the Registrar. AP tests must have been taken within five years prior to admission to Prescott College. AP-awarded credits do not count toward Prescott College's 2-year minimum enrollment requirement.

CLEP

Prescott College accepts a full range of College-Level Examination Program (CLEP) tests, which measure mastery of college-level introductory course content in a wide range of disciplines. To receive credit for successful performance on a CLEP examination an official transcript must be sent by the CLEP Transcript Service. Prescott College will not accept a transcript or score report submitted by the student, nor will credit be awarded based on another institution's prior evaluation.

Military Transfer Credits

Prescott College awards transfer credits for U.S. military services training via the American Council on Education (ACE) endorsement transcripts: A.A.R.T. (Army ACE Registry Transcript) and S.M.A.R.T. (Sailors/Marines ACE Registry Transcript). Prescott College also awards transfer credit for tests administered to military personnel by DANTES. AART and SMART transcripts and DANTES scores will be evaluated on a course-by-course basis with faculty input. Only those courses that pertain to a student's degree program will be awarded transfer credit.

International Transfer Credits

Transcripts from other countries must be evaluated by an international credential evaluation service. They produce an "official report" which we use for evaluation. The Office of Admissions will submit transcripts for evaluation on your behalf. The evaluation process can take several weeks to complete.

Cost of Attendance

Prescott College Educational Costs 2008-2009

Tuition and Fees[1] (Direct Costs):	
Tuition	$21,492
First term Orientation Fees	$900
Student Activity Fee	$200
Sustainability Fee	$100
Total Direct Costs	$22,692
Indirect Costs (vary given personal lifestyle choices)***:***	
Room and Board	$6.662
Books	$624
Miscellaneious/Personal[2]	$1,248
Transportation[2]	$2,290
Total Indirect Costs	$10,824
Total Estimated Annual Costs	**$33,516**

1 Students who do not have their own medical insurance will also incur a charge of $910 per year for Prescott College insurance.

2 Students may also incur additional costs for transportation to and from Prescott and in association with extended field courses away from the Prescott Campus. The Financial Aid Office includes an assumed $2,200 in the Cost of Attendance budget for determining aid eligibility; individual experience may be more or less, based on specific courses taken. Additional costs are sometimes associated with adventure education, other field courses, and art courses. Certain courses that require extensive travel or extra accommodation costs are assigned an additional course fee. Food costs for field courses are usually shared with fellow students. Personal camping and backpacking equipment is required for most field courses. Certain adventure education courses require special personal equipment (e.g., cross-country ski boots, skis, or mountain bike).

Tuition Payment

For most students Fall tuition must be paid in full or payment arrangements (payment plan or financial aid awards sufficient to cover tuition) must be in place by mid-July. Students accepted to the College after mid-June have a maximum of 30 days from the date of acceptance to finalize payment arrangements or until the start of orientation, whichever comes sooner! Spring tuition must

be paid in full or payment arrangements (payment plan or financial aid awards sufficient to cover tuition) must be in place by mid-December.

Tuition Payment Plans

Through a partnership with FACTS Tuition Management Company we now accept online payments at http://www.prescott.edu/payment/index.html . Lump sum or monthly payments may be made online using FACTS Tuition Management Company.

Should you have any additional questions about tuition payment, please contact our Student Billing Representative at (877)350-2100 ext. 4004.

Financial Aid

Financial Aid Office
877-350-2100
928-350-1111
finaid@prescott.edu
Federal School Code: 013659

Applying for Financial Aid

- Complete your Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. The sooner you apply, the sooner you'll hear from us regarding an award offer!
- The data reported on the Free Application for Federal Student Aid (FAFSA) determines the expected family contribution (EFC). The EFC is then subtracted from the cost of attendance for the academic year. The resulting figure is called demonstrated financial need.
  COST OF ATTENDANCE - EFC = DEMONSTRATED FINANCIAL NEED
- Anticipate that the FAFSA will be processed within 2-3 weeks if you have applied via FAFSA-on-the-Web. If you apply with a paper application, anticipate 4-6 weeks.
- Once the FAFSA is processed, the FAFSA federal processor will send you a Student Aid Report (SAR). You are encouraged to review the SAR to insure that all information is correct. Prescott College will receive an electronic version of the SAR and will then begin determining eligibility for all forms of financial aid.
- Prescott College begins its awarding in March each year. If you have completed your FAFSA prior to March, anticipate receiving an award offer in March. The College continues its awarding based on FAFSA information thereafter.
- In your award offer, it may indicate that you are required to submit additional documents in order for your offer to be finalized. Be sure to complete and submit all documents requested as soon as possible.

Merit Scholarships

Prescott College offers a number of Merit Scholarships each year. They are based upon merit and recognized accomplishments without regard to financial need or national origin. To apply for a merit scholarship, you must submit a complete admission application (including all required documents) indicating your interest by checking the relevant box on page 1 of the application form. The Scholarship Committee meets shortly after the priority deadlines, which must be met for consideration.

John Wesley Powell Scholarship
First time and transfer freshmen

Prescott College created a scholarship to commemorate the historical accomplishments of John Wesley Powell's 1869 expedition down the Green and Colorado rivers. The John Wesley Powell Scholarship Program offers all qualified high school graduates enrolling as freshmen $4,000 per year and is renewable for all four undergraduate years, a total value of $16,000. To qualify, students must be accepted to Prescott College as a freshman (first-time or transfer) and have:

- An SAT-1 critical reading/verbal plus math score of at least 1200 or an ACT score of at least 27, OR
- An SAT-1 critical reading/verbal plus math score of 1000 to 1190 or an ACT score of 22-26 AND a superior rating on the admission application, OR
- A superior rating on the admission application for applicants who receive a waiver of required standardized test scores.

Prescott College Environmental and Social Justice Scholarship
Freshmen and transfer students

Created to commemorate Prescott College's values and mission this scholarship is valued at $2,000 per year and is renewable for up to four undergraduate years, a total value of $8,000. To qualify, students must be accepted to Prescott College and have a documented history of participation in environmental and social justice oriented activities such as Student Conservation Association, community service programs, volunteer programs, Amnesty International, Greenpeace, etc., and/or have a superior record of prior academic achievement. Eligible activities should be disclosed in your application essay. This scholarship may be received in addition to the John Wesley Powell or Transfer scholarships.

Prescott College Transfer Scholarship
Transfer students

Created to assist outstanding transfer students to enroll at Prescott College, this scholarship is valued at $4,000 per year and is renewable for up to four undergraduate years, a total value of $16,000. To qualify, students must be accepted to Prescott College as transfers into the sophomore, junior, or senior year and have a superior record of prior academic achievement.

National and Community Service Education Awards
Freshmen and transfer students

Created to support Prescott College's legacy of community service and volunteerism by encouraging students active in National Service programs and eligible for National Service Education Awards to enroll at Prescott College, this scholarship matches awards such as Americorps Education Awards, National Civilian Community Education Awards, and Presidential Freedom Scholarships dollar for dollar. To qualify, students possessing National Service Education Awards must be accepted to Prescott College and submit proof of their National Service Education Award eligibility along with the application for admission. Prior to enrollment, Americorps Education Certificates must be submitted to the Financial Aid Office so that we may obtain the funds and provide our matching award.

Prescott College Alumni Network Scholarship
Freshmen and transfer students

Created to recognize the valuable contributions of alumni who assist the College in identifying outstanding future Prescott College students, this one-time scholarship is valued at $500, and is applied to the student's first year of enrollment. To be considered, students must participate in a Prescott College Admissions Information Meeting (AIM) hosted by a Prescott College alumna/us and be accepted to the College.

Federal and Institutional Grants

Grants are need-based and do not have to be repaid. You are automatically considered for federal and Prescott College need-based grant funds by completing your FAFSA.

- Federal Pell Grants

Pell Grants are awarded to undergraduate students who have not earned a bachelor's or professional degree. Eligibility is determined by the US Department of Education and is based on information you provide on the Free Application for Federal Student Aid (FAFSA). How much you receive depends on your Expected Family Contribution (EFC), Cost of Attendance (COA), and the number of credit hours for which you are enrolled. You may not receive Pell Grant funds from more than one school at a time.

• Federal Academic Competitiveness Grant (ACG) This grant is awarded to some freshman and sophomore students who are Pell eligible and can demonstrate that they have completed a rigorous high school curriculum. Other criteria for this grant include full-time enrollment and US citizenship. Students who are eligible for the ACG grant are encouraged to request grades due to the 3.0 minimum GPA requirement set by the Department of Education.

- **Federal Science and Mathematics Access to Retain Talent** (***SMART)*** Grant is awarded to some juniors and seniors pursuing a degree in one of the eligible life or physical sciences or multi-disciplinary studies offered at Prescott College who maintain at least a 3.0 GPA in classes required for their major. Full-time enrollment and US citizenship are also required to be eligible. Students who are eligible for the SMART grant are encouraged to request grades due to the 3.0 minimum GPA requirement set by the Department of Education.
- **Federal SEOG Grant**
  Federal Supplemental Educational Opportunity Grants (FESOG) are awarded to undergraduates with priority given to students with the lowest federally calculated EFC.
- **Federal LEAP Grant**
  Leveraging Educational Assistance Partnership grants are awarded to undergraduate Arizona residents with very high need, based on availability of funds.
- **Prescott College Grants** offer need-based grants to students who establish need based on the results of the FAFSA.

Loans

Loans are borrowed funds that must be repaid with interest. You are automatically considered for federal loan funds by completing your FAFSA.

- **Federal Stafford Loans**
  Stafford loans are the most common source of student loan funds made available to students seeking a degree or certificate. Federal Stafford Loans must be repaid with interest. As of July 1, 2006, these loans have a fixed interest rate of 6.8%. Stafford Loans offer deferments of principal payments while a student is in school and allow a six-month grace period after leaving school, before repayment begins. Depending on a student's need as calculated by US Department of Education, a Stafford Loan may be offered as a subsidized or unsubsidized loan, or as a combination of the two.

Subsidized

Subsidized Stafford loans are need-based. With a Subsidized Stafford Loan the Department of Education will pay the interest that accrues while the student is in school and during the grace and deferment periods. Freshmen may borrow $3,500, Sophomores $4,500, and Juniors/Seniors $5,500.

Unsubsidized

Students, regardless of their income or assets, may take out Unsubsidized Stafford loans. They must meet all of the same requirements as those for Subsidized loans, except they do not need to demonstrate financial need. With an Unsubsidized Stafford Loan the student is responsible for interest that accrues throughout the life of the loan. A student may elect to defer interest payments while in school; however, this interest will be added to the principal balance of the loan upon repayment. It is recommended students pay the interest on a quarterly basis to keep their loan debt under control. Independent Freshmen/Sophomores may borrow $6,000, and Juniors/Seniors $7,500. Dependent students may borrow $2,000 regardless of grade-level.

- **Federal Parent Loan for Undergraduate Students**
  The Parent PLUS Loan has a fixed interest rate of 8.5% for all loans disbursed after July 1, 2006. Interest will begin to accrue with the first disbursement to the school. Repayment of principal and interest will begin 60 days after the loan funds are fully disbursed to the school. Parents may borrow up to the cost of attendance less any other financial aid funds and resources received.
- **Private/Alternative Loans**
  After you have considered all federal loans, you may also be interested in applying for a private/alternative loan. A private/alternative loan is a credit-based educational loan. Terms and conditions are set by each individual lender, so students should shop wisely for their lender. A list of preferred lenders is prepared annually by the Prescott College Financial Aid Office. Students unable to qualify on their own may need to obtain a co-borrower/co-signer. Students may borrow up to their Cost of Attendance budget, less any other financial aid funds and resources received.

Employment

Student Employment assists in financing educational expenses and provides a valuable service to Prescott College and local community projects. Employment opportunities are available to all Prescott College students. Federal Work-Study (FWS) eligibility is determined by completing the FAFSA for the applicable award year, though students who are not eligible for FWS may also be employed through our campus work-study program. Positions continually become available in College departments, at special events, with orientation, campus tours, and admissions work, as well as supporting faculty and academic programs. Off-campus community opportunities include working with local schools, farms, libraries, and other service organizations. Students can search job listings and apply for positions by visiting https://work-study.prescott.edu any time during the year. Students may benefit from choosing Student Employment rather than searching for a job in the private sector. Student Employment supervisors understand that a student's primary responsibility is to her or his coursework. Accommodations are made in scheduling and work hours whenever possible. Many jobs can be related to academic pursuits and helpful to future careers. Also, earnings from Federal Work-Study are not used to determine eligibility for future financial aid. Overall, Student Employment is a great way to help fund your education and gain valuable work experience.

Money Matters

Helpful Hints Regarding Financial Aid

- First, apply for admission to Prescott College. Doing so will determine your eligibility for some scholarships that are only offered to students upon admission to Prescott College.
- Conduct an extensive scholarship search. Refer to the Resources of this for a listing of scholarship search websites. Scholarship searches can be time consuming, but very rewarding. Do NOT pay an organization or company to do a financial aid/scholarship search for you. There are far too many free resources available to you!

Resources

General Information

Complete your Free Application for Federal Student Aid (FAFSA) . . . . . www.fafsa.ed.gov
General financial aid information including a financial aid estimator . . . . . www.finaid.org
U.S. Department of Education's student aid information site . . . . . www.studentaid.org
Government-wide portal to find any kind of federal service or information at a "one-stop-shop" . . . . . www.students.gov
US Department of Education's database lists lender information and Stafford Loan borrowing history . . . . . www.nslds.ed.gov
You'll need to acquire a federal PIN to access this information and to apply for aid via the FAFSA . . . . . www.pin.ed.gov

Scholarship Searches

American Association of University Women . . . . . www.aauw.org
BrokeScholar . . . . . www.scholarships.brokescholar.com
Chela Financial . . . . . www.chelafinancial.com
CollegeBoard . . . . . www.collegeboard.com
CollegeNET . . . . . www.collegenet.com
College Answer . . . . . www.collegeanswer.com
Corporation for National & Community Service . . . . . www.americorps.org
Families of Freedom Scholarship Fund . . . . . www.familiesoffreedom.org
Financial Aid Smart Student Guide . . . . . www.finaid.org
Free Scholarships . . . . . www.free-scholarships-and-financial-aid.com
Go College . . . . . www.gocollege.com
Internal Revenue Service (educational tax credits) . . . . . www.irs.ustreas.gov
Latin American Educational Foundation . . . . . www.laef.org/scholarships.html
National Merit Scholarship Corporation . . . . . www.nationalmerit.org
Next Student . . . . . www.nextstudent.com
Scholarship Experts . . . . . www.scholarshipexperts.com
Scholarships.com . . . . . www.scholarships.com
SNR Express . . . . . www.srnexpress.com/index.cfm
United Negro College Fund . . . . . www.uncf.org
U.S. Department of Education . . . . . www.ed.gov or www.students.gov
Wired Scholar . . . . . www.wiredscholar.com

Commonly Asked Questions

How much will my family be expected to pay for college?

It depends. We expect families who can afford to do so to pay the entire cost minus any merit scholarships the student might be awarded. Families who cannot afford the full cost and are awarded financial aid pay the difference between their financial aid award and the total cost.

What is the difference between a need-based grant and a merit scholarship?

Need-based grants are awarded after an evaluation of a family's financial resources. Merit scholarships are awarded without regard to financial resources and are primarily based on academic merit or grades.

Once I receive a scholarship is it guaranteed for four years?

The amount of your merit scholarship will remain constant each year for up to four years. Scholarship recipients must make satisfactory academic progress to renew the scholarship each year.

Will my Prescott College grant be increased as costs increase?

Your grant will not be increased as a function of cost increases. The expectation is that each year you will pay a greater amount toward your education. You should also expect that the tuition will increase each year.

Do I have to provide parental information on the FAFSA?

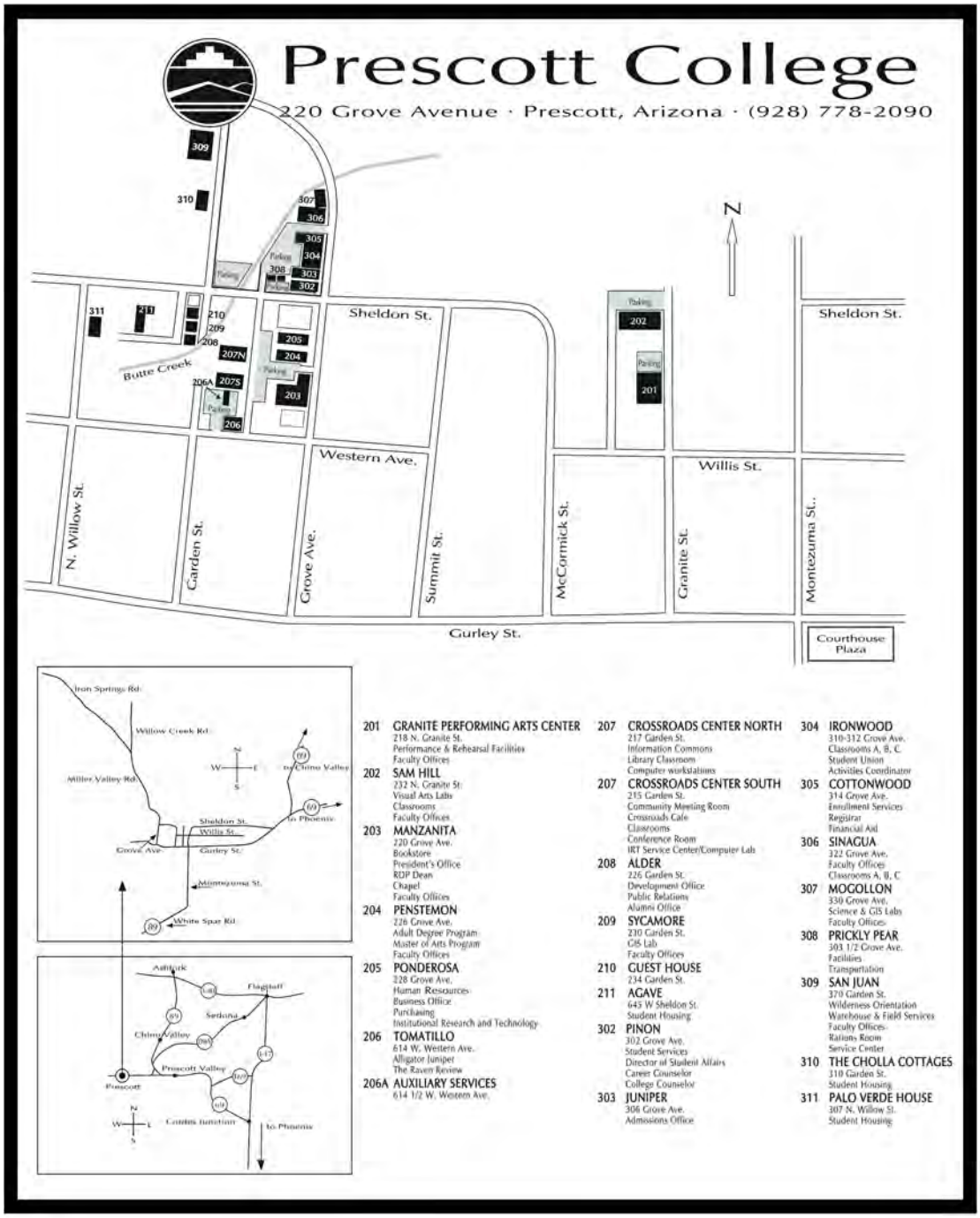
You are automatically considered independent if you were born before January 1 of the year specified for independency on the FAFSA; will be enrolled in a master's or doctoral program; are married before you complete the FAFSA; have children who receive more than half of their support from you; have legal dependents (other than children or spouse) who live with you and receive more than half of their support from you through the time specified on the FAFSA; are, or were, an orphan or ward of the court until age 18; or are a veteran of the U.S. Armed Forces. If you do not meet any of the independency criteria outlined above, you are considered a dependent student and must provide parental information on the FAFSA. If you feel that you should be considered independent due to extenuating circumstances, contact the Prescott College Financial Aid Office to inquire about options.

Are campus jobs readily available?

Yes. Most departments on campus employ student workers. New students receive campus employment information during orientation. Check our website for currently available jobs.

Is there any effect on my need- or merit-based financial aid award if I win an outside scholarship?

No, not usually. Need-based grants are awarded based upon an evaluation of your family's financial resources. Merit-based scholarships are guaranteed for up to four years of full-time enrollment.



How to Get Here

Prescott College is a two-hour drive from Phoenix. Take Interstate 17 north to Highway 69, Cordes Junction exit. Follow Highway 69 into Prescott. Take Gurley Street as you enter Prescott until Grove Avenue (past the Courthouse Square). Take a right on Grove Avenue and a left at the first stop light, which is Sheldon Street. The Admissions Office is located at 306 Grove Avenue.

Rental cars are available at Sky Harbor International Airport and other off-site locations. American West Express Airlines (800) 445-7978) provides flights from Sky Harbor Airport to Ernest Love Airport in Prescott. Ground transportation from Phoenix is provided by Greyhound Bus Lines (800) 445-7978). Shuttle U-Enterprises (800) 304-6114), and Van Go Shuttle (866) 448-2646). Make reservations at least 24 hours in advance.

Nondiscrimination Policy

Prescott College is committed to equal opportunity for its students and applicants for admission, without discrimination on the basis of race, color, creed, national or ethnic origin, sex or sexual orientation, age, disability, marital or parental status, status with respect to public assistance, or veteran's status. This policy applies to the administration of the College's educational policies, financial aid program, or any other programs generally accorded or made available to students. The dean's office is available to discuss and investigate matters concerning discrimination.

Credits

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Prescott College

For the Liberal Arts, the Environment, and Social Responsibility

Please check one:

☐ **Early Decision (12/1 deadline)** ☐ **Freshmen (3/1 priority deadline)** ☐ **Transfer (4/1 priority deadline)** ☐ **(11/1 spring priority deadline)**

Applications accepted on a rolling basis, priority for admission given to applicants meeting this deadline.

On-Campus Undergraduate Application

Biographical Information

Full name: _____ Last _____ First _____ Middle

Former name(s): _____ Preferred name: _____

Mailing address: _____ E-mail address: _____

City: _____ State: _____ Zip: _____ Telephone: (____) _____

How long is your mailing address valid? Indefinitely or until _____ Cell Phone: (____) _____

Permanent address: _____

City: _____ State: _____ Zip: _____ Telephone: (____) _____

Decision letter should be sent to: ☐ Permanent address ☐ Mailing address

Father or guardian's name: _____

Employer/title _____ Living? _____

Home address if different from yours: _____

City: _____ State: _____ Zip: _____ Telephone: (____) _____

Mother or guardian's name: _____

Employer/title _____ Living? _____

Home address if different from yours: _____

City: _____ State: _____ Zip: _____ Telephone: (____) _____

For entrance: Fall 20 _____ Spring 20 _____

Date of birth: _____/_____/_____ Gender: ☐ M ☐ F

Country of birth: _____ Country of citizenship: _____

Do you intend to apply for need-based financial aid? ☐ Yes ☐ No

Do you wish to be considered for merit aid (scholarships) ☐ Yes ☐ No (See Admissions Calendar for deadlines.)

Social Security number: _____ Are you a veteran? ☐ Yes ☐ No

Have you previously applied to Prescott College? ☐ Yes ☐ No Term applied for: _____

Have you previously attended Prescott College? ☐ Yes ☐ No Dates attended: _____

What areas of our curriculum interest you most? Number your first and second areas of interest.

☐ Adventure Education ☐ Arts and Letters ☐ Cultural and Regional Studies ☐ Education ☐ Environmental Studies ☐ Human Development

Education

List all high schools attended.

High School	City/State	Telephone	Dates Enrolled From mo./yr.	To mo./yr.	Grad/GED Date
			/	/	
			/	/	
			/	/	

Test Information (required for first-time freshman) SAT Scores: _____ / _____ / _____ or ACT Score: _____
Critical Reading Math Writing Composite

Colleges/Universities attended: List all colleges and/or universities in which you were enrolled regardless of how many credits you earned or the nature of the program.

College/University	City/State	Telephone	Dates Enrolled From mo./yr.	To mo./yr.	Grad Date/Anticipated
			/	/	
			/	/	
			/	/	
			/	/	

Official transcripts are required from all schools indicated above for admissions consideration (refer to Application Instructions for specific details). Include 'college-credit' transcripts from NOLS, Outward Bound, etc. Prescott College Admissions Office must receive these transcripts directly from the issuing institution or in a college/university envelope sealed by the issuing institution.

List all colleges and/or universities that you are currently attending or plan to attend prior to enrollment at Prescott College.

College/University	City/State	Telephone	Dates Enrolled From mo./yr.	To mo./yr.
			/	/
			/	/

List credits earned by examination (i.e. International Baccalaureate, Advanced Placement). List subjects taken, and scores if known. Prescott College must receive official results directly from the testing agency to award credit.

_____

_____

Extracurricular, Volunteer, and Personal Activities

List your principal activites in the order of interest to you. Include specific events and/or major accomplishments. Some Prescott College scholarships consider the applicant's activities that support the College's legacy of community service and volunteerism.

Activity	Grade Level 11	12	FR	SO	JR	Approximate time spent Hours/week	Weeks/year	Positions held, honors won, or letters earned

How did you hear about Prescott College?_____

Have you visited the Admissions Office? If so, when and with which staff member?_____

Do you know any members of the Prescott College community? If so, whom?_____

The following information is optional and will be used for statistical purposes only. Check all applicable boxes:

☐ African American ☐ Asian/Pacific Islander ☐ Caucasian (non-Hispanic) ☐ Native American/Alaska Native ☐ Hispanic

I certify that the information in this application and essay is complete, true, and solely my creation. I understand that my application and acceptance may be rescinded if I have not complied with this statement.

Signature:_____ Date:_____

Prescott College

For the Liberal Arts, the Environment, and Social Responsibility

Please check one:

☐ **Early Decision (12/1 deadline)** ☐ **Freshmen (3/1 priority deadline)** ☐ **Transfer (4/1 priority deadline)** ☐ **(11/1 spring priority deadline)**

Applications accepted on a rolling basis, priority for admission given to applicants meeting this deadline.

Teacher/Counselor Evaluation Form

Student name _____
(please print or type) Last First Middle (complete) Jr. etc.

Address: _____
Street City State Zip

School: _____
Official Name City State Zip

I authorize _____ to complete this teacher/counselor recommendation for my application to Prescott College and waive my access to the completed form.

_____
Student's signature

To the Candidate:

After you have filled in the lines above, give this form to a teacher/counselor who know you well and ask him/her to fill it out in support of your application.

To the Teacher/Counselor:

Prescott College is a fully accredited, coeducational four-year college located in Prescott, Arizona, offering Bachelor of Arts degrees. Our 450+ students pursue a liberal arts education while studying the various relationships which exist between humans and the natural and social environments,

The Admission Committee appreciates your assistance in determining whether this applicant is well suited to Prescott College. We are interested in a student's academic accomplishments, intellectual strengths and weaknesses, and personal qualities, such as a student's maturity compared to his/her peers, the standards this student sets for himself/herself, and the ease and probability of the student's learning in an environment requiring a high degree of self-motivation.

Confidentiality:

We value your comments and ask that you complete this form in the knowledge that it will not become part of the student's permanent file.

1. How long have you known this student, and in what context?

_____

_____

2. What are the first words that come to mind to describe this student?

_____

_____

3. Which courses have you taught the student? Note the student's year (9, 10, 11, 12) for each course and the level of course difficulty (AP, accelerated, honors, elective, etc.):

_____

_____

4. Classes at PC are small; maximum class size is 12, with student playing a large role in discussion and criticism. How do you think the candidate would function in such classes? _____

_____

_____

Evaluation:

Feel free to write whatever you think is important about the student including a description of academic and personal characteristics. We are particularly interested in evidence of the candidate's intellectual promise, motivation, relative maturity, integrity, independence, originality, initiative, leadership potential, capacity for growth, special talents, and enthusiasm. We welcome information that will help us to differentiate this student from others. Your frank evaluation, which may include anecdotes and specific illustrations, will be most helpful. Attach a separate letter if you prefer.

Ratings:

Compared to other college-bound students you have taught, how would you rate this student in terms of academic skills and potential?

No basis		Poor	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	One of the top few encountered in my career
	Creative, original thought							
	Motivation							
	Independence, initiative							
	Intellectual ability							
	Academic achievement							
	Written expression of ideas							
	Effective class discussion							
	Disciplined work habits							
	Potential for growth							
	SUMMARY EVALUATION							

Teacher/Counselor Signature _____

Teacher/Counselor Name _____ Date _____

Detach and mail to: Prescott College, 220 Grove Avenue, Prescott, Arizona 86301

Experience Prescott College

Ranked one of the top liberal arts institutions in the West

Join Us for a Preview Weekend or for a Campus Visit!

Preview Weekends

Preview Weekend visitors receive an overview of the College, attend a selection of faculty presentations sampling the College curriculum, meet with faculty members in their area of interest, tour the campus, and form friendships with other visitors. Personal interviews are available. Students interested in visiting classes should arrive in advance of the Preview Weekend or stay over one or two days. The Office of Admissions will host Preview Weekends on the following dates:

November 15–16, 2008
February 21–22, 2009
March 28–29, 2009
April 25–26, 2009

Campus Visits

If you can't attend a Preview Weekend, consider a campus visit. The Office of Admissions hosts campus visitors Monday through Friday, except holidays. During your visit you will receive an overview of the College, tour the campus, meet with an admissions counselor, meet with faculty members in your area of interest, or sit in on classes. Allow a full day for your visit.

Admissions in Your Community

Prescott College alumni also host informational meetings around the country and attend many college fairs. Contact Admissions or visit our Website for the latest schedule.

Contact the Admissions Office at
(877) 350-2100 or admissions@prescott.edu

"Our culture has forgotten that the words ecology and economics come from the same Greek root Ecos, which means Home. Ecology is the study of the Home, while economics is the management of the Home. How can we possibly understand the relationships of ecology and economics if we have lost the meaning of Home?"

Professor Doug Hulmes

Prescott College

Admmissions Office

220 Grove Avenue • Prescott, AZ 86301

(877) 350-2100 • (928) 350-2100

Fax (928) 776-5242

admissions@prescott.edu

www.prescott.edu

Please Recycle! When you are finished with this book, please pass it along to a friend, your school counselor, or recycle it.