



<b>Course code</b>	<b>Course Title</b>	<b>Course Description</b>	<b>Credits</b>	<b>Department(s)</b>	<b>Semester</b>
AS/SS270	Mindfulness and Movement (ST)	This is a course about the relationship between our bodies and the environment. We will engage in a series of embodied practices that allow us to bring more awareness and intention to each of our unique patterns of behavior. We will explore the ways in which movement is central to our self-image and to our interaction with the world around us. With a playful curiosity, we will engage in movement and improvisational theater exercises that involve our bodies and our voices. From this place of self-awareness, we will also explore site-specific engagements (both natural and artificial). We will discover how particular modes of interaction with our surroundings influence our experience. We will move, write, create, and interact. Students will work collectively toward a site-specific (place-based) experience that may be shared with the Sterling and Craftsbury community.	3	Applied Science, Social Science, All Courses	Fall
AS100	Tools and their Application	This course teaches safe, efficient use and maintenance of tools important to outdoor natural resource work, primarily: axe, crosscut saw, and chainsaw. Students will also become comfortable with the use of basic power tools and carpentry techniques for Farm/DIY house projects. Weekly sessions cover skills needed for timber harvesting, firewood processing, trail construction and maintenance, and outdoor building projects and form the foundation for skills developed further in other classes. Woodlot and trail-work skills are applied to the management of Sterling's land, and the management goals are discussed. Teamwork, personal responsibility, and personal confidence building are also goals of the class. Students are required to provide their own axe and personal protective gear.	2	Applied Science, All Courses	Fall
AS108	Leave No Trace Trainer	Content includes an overview of the history of the Leave No Trace organization, basic teaching techniques, presentation skills, and an introduction to the seven guiding principles: Plan ahead and prepare, Travel and camp on durable surfaces, Dispose of waste properly, Leave what you find, Minimize campfire impacts, Respect wildlife, Be considerate of other visitors.	1	Applied Science, All Courses	Fall
AS155	Wilderness First Aid	The Wilderness First Aid course uses the patient assessment system as a foundational organizing principle to assess patients' injuries and illnesses. Readings, lectures, and practical simulations and scenarios provide knowledge and skills to ensure rescuer safety, as well as treat traumatic and environmental injuries. Example skills are SOLO's CPR, stopping bleeding, splinting a fractured arm, re-warming a hypothermia patient, and more. Practice in backcountry leadership and rescue skills may be applied immediately because students in the class will be on call to help if an evacuation is needed by the Expedition 2 course. Students who successfully meet the classroom criteria and pass the appropriate practical and written exams will be certified in: SOLO Wilderness First Aid (2-year certification). This is recognized by the American Camping Association, US Coast Guard, and various guides' licensing boards as meeting their first aid requirement.	1	Applied Science, All Courses	Fall

AS174A	Draft Animal Power System I: Driving Principles	This course introduces students to the systems required to safely manage, drive, and do meaningful work with draft horses and oxen. Following extensive practice with ground driving maneuvers, horses and oxen will be hitched to a variety of carts and implements to learn safe operational procedures to do farm and forest work.	3	Applied Science, All Fall Courses
AS179A	Draft Animal Power Systems II: Work Applications	This course develops the necessary skills for students to safely work a team of draft horses and oxen in the woodlot and in the sugar woods. Following extensive master with ground driving maneuvers, students will use horses and oxen to extract timber from a logging site, drive the animals in the sugar woods, and develop a deep understanding of grazing practices through a hands-on project.	3	Applied Science, All Spring Courses
AS190	Introduction to Rock Climbing	This course is an immersive introduction to the art of rock climbing. Over the course, we will experience a wide range of climbing styles, ethics, techniques, and terrain across Vermont and/or New Hampshire. The course emphasizes the skills, motivation, fitness, and know-how not just to give you experience climbing but to empower you to become climbers.	3	Applied Science, All Fall Courses
AS208	Canoe Trip Guiding	Students learn skills necessary for leading an extended trip (3-10 days) on the waterways of northern New York or New England, including parts of the Northern Forest Canoe Trail. Students are involved in planning all aspects of the trip, including advertising, communication with clients, menus, route, equipment, and clothing. Early in the class, students refine their paddling, portaging, navigation, cooking, and leadership skills. Written reports place the student in the role of a commercial canoeing outfitter with emphasis on detailed planning, risk management, instructional plans, and setting appropriate expectations for clients. Then the plans are put into practice, including teaching canoe skills, camp set-up, cooking meals, and navigating on the trip. On the final trip students become the primary leaders for paying clients. In the Summer of 2011 we had 5 Craftsbury area children ages 11-15. In the summer of 2013 the clients were all adult women. This year we may work with Hosmer Point Camp or recruit our own clients. Appropriate waivers and menu plans will be produced and presented to the clients before the trip commences.	3	Applied Science, All Fall Courses
AS212	Introduction to Value Added Food Products	This is a practical skills course investigating various types of farm-scale production of edible value-added products. Readings, discussion and site visits will focus on the food science, technical skills, cultural knowledge and economic information necessary to understand how a product is made and sold. A foundation in food safety will be provided along with an opportunity to complete a Food Handler certification. Additionally, we will explore foundational skills in small-business development, permitting, and regulation necessary for developing an economically viable value-added product. The remaining portion of the course will be a hands-on opportunity to learn and practice production skills of various value-added products.	3	Applied Science, All Spring Courses
AS222	White-Water Canoeing	A combination of readings, instructional videos, classroom sessions, written assignments, and structured paddling lessons on local rivers allow for a progression of skills and judgment to be developed during the course of the Spring run-off season. Tandem canoeing in open canoes is the primary technique practiced, with a mix of conservative tripping and play style maneuvers. Communication skills and readiness for rescue are taught along with overall outdoor preparedness. Some time is also given to solo canoeing skills, the amount depending on course enrollment and student interest. Written assignments include risk assessments, trip plans, and instructional outlines. Splash resistant outerwear and non-cotton insulating layers are required to be worn in case of capsizing.	2	Applied Science, All Spring Courses

AS230	Advanced Rock Climbing	This course challenges students to integrate and build upon all of the skills learned in AS190 or AS225. Students in this class will further develop their rock climbing techniques, rope management skills, safety and rescue protocols and site assessment. Exposure to multi-pitch climbing and management may be reached by the end of this course. To supplement work in the field, students will explore the current structure of mountain guiding in the United States as compared to around the world. Format: Class will include discussions, and lots of hands on time in the field. During these times, students will write, discuss, synthesize, interview, work hard, get dirty, etc.	2	Applied Science, All Fall Courses
AS256	Wilderness First Responder	Students will discuss topics, demonstrate skills, engage in practical scenarios, review scenarios performances. Participants will be able to; Recognize, treat and document common wilderness injuries and illnesses according to WFR protocols and guidelines. Be able to pass the requirements for receiving SOLO WFR certification	4	Applied Science, All Spring Courses
AS310	Permaculture Design	Permaculture is the study and practice of the way human beings- as individuals and societies- can participate in the creation of ethical and ecological support systems. We present a whole systems design approach that integrates plants, animals, buildings, people, communities, and the landscapes that surround us. The course is designed to introduce students to the principles and practice of permaculture design through collaboration on real-world projects with an eye towards repairing, restoring and regenerating human ecosystems.  Permaculture Design Certificate (PDC) requirements: To get granted a PDC after completion of this course you would need to attend every class session and complete every assignment. You must earn at least a B in the course to be granted the certificate. The instructor has the final decision in issuing the certificate or not. This course can be taken without the intent to be certified.	4	Applied Science, All Fall Courses
AS333	Desert Expedition Skills Practicum	This field course builds on foundational outdoor skills and trains students in all aspects of wilderness trip design and implementation, as well as both front country and back country field camp skills and management. The course includes a series of multi-week canoeing and backpacking expeditions into remote Southwestern environments in the Chihuahuan and Sonoran Deserts and the Colorado Plateau. While on expedition we learn, practice and hone skills such as minimum impact camping techniques, map reading and navigation, expeditionary food planning and packing, equipment selection, preparation, maintenance, and field repair, group communication, decision making, and organization, establishing and maintaining high functioning field camps, and paddling and backpacking skills for remote wilderness travel. Additional front country topics include basecamp kitchen set up and management, food planning and purchasing, cooking, living space set up and management, study resources and library management, tarp and tent systems and vehicle management and logistics.	4	Applied Science, All Spring Courses
AS334	Mountain Expedition Skills Practicum	This course is a field-based exploration of high mountain environments with an emphasis on alpine ecology and geomorphology. Students build on foundational principles of ecology, botany and physical sciences through field exploration of montane forests and meadow complexes, treeline ecosystems, alpine habitats and glacial landscapes. Topics include plant and animal identification, montane forest ecology, alpine habitats, alpine plant and animal adaptations, sky island biogeography, mountain weather and climate, mountain building, glaciology and mountain geomorphology. This course involves significant wilderness foot travel in remote mountain environments.	3	Applied Science, All Summer Courses

AS372	Expedition Planning and Management	Expedition Planning and Management will introduce students to knowledge, skills, and risk assessment necessary for effective planning and management of short and extended wilderness expeditions. Course topics include goal setting and researching your own expedition, staff training, health considerations, budgeting and finance, logistics and support, transportation, lodging, energy balance and menu planning, equipment, leadership, expedition behavior, communication, safety, and risk management. Includes required Expedition 3-7th April, class ends 10th April]	4	Social Science, All Courses	Spring
SS106A	Expedition II	This course explores on how people work in groups when facing challenging or unfamiliar situations. Personal development focuses on self-confidence, trusting teammates, and communication. Leadership and group problem solving exercises accompany the technical skill training needed for a 4-day winter backpacking trip in Northern Vermont. Off-trail navigation and a low-tech camping system demand teamwork, thoughtful action, and engagement with the natural world. Wood fires are used for cooking, purifying water, drying clothes, and staying warm. Recognition and prevention of cold injuries as well as possible treatment are important leadership and personal responsibilities. Self-awareness of how you act in stressful situations is a focus of reflective writing assignments. Homework includes reading, gathering the required gear, and practicing skills (including a practice overnight camp-out). The Winter Expedition takes place right after final exams for Fall classes.	3	Social Science, All Courses	Fall
SS107	Foundations of Outdoor Ed: Leadership and Facilitation	Provide a broad introduction to leadership and facilitation skills as they apply within the context of outdoor education, as well as an overview of the history and philosophical/theoretical underpinnings of adventure programming broadly speaking, and challenge-based experiences more specifically. Students will identify and cultivate the skills necessary for working effectively with groups, including assertion and listening skills, group assessment, briefing, facilitation of reflection, tone setting, intervention, working one-on-one, and other leadership and facilitation skills. The vehicle for skill development will be facilitation of high and low challenge course activities for middle and high school age students. Attention will be given to cultural contexts and applications of challenged-based programming, and to diversity and inclusivity theory and practice in challenge course settings. The course will introduce students to important thinkers and practitioners, provide an introduction to contemporary research topics and methodology in adventure education, and give students exposure to a range of work opportunities in the field of outdoor education. Students will receive intensive leadership development through feedback and self-evaluation, and will increase their own confidence and competence in confronting physical and interpersonal challenges. Writing competency will be a central focus of this course through use of a portfolio which requires twice-weekly reflective writing to engage students with course materials (course readings, class sessions, and practical leadership experience) as well as two formal written assignments that will utilize a revision process and peer review.  This class will meet intensively in the first five week block of the fall long block. Initial class sessions will focus on goal setting and introduction to the facilitation and communication skills that will form the backbone of our work with groups, while familiarizing ourselves with the Sterling College Challenge Course. Students will explore our elements and practice safe supervision of participants, including belay techniques and belay supervision, in the context of wider discussions about adventure programming history and philosophy, group and individual	3	Social Science, All Courses	Fall

SS202	Environmental Policy and Law	This course examines Vermont and U.S. environmental policies and laws from philosophical, historical and social perspectives. In doing so, we discuss how various stakeholders might view environmental issues and how divergent views give rise to distinct, and somewhat conflicting, environmental policies. We will examine how science, public opinion, and ethics contribute to the formation and implementation of environmental policy.	3	Social Science, All Courses	Spring
SS233	Small Group Dynamics	This class will integrate camp life at Organ Pipe and backcountry camp and travel in the Superstitions Mountains with application of group dynamic theory to real situations. Readings, group discussion, and applied exercises will complement field experience working and living with peers at our Organ Pipe basecamp and in the Superstitions. Students will participate in group decision making, discuss and reflect on readings, give and receive feedback, explore group dynamics through camp life and desert travel and maintain a course notebook including notes, reflections, and application of group dynamics theory.	2	Social Science, All Courses	Spring
SS234	Seminar in Whole Communities	<p>This Seminar will engage Community Advisors while they explore the related concepts of Whole Communities, Communities of Care, and Transformative Justice, in the context of their roles as student leaders. The group will meet weekly for one block, and is required for all Community Advisors, every semester.</p> <p>Students will interact with a range of ideas, theories and tools meant to enliven and deepen their involvement in their communities. Drawing concepts from Transformative Practices, resiliency theory, embodiment studies, transformative leadership, trauma studies, spirituality, philosophy, and somatics, students will develop personal strategies to cultivate meaningful connections, and to strengthen and embody community competencies</p>	1	Social Science, All Courses	Fall, Spring
SS300	Practicum in Environmental Stewardship	The Sterling Farm is offering up to six 12 week, 32-hour per week, 6-credit internships focused on managing different aspects of our diversified farm. The internships begin on May 15 and end on Aug 11, with a one week break. All interns are eligible for free room and board at the Farm. Applications are accepted beginning February 7th. Students should submit a cover letter and resume to the Farm Team following their registration in this course. Students in this internship will be engaged in all aspects of crop production on the Sterling Farm across the summer growing season. Activities will include soil preparation, fertility management, cultivation, weed/crop ecology, pest and disease management, crop, rotation, and harvest planning, and harvest, and post harvest handling. Practicum in Environmental Stewardship is also available for Off-Campus Internships for 4-6 credits. This course offers students the opportunity to direct their own learning while working full-time in a field of interest. While the structure of this course of study can vary, a typical academic internship comprises at least 10-weeks of full-time work (during summer, fall, or spring session) at an approved internship site. Students create individualized learning objectives and activities based on their job responsibilities, they reflect on their experience and learning progress through regular written reports, and they work on a semester-long project that identifies a need and develops a solution that serves the host organization. Feedback is given through regular meetings with the supervisor and periodically throughout the course of the internship by the Internship Coordinator.	6	Social Science, All Courses	Summer, Fall, Spring

SS312A	U.S. Farm & Food Policy	This course offers a broad introduction to food and agricultural policy, focusing on the United States, but including some exploration of the larger global context in which the U.S. food system operates. We will survey the history and politics of regulating food and farming in the U.S., as well as the intersectionality of these efforts with both the larger economy and related policy arenas, including environmental, immigration, and international development policies. In addition to deep engagement with the legacies of the U.S. Farm Bill- from commodity support programs to nutritional assistance- the course will broadly investigate related policies pertaining to food safety, labeling, and manufacturing. State and local food policy innovations are explored in context. As we examine the network of policies that shape, players that influence, and processes that govern our food system, students will engage in thoughtful critiques and propose new ways of addressing current issues.	3	Social Science, All Courses	Spring
SS330	Experiential Curriculum Design	Students will tackle the following questions throughout the semester as they learn about experiential learning theory and work on several curriculum development projects:  Essential Questions: What is experiential? What makes an experience educational? Who benefits from an experiential approach to learning? What is the relationship between social context and experience? Is education art or science? What makes an educator effective? Experiential learning will be central to both the content and delivery of class each week.	3	Social Science, All Courses	Fall
SS335	Leadership and Social Change	This course focuses on the intersection of climate change and social justice, with an emphasis on the role of power and privilege and the role of racism. The course objectives are to provide historical perspective on current issues through examining an array of social justice movements, to develop a theoretical framework for understanding social change priorities, goals, and strategies, to develop a personal and structural understanding of power and privilege, to cultivate leadership skills, and to examine the relationship of one's personal life, values, and actions to social change.	3	Social Science, All Courses	Fall
SS382	Landscape, Food, and Culture	While the procurement, production and preparation of food are among the most basic and universal of human activities, the enactment and experience of these activities is profoundly diverse. Rooting ourselves in a place-specific perspective, we will explore the complex interactions between people, place, food & culture through a socio ecological and socio cultural lens and the place-based traditions that accompany it. In addition to readings and film examining agrobiodiversity and regional food traditions from around the U.S and the world, we will also engage with these concepts through hands-on and field based learning. Our broad exploration will also be scaled to the individual level with opportunities to delve into personal food narratives and examine the nuances of our own experiences and relationships to landscape, food, and culture. This course is Writing Intensive	3	Social Science, All Courses	Fall

SS422	Security, Sovereignty, and Justice in World Food Systems	<p>This course explores the concepts of socio-cultural, environmental, and economic justice as they intersect with global food systems. Building on a foundational understanding of the inequality and resistance accompanying the transition to market-based agricultural economies, we will shift our attention to interrogate injustices in the contemporary global food system and the development of local and transnational food movements in response. This will also demand our acquaintance with differing definitions and approaches to problems related to food and land access around the world, focusing on grassroots efforts addressing these problems. We will look at the challenges facing small-holder farmers, including land grabs, political instability, insufficient infrastructure, access to markets, and the effects of international trade agreements and global economic integration. We will also study the treatment of workers throughout the food chain and confront the difficult paradox that those whose labor puts food on our tables often experience food insecurity in their own households. While approximately the first two thirds of the class will focus on issues of land/food access, reform, and agrarian movements around the world, the remainder will focus on a local case study. The final section of the class will also correspond to an emerging collaborative effort between Sterling and UVM's Huertas Project.</p> <p>Throughout the course, we will attend to the positional dimensions of food justice, examining how race, gender, economic status, and culture inform and complicate food justice projects. Students will assemble, interrogate, refine, and defend personal definitions of food security, food sovereignty, and food justice and devise ways to progressively realize the ideals embedded within their definitions</p>	3	Social Science, All Courses	Fall
HM107	Foundations of Environmental Humanities	<p>Foundations of Environmental Humanities considers a wide range of cultural texts--from poetry to podcast, from basket to ballad, from fiction to film, from comics to carving--to explore how cultural production both grows from and contributes to our relationships with specific landscapes. Focusing on case studies, the work of specific artists and examples of specific cultural contexts--enables us to consider the dynamic nature of both individual artistic production and cultural traditions and their interactive relationships with ecology. Studio visits, guest workshops, and field trips show us Environmental Humanities in action, and help us consider how artists use creative expression to address ecological challenges. Students will also be introduced to the fundamental tools and skills of Environmental Humanities as a field in order to understand and develop our own critical and creative perspectives and voices.</p>	3	Humanities, All Courses	Fall
HM125A	Introduction to Woodworking	<p>This is a project-based course, intended to establish safe habits for the use of woodworking machinery, and the proper use and care of hand tools, chisels, planes, saws, etc., to gain the foundational skills and understanding of the concepts and terminology involved in woodworking and furniture making. Students will develop skills in both the use of hand tools and machine tool joinery techniques. Each student will design and draft a tool caddy, to include creating a cut list and procedure list. We will cover the properties of wood, its movement and grain orientation, as well as surface preparation, wood finish, etc. There are a number of books and journals related to woodworking and furniture making. You are encouraged to read and learn as much as possible. Our goal is that you leave this course with the skills, knowledge, and empowerment to explore all the possibilities wood has to offer. We also aim to create a course environment where we have fun and learn together.</p>	3	Humanities, All Courses	Fall, Spring

HM215	Reverence for Wood	This advanced studio woodworking course provides students the opportunity to research, design and build a project of their own choosing. Projects must include design and technical elements that build upon and challenge their existing woodworking knowledge, and provide opportunity to engage with new operations and techniques. Students will submit a project proposal complete with technical drawings covering all major elements of design and construction, a procedural outline for completing the project, and a list of questions and techniques that will challenge them throughout the build. Once proposals have been submitted, we will work together to develop a procedure that will safely and efficiently take them from the lumber yard to a finished project. As students explore new tools, techniques, and methods of work within their project, each will be asked to choose a problem of particular interest, research and develop a repeatable technique, and present their findings to the class in a short teaching demonstration. The class will culminate in a final critique in which students will present their completed project to the class and engage in a dialogue about the successes, failures, and challenges of both the process and the piece.	2	Humanities, All Courses	Fall, Spring
HM230A	Introduction to Fiber Arts	The spinning wheel has been used in various social movements to symbolize reclaiming autonomy from exploitive forces. Examples of this include the Honespun Movement within the American Revolution; The Khadi Movement within the Indian Revolution; and this idea is eloquently summarized by the quote above from Lucy Larcom, one of the foremothers of the American Labor Movement. When we are asked to be both the implements and objects of exploitation the best answer we can find is non-cooperation, refusing to offer our labors up to exploitive forces. That non-cooperation requires skills that allow us to use our agency for our own purposes to create the goods we need for our communities. If we choose to do so, we are able to eliminate our reliance on an oppressive system. At its heart this course is about making the non-cooperation choice a viable one. In order to reclaim our agency, we must first restore the skill-sets that make up our cultural inheritance. Reskilling is an essential part of re-localization and of course regaining connection with the land. In form this course is about practicing skills, developing relationships with place through utilizing the resources from the land in addition to creating art.	3	Humanities, All Courses	Fall, Spring
HM255B	Studio Art	Through this course you will develop your artistic skills using a variety of art mediums, including pencil, printmaking, painting and pottery. Many people do not have confidence using art as a form of interpretation; Art is a form of personal expression and this exploration will provide you the opportunity to develop your confidence. Working with others in the art field such as local artist Lulu Wootton (printmaking) as well as with literature and film, will give you a chance to learn from others as you develop your artistic skills. The course content is designed to be challenging and fun!	2	Humanities, All Courses	Fall
HM272G	Wheel-Thrown Pottery	A challenging hands-on, wheel throwing class. Students will explore and develop some mastery with a range of pottery forms and techniques. This is an intensive, studio based, skill building workshop in wheel throwing techniques. Students should expect to spend at least 3-4 hours a day outside of class time in the studio to complete assignments. Through demonstrations and individual instruction, plus plenty of practice time, students will explore and create a variety of primarily functional forms in clay. Students will keep a collection of sketches and images and glaze notes for self reflection, goal setting and exploration in design. Two small research papers prepared by each student and shared in class will enhance each potter's understanding of the clay world.	3	Humanities, All Courses	Spring



HM275	Black River Sketches	<p>Plein air painting and drawing allows us to explore our local landscape with a new perspective using natural light and its changing, ephemeral qualities. Landscape art heightens our understanding of nature and allows us to develop a sense of place. Creating art using the traditional method of plein air drawing and painting exposes us to a familiar surrounding environment, specifically the landscape of the Black River watershed and the natural features within.</p> <p>This class will use a combination of on-site art making, discussion, and group critiques to facilitate the understanding and the practice of making landscape art. Though our focus will primarily be on the activities of drawing and painting in the field, we will also meet local artists to see how others interpret the landscape using a variety of art mediums. Your work will be around salient features of the local landscape.</p>	3	Humanities, All Courses	Summer
HM325A	Introduction to Weaving	<p>Rebuilding sustainable communities requires the preservation of ancient skills that have long connected us to the landscape and each other. Cultivating those skills and recalling that storied relationship are both essential parts of growing a more mindful culture. In this course we will explore weaving as one of the many strands in the web that links our own creative natures with land, humanity, the past and the future.</p> <p>We will focus primarily on the practical cultivation of skills: learning the language, the styles of weaving, the tools and techniques that have developed over thousands of years of cultural cross-pollination. We will employ a variety of looms from inkle loom to eight shaft floor loom with a focus on the four shaft floor loom.</p> <p>We will also work to put these new skills into context: we'll follow the path of fast fashion from factory to waste stream; research roles weaving plays in a cultural tradition of each student's choice and explore our perceptions about craftsmanship and creativity.</p> <p>This course opens the doorway to approaching textiles more consciously in terms of our layered relationships with them as well as appreciating our own capacity for their production.</p>	3	Humanities, All Courses	Spring

HM326	Nature Writing	<p>This course explores the idea of American environmental writing from a variety of perspectives through an intensive study of writers, writing, and the role that language plays in our relationship with the beyond-human world. We will read traditional and contemporary examples of so-called nature writing in order to examine the ways in which this genre, and its cultural place, have changed with our increasingly sophisticated understanding of the mutual influence of humans and our ecosystem.</p> <p>At the heart of our exploration lie such questions as:  *What does it mean to represent the beyond-human world through language?  *What role do language and literature play in our understanding of the relationship between humans and our physical environment?  *What do cultural texts (literature, film, visual art, etc.) reveal about this relationship and how it has changed over history?  *Why has traditional nature writing been so dominated by white voices, and what perspectives do other voices and other cultures reveal?  *How have more recent writers challenged traditional paradigms of the human/nature relationship through writing?  *How can we encourage people to see their relationship with the natural world in new ways through our writing?</p> <p>Our reading and discussion will be complemented by daily writing, both in response to the writers we read and in response to our own experiences of, and insights about, the world around us. Written projects will focus on essays that weave together creative and analytical approaches and informal generative in-class writing. Significant time will be spent outside the classroom.</p>	3	Humanities, All Courses	Spring
HM345-WBFP	Literature of the Rural Experience	<p>Like their urban counterparts, rural areas have historically been a nexus of cultural intersection; places where migrants and immigrants have created new lives on the land (for example farming, mining resources, harvesting timber), as well as places where urban dwellers have sought recreation and refuge from city life. Such intersections give rise both to tensions (between native and newcomer, tradition and change, land conservation and economic development, different class and cultural values) and to vibrant and diverse communities. This course considers how people from different backgrounds have responded to rural living, as well as how literature has both reflected and shaped rural cultures.</p> <p>How do stories, essays, poems, songs, and films represent both what is unique and what is universal about rural experiences? Looking at images of rural life in literature-especially of Kentucky-will enable us to examine the influence that literature has had on the ways we understand and interact with rural communities, as well as the role that literature (particularly story and music) plays in rural lives. This course is Writing Intensive.</p>	3	Humanities, All Courses	Fall
HM345	Literature of the Rural Experience	<p>Like their urban counterparts, rural areas have historically been a nexus of cultural intersection; places where migrants and immigrants have created new lives on the land (for example farming, mining resources, harvesting timber), as well as places where urban dwellers have sought recreation and refuge from city life. Such intersections give rise both to tensions (between native and newcomer, tradition and change, land conservation and</p>	3	Humanities, All Courses	Fall

INT107	Foundations of Sustainable Agriculture and Food Systems	Using readings from prominent thinkers, innovators, and scholars in sustainable and alternative agriculture and food systems, as well as through films, field trips and on-campus projects, we will explore the major ideas and practices that have driven the development of an agricultural philosophy and practice aligned with long-term ecological health, environmental justice, and community resilience. Following a model that alternates subject-specific explorations of primary and secondary literature in sustainable food systems with practical on-campus projects, this class provides students the intellectual and experiential foundation necessary for engaging meaningfully in alternative farming and food systems at Sterling College and beyond. Surveying the history and evolution of major problems in agriculture through time and space, we will direct our attention to alternative models that are more compatible with the ethics of land stewardship and a reimagined agrarianism for the twenty-first century. We will develop a working knowledge of sustainable agriculture and food systems, while also exploring the environmental, economic, social, political, and cultural dimensions of these systems.	3	Integrated Studies, Fall, Spring All Courses
INT201	Whole Farm Thinking	Students will develop their understanding of the interplay of farm planning and management within the context of crop and livestock production at Sterling College, in Northeastern Vermont, and other comparative contexts examined through the summer. The course includes weekly observation and planning elements that involve students in practical farm methodologies and real-time agricultural problem solving, and field trips to examples of local farm and food systems. Students will work to develop a week-long farm management plan that culminates in a student takeover of the Sterling Farm.	3	Integrated Studies, Summer All Courses
INT203	Holistic Livestock Husbandry	Students will be introduced to managing livestock in a pasture system in Northeast Vermont through hands-on applications at Sterling Farm. Students will explore basic livestock anatomy, physiology, genetics and behavior in a summer management system. Special attention will be given to horses, cattle, swine, sheep and chickens. Sterling Farm livestock demonstrations will be supplemented with field trips to area farms. Course material will be examined through the social, economic, and ecological lens of sustainability.	3	Integrated Studies, Summer All Courses
INT204	Introduction to Crop Production	Students will begin to develop an ecological approach to crop management systems, as well as building the technical skills necessary to managing a sustainable vegetable farm in Vermont, through hands-on applications at the Sterling farm. Students will explore a variety of crop production topics and techniques, including: crop families and production needs; soils and fertility management; crop insect, disease and pest interactions; weed identification, ecology, and management; crop rotations and cover cropping; perennial crops and agroforestry; season extension/enhancement; crop harvest and post harvest handling; pasture and forage crop plants and management. Sterling farm demonstrations will be supplemented with field trips to neighboring farms. All course material will be examined through the social, economic, and ecological lens of sustainability.	3	Integrated Studies, Summer All Courses

INT270/CE216	Blacksmithing Essentials for the Beginner (ST)	The course is designed to provide students with an understanding of the ecological and social dimensions of a watershed. Combining a study of local ecology and land uses, you will gain a better understanding of the multifaceted ecosystems within a watershed and our relationship to them. We will read and discuss watershed issues, study the communities and natural history of surrounding watersheds, and collect and analyze biological and cultural resources field data. Each student will participate in the bioassessment of a local watershed, resulting in a comprehensive written report and presentation.	1	Integrated Studies, Fall All Courses
INT382	Ancestral Lifeways of the Southwest	This field course is an experiential immersion into the culture of ancient peoples of the present-day American Southwest. We will explore migration patterns and creation stories of peoples in the region and the interactions amongst the cultural groups up to the time of Euro-American contact. We will explore aspects of culture including material culture, language, spirituality, and subsistence systems and their resulting lifeways. We will visit ancient sites such as Montezuma's Castle and Tuzigoot National Monuments, as well as several unnamed sites of cultural significance to Tohon O'odham, Mogollon, Hohokam, Puebloan and several distinct Athabascan groups. Simultaneously, we will manufacture material implements in the tradition of archaic and paleo southwestern peoples, including cordage, containers, packframes, baskets, firemaking tools, cutting edges, food procurement devices and preserved traditional foods and use these materials on field outings.	4	Integrated Studies, Spring All Courses
INT399	Self-Designed Major Workshop	The Self-Designed Major Workshop guides and supports students who are planning to submit a self-designed major proposal. Through the course, students will develop proposals in stages and work together with their peers, sharing drafts and providing feedback, toward completing a proposal that is ready to submit to the Curriculum Committee before the end of the semester. This course is required for anyone who plans to pursue a self-designed major. The schedule for this course will be determined following registration for Spring 2023.	1	Integrated Studies, Fall, Spring All Courses
INT415	Agroecology	This course examines the ecological foundations of sustainable agriculture practice to foster an understanding of the management and design of sustainable agroecosystems. Using a whole-system and multi-disciplinary approach students will analyze and design agricultural systems both locally and globally while considering the triple bottom line. It includes an overview of sustainable agriculture practices both historic and modern.	3	Integrated Studies, Spring All Courses

INT422	Senior Year Research Project I	<p>The Senior Year Research Project (SYRP) is a capstone learning experience that culminates a student's study in his or her major by pursuing a particular question in significant depth. SYRP is designed to allow students to explore an area of interest that will complement their major and their personal strengths. Projects are expected to include a tangible product as well as a presentation (which could be a presentation for the community, a presentation for a related class, or a workshop for an outside audience). The Project may have an applied component, but this is not required. The Senior Year Research Project consists of two multi-credit learning experiences over a student's final two semesters. The Project is supported by a primary advisor, with input from a second advisor, students are also encouraged to seek the input of a sponsor outside Sterling College, if appropriate. A student pursuing this option should enroll in INT422: Senior Year Research Project I and INT423: Senior Year Research Project II in consecutive semesters during his or her senior year. Students proposing a Senior Year Research Project should describe their plan using the outline below. Students should work with their faculty advisors and second readers prior to submitting their final proposal electronically using this form. After submission, the faculty advisors should inform the Dean and Associate Dean of Academics of their final approval. Note that completed proposals must be submitted by the registration deadline for the semester in which the student is planning to enroll in SYRP I. Students will not be enrolled in SYRP I without an approved plan on file. Significant changes to an approved SYRP proposal must be re-approved by the Dean through submission of a revised proposal.</p>	3	Integrated Studies, Summer, All Courses                      Fall, Spring
INT423	Senior Year Research Project II	<p>The Senior Year Research Project (SYRP) is a capstone learning experience that culminates a student's study in his or her major by pursuing a particular question in significant depth. SYRP is designed to allow students to explore an area of interest that will complement their major and their personal strengths. Projects are expected to include a tangible product as well as a presentation (which could be a presentation for the community, a presentation for a related class, or a workshop for an outside audience). The Project may have an applied component, but this is not required. The Senior Year Research Project consists of two multi-credit learning experiences over a student's final two semesters. The Project is supported by a primary advisor, with input from a second advisor, students are also encouraged to seek the input of a sponsor outside Sterling College, if appropriate. A student pursuing this option should enroll in INT422: Senior Year Research Project I and INT423: Senior Year Research Project II in consecutive semesters during his or her senior year. Students proposing a Senior Year Research Project should describe their plan using the outline below. Students should work with their faculty advisors and second readers prior to submitting their final proposal electronically using this form. After submission, the faculty advisors should inform the Dean and Associate Dean of Academics of their final approval. Note that completed proposals must be submitted by the registration deadline for the semester in which the student is planning to enroll in SYRP I. Students will not be enrolled in SYRP I without an approved plan on file. Significant changes to an approved SYRP proposal must be re-approved by the Dean through submission of a revised proposal.</p>	3	Integrated Studies, Summer, All Courses                      Fall, Spring

INT472	Environmental Justice Beyond Borders	As environmental stewards, it is critical that we cultivate a deeper understanding of global environmental issues, while considering the social implications of the strategies used to address these issues. Communities around the world are faced with environmental issues such as an influx of pollutants, loss of habitat and biodiversity, increasing health issues and changing climates. Strategies to address these issues may be effective but might lead to environmental injustices. This 400 level course provides a forum for students to culminate their Sterling classroom and field experiences by exploring global issues through both social and ecological lens. As humans attempt to address global environmental issues, are we cognizant of environmental justice implications? Can we protect biodiversity, restore ecosystems, and/or develop sustainable communities without impacts to others? As a seminar, discussion is pivotal to this course and will be facilitated by both the instructor, as well as students. To culminate the semester, students will pursue individual research projects which they will present to the class. We will use a variety of resources as we explore global environmental issues and environmental justice (historic and contemporary maps, activist art, academic articles, guest speakers, and field trips).	3	Integrated Studies, Spring All Courses
NS050	Quantitative Skills	This course covers basic math skills that are used in many Sterling classes, and can be a helpful refresher for students who have not had a math class recently. The content is divided into 4 units (see the content outline below) which are assessed separately from each other. Passing all 4 unit tests is one way to meet Sterling's math graduation requirement.	2	Natural Science, All Spring Courses
NS107A	Foundations of Ecology	This course is a survey of key ecological concepts as they relate to environmental issues. We will consider ecological processes, including ecosystem energetics, productivity, community structure and dynamics, species interactions, nutrient cycling, and global weather and climate, and we will explore the influence of these processes on the structure and functioning of terrestrial biomes. We will consider the world's biodiversity: what it is, where it came from, how it is distributed, how we measure it, trends over evolutionary and ecological time, and how it relates to ecosystem functioning. Throughout the course, we will examine the applications of ecological concepts to current environmental issues including climate change, biodiversity loss, population growth and others. Students will practice using the scientific method to investigate ecological questions through lab exercises and an independent research project.	4	Natural Science, All Fall Courses
NS200	Watershed Ecosystems Analysis	The course is designed to provide students with an understanding of the ecological and social dimensions of a watershed. Combining a study of local ecology and land uses, you will gain a better understanding of the multifaceted ecosystems within a watershed and our relationship to them. We will read and discuss watershed issues, study the communities and natural history of surrounding watersheds, and collect and analyze biological and cultural resources field data. Each student will participate in the bioassessment of a local watershed, resulting in a comprehensive written report and presentation.	3	Natural Science, All Fall Courses

NS204	Natural History of the Southwest	This course is a field-based exploration of the flora and vegetation of the American Southwest and the physical factors such as climate and geologic history that shape the region. Emphasis is placed on the ecological interplay amongst desert, chaparral, and temperate conifer forest vegetation types, the climatic and physiographic factors that determine community distribution. Students build on foundational principles of natural history and ecology through development and practice of observation, identification, and interpretation skills and the keeping of a refined naturalist field journal. Topics include a botanical survey of plant families and representative species, natural community composition and structure, biogeographic concepts, desert adaptations, geologic history, geomorphic processes and related landforms, and southwest weather and climate. Students gain skills in identification, classification and interpretation of organisms, field journaling, species accounts and systematic species lists, and reading the southwest landscape. Course format includes lectures, discussions, and a significant field component.	5	Natural Science, All Spring Courses
NS206	Human Nutrition	This course provides an overview of nutrition and an introduction to the chemical and biochemical properties of food and their interactions within the body. This course provides us with the opportunity to reflect on the political, social and environmental influences of the foods we choose to eat. This course is designed to help students focus on their own eating practices and to evaluate those in relationship to personal health, environmental sustainability, social consciousness and culinary pleasure. This course will provide an introduction to some basic fermentation, baking and cooking skills as a foundation for continuing to explore well-nourished lives.	3	Natural Science, All Spring Courses
NS222	Animal Science I	Students in Animal Science will develop an understanding of livestock management through course work in nutrition, digestion, genetics, breeding, reproduction, lactation, disease & parasite management by looking at examples in sheep, goats, cattle, pigs, horses and poultry. Students will develop technical skills on the farm through practical lab applications, including (but not limited to) dissections, lambing, chick rearing, and daily/seasonal management of farm systems at Sterling College Farm. This course will focus on winter management, including dry-lot feeding and breeding management. Farm demonstrations will be supplemented with regional field trips. When possible, topics will be looked at considering economics, sustainability, land management perspectives.	4	Natural Science, All Spring Courses
NS235	Natural History of the North Woods	This course is a field-based exploration of the flora and vegetation of the North Woods, with an emphasis on the ecological interplay between temperate deciduous and boreal forest biomes. Students build on foundational principles of natural history and ecology through development and practice of observation, identification, and interpretation skills and the keeping of a refined naturalist field journal. Topics include a botanical survey of woody plant families and representative species, natural community composition and structure, biogeographic concepts, ecological succession, identification, classification and interpretation skills.	3	Natural Science, All Fall Courses

NS240	Forestry	<p>This course explores the science of forest ecology, the human dimensions of forest management, and the interplay between ecology and management in local forests and across the globe. We will start with the subject of forest ecology, including topics such as biophysical controls on forest communities, forest development and succession, forest products and how forestland owners best steward the land. As we consider the use of forest resources, we will cover topics such as historical and current approaches to forest management planning and implementation, inventory tools such as silviculture, diverse harvesting methods, and both local and global forest economies. We will explore these topics in the field and at a variety of processing locations such as log landings and sawmills. Given that private forestland owners play a key role in forest management decisions, we will work directly with local landowners to better understand the forest management process.</p>	3	Natural Science, All Fall Courses
NS254	Biology and Lab	<p>This course gives students an introduction to the biology and chemistry needed to understand the diversity of life. The class covers taxonomy, evolution, water chemistry, macromolecules, DNA and genetics, cell structure and function, enzymes, and cellular respiration. The lab component introduces practical applications of the scientific method and builds skills in inorganic chemistry, use of microscopes, microbiology, and lab safety.</p>	4	Natural Science, All Spring Courses
NS305	Wetlands Ecology	<p>Wetlands are often called keystone natural communities because of the important role many wetlands play in biogeochemical cycling, the control of flooding, the support of extensive and rich food chains, the prevention of shoreline erosion, and a host of other ecological functions. The goal of this course is to provide students with an understanding of the ecology of freshwater wetland ecosystems, including their flora and fauna, biogeochemical processes, and the critical ecological functions and services they provide.</p> <p>Northern Vermont has a rich diversity of freshwater wetland natural communities. The topographic, geomorphic, climatic, geologic, and floristic diversity of northern Vermont provides an extensive opportunity to study first-hand a large variety of wetland types, including floodplain forests, hardwood and softwood swamps, alpine peatlands, bogs and fens, vernal pools, seeps, marshes, wet shores, and meadows. Students will study the various types of wetlands through extensive field time combined with readings and classroom learning. The course includes a strong practical component, including identification of wetland flora and fauna, classification of wetland natural communities, and methodologies for wetland assessment and delineation. An overview of wetland protection strategies including state and federal regulatory programs as well as local conservation initiatives will be discussed.</p>	3	Natural Science, All Summer Courses



NS312	Field Ornithology	<p>With approximately 10,000 species worldwide, birds are all around us. With their vibrant colors, lively songs, astonishing long-distance migrations, and envied, awe-inspiring ability of flight, birds have intrigued and inspired humans since time immemorial. Their popularity and visibility make them one of the most widely studied taxa, among scientists and amateurs alike. Just in the United States, over 45 million people identify themselves as birdwatchers, or birders, according to a 2016 study by US Fish &amp; Wildlife. With so many eyes and ears on birds, they serve as important ecological indicators; like the proverbial canary-in-the-coal-mine, changing bird populations alert us to environmental problems and inform us about ecosystem health.</p> <p>The cultural, economic, and ecological significance of birds makes this course valuable for students across Sterling's areas of study. The course combines a deep dive into avian biology, ecology, and conservation through textbook readings and lectures, with a practical component – both field- and lab-based – in which students develop identification skills, study avian behavior, and are introduced to avian research and monitoring methods. Students observe birds in various habitat types, through group field trips as well as assigned out-of-class excursions.</p>	3	Natural Science	Summer
NS346	Plant Science and Lab	<p>This course introduces fundamental aspects of plant science including plant structure, growth and development, metabolism, reproduction, modes of propagation, evolution, diversity and classification.</p>	4	Natural Science, All	Spring Courses
NS360	Winter Ecology and Lab	<p>Organisms that inhabit northern climes face the incessant challenges of dramatic seasonal changes, intense cold, limited energy resources, reduced light levels, and long-term snow and ice cover, and an ever-increasing amount of rain. Winter ecologists investigate physiological and behavioral adaptations of organisms to winter conditions. During this course we survey biotic communities of Vermont including coniferous boreal and deciduous broad-leaved forests, mountains and streams, lakes, and wetlands.</p>	3	Natural Science, All	Spring Courses
HM264	We Are What We Tell: Oral History Methods & Meanings)	<p>This course explores how families and communities serve as sites for cultural transmission, through gathering and studying individual stories. Focusing on community elders and a specific tradition bearer in students' families or in the local community, we will collect oral histories and consider how these traditions contribute to our sense of individual, regional, and cultural identity.</p> <p>At the same time, we will ask broad questions like: What does it mean to document another's life and memories? What can we learn from one another's stories? How can oral histories create a deeper understanding of history? What are the limitations of this window into the past? How do individual life stories fit into the matrix of social systems and power structures?</p> <p>Students will be introduced to methods of folklore and ethnography, including interviewing, collecting, and other forms of documentation. This course satisfies three credits of a student's 200-level writing-intensive requirement.</p>	3	Humanities, All	Spring Courses

HM391	Race & Gender in Images of the American West	<p>Buffalo Bill's Wild West show traveled the U.S. and abroad around the turn of the twentieth-century, performing iconic images of the West; from Annie Oakley's gun tricks to reenactments of Custer's last stand to displays of Native American warriors. This show both exemplified and helped create the central role that the American West has played in the formation of American cultural identity ;through images more mythic than real. Over a century later, Lil Nas X's Old Town Road broke Billboard chart records, and, at the same time, demonstrated that cultural storytelling about the American West remains contested terrain.</p> <p>This course explores the ways that popular culture, particularly film, has constructed the West as a place where cultural ideologies of race and gender are played out. In examining a range of texts that depict popular images of the American West, we will analyze what different visions of race and gender suggest about identity and power in American culture.</p>	2	Humanities, All Courses	Spring
NS312A	Ornithology	<p>With approximately 10,000 species worldwide, birds are all around us. With their vibrant colors, lively songs, astonishing long-distance migrations, and envied, awe-inspiring ability of flight, birds have intrigued and inspired humans since time immemorial. Their popularity and visibility make them one of the most widely studied taxa, among scientists and amateurs alike. Just in the United States, over 45 million people identify themselves as birdwatchers, or birders, according to a 2016 study by US Fish &amp; Wildlife. With so many eyes and ears on birds, they serve as important ecological indicators; like the proverbial canary-in-the-coal-mine, changing bird populations alert us to environmental problems and inform us about ecosystem health.</p> <p>The cultural, economic, and ecological significance of birds makes this course valuable for students across Sterling's areas of study. The course combines a deep dive into avian biology, ecology, and conservation through textbook readings and lectures, with a practical component- both field- and lab-based- in which students develop identification skills, study avian behavior, and are introduced to avian research and monitoring methods. Students observe birds in various habitat types, through group field trips as well as assigned out-of-class excursions.</p>	3	Natural Science, All Courses	Summer
INT205	Local Food Systems	<p>The course will cover two integrated thematic areas: Seed Sovereignty, Community Resilience and Civic Agriculture &amp; Community Economy. We will look at seed systems as both the foundation of local food sovereignty and in the larger context of climate change. Seeds and local seed production systems will be examined as tools for linking the arenas of resilience, restoration, and reconciliation. In addition to seed starting and seed saving workshops, we will explore the cultural and culinary contexts of traditional/local/indigenous cultivars and agricultural practices, and visit sites and/or organizations involved in regional seed systems. As we look at Civic Agriculture &amp; Community Economy, students will explore various expressions of community-based, socially engaged agricultural efforts and associated solidarity economies. This will include readings on and visits to community gardens and urban agriculture sites, community-supported enterprises, cooperatives, farmer's markets, food hubs, and local food and community self-governance efforts.</p>	3	Integrated Studies, All Courses	Summer

NS342A	Mountain Ecology and Geomorphology	This course is a field-based exploration of high mountain environments with an emphasis on alpine ecology and geomorphology. Students build on foundational principles of ecology, botany and physical sciences through field exploration of montane forests and meadow complexes, treeline ecosystems, alpine habitats and glacial landscapes. Topics include plant and animal identification, montane forest ecology, alpine habitats, alpine plant and animal adaptations, sky island biogeography, mountain weather and climate, mountain building, glaciology and mountain geomorphology. This course involves significant wilderness foot travel in remote mountain environments.	3	Natural Science	Summer
NS270C	Field Entomology	This course serves as an introduction to the realm of entomology with a focus on field-based entomology skills. Students will develop and apply skills in insect identification and classification, physiology and behavior. In addition, students will be introduced to a range of field insect-sampling techniques and research project design and execution. The course will consist of a series of iterative assignments, quizzes, and readings that lead up to a final project write-up and peer dissemination of results in the form of a public presentation. This course will be highly interactive, and will depend heavily on student participation and engagement.	3	Natural Science	Summer
HM271G	Natural Dyes and Dyeing	In this course we'll explore the practical modern use of natural dyes. We'll examine their role in cultures, and the way this craft connects its practitioners with place. We'll spend some time with the conceptual ideas around the role these practices play in history, modern society, and cultural traditions including interrelated concepts within agriculture, wildcrafting, ethnobotany, and chemistry. Predominantly, though, the course will be about hands-on practice of techniques. We will begin by focusing on dyeing protein fibers (fibers that come from animal sources like wool, silk and mohair), and then shift into dyeing cellulosic fibers (plant derived fibers). Within each type of dyeing there are a variety of modern and traditional techniques to explore. We will discuss the effects of and utilize different mordants and assists. We'll employ multiple indigo dye vats and discuss and practice, cultivation and preparations of plant and insect dyes. Dyeing yarn and fabric, we will use immersion techniques as well as printmaking techniques and resist dyeing methods. Work will be exhibited at the end of the pod block.	3	Humanities, All Courses	Fall
NS272B	Perennial Fruit & Berry Production in the Temperate Zone	This course explores the management and cultural practices of fruit, berry and nut crop production. Students will be introduced to the scientific aspects of plant physiology, nutrition and genetics as a basis for management decisions and problem solving in production. The growth and production of fruit crops for a range of utilities, including home and landscape planting, and small and large scale commercial production, will also be explored. Course content will focus on production in New England with an emphasis on adaptation to climate change, but most of the information covered is transferable to other regions of the US and areas of the world. Students will also be exposed to a variety of propagation techniques, as well as new and exciting crops.	3	Natural Science, All Courses	Fall
HM481B	The Meaning of Things	This seminar explores how we give meaning to material objects--individually, culturally, and historically. It will be both theoretical and practical, looking at how these ideas play out specifically through museums (how things are displayed, what meaning is given to them, how choices are made about what to display, etc.), as well as the cultural and ecological impacts of the ways in which museums construct and value meanings. It will be a writing-intensive course (and also reading intensive!). There will be a number of field trips to local museums. Each student will curate an exhibition of their own design on campus as a final project (in response to a question developed by the group).This class is Writing Intensive.	3	Humanities, All Courses	Fall

INT233	Whole Community Care	<p>This course will engage students in the exploration of the related concepts of Community Accountability, Communities of Care, and Transformative Justice. The group will meet daily for one week before the start of Fall Intensive.</p> <p>Students will interact with a range of ideas, theories, tools, and practices meant to enliven and deepen their involvement in and accountability to our community. Drawing on concepts from Transformative Justice, embodiment studies, transformative leadership, trauma studies, harm reduction, spirituality, philosophy, and somatics, students will develop personal strategies to cultivate meaningful connections, explore interconnectedness, engage with personal values, create a culture of care and accountability, and to strengthen and embody community competencies:</p>	1	Integrated Studies, Fall All Courses
SS208	Introduction to GIS	<p>Geographic Information Systems (GIS) is a computerized framework for gathering, managing, analyzing, and presenting spatial data. GIS is a standard tool for planning and problem-solving in conservation and natural resources management, food systems, and various other fields, and employees with GIS skills are in high demand in federal, state, and local governments as well as many private industries.</p> <p>Students in this course will learn basic principles of spatial reasoning, and develop foundational skills in cartography, spatial modeling and analysis using the leading GIS software package, ArcGIS. Students will practice solving spatial problems, such as urban, rural, and watershed planning, biodiversity and forest management, and identification of housing and conservation areas. Students will also learn how to use a GPS (Global Positioning System) to bring data collected in the field into GIS for mapping and analysis, and will learn about other GIS tools such as the web-based Vermont Natural Resources Atlas and Biofinder, ArcGIS online, and Google Earth.</p>	3	Social Science, All Fall Courses
AS272B	Log-Building Techniques	<p>Develop the skills and knowledge for designing and building small structures with round logs using hand tools. Felling axes, broad axes, cross-cut saws, froes, peaveys, adzes and chisels will be utilized for peeling, hewing, and notching of logs. An electric chainsaw will also be used at times. Homework includes reading, diagram and design projects, and hands-on skills practice. Class sessions are mostly outdoor work sessions but can also include guest lectures or a short field trip, slide shows, and theoretical explanations. Diagram and design projects develop structural specifications for log buildings designed by students. The building projects this semester are planned to be two gazebo type shelters for campus. If those are completed other work could include hiking trail structures such as a bridge, water bars, or puncheons. The building projects this semester are planned to be two gazebo type shelters for campus. If those are completed other work could include hiking trail structures such as a bridge, water bars, or puncheons.</p>	2	Applied Science, All Fall Courses

NS268	Introduction to Climate Science	This Introduction to Climate Science course takes a holistic approach to the study of planet Earth through examining the interactions between four earth systems: atmosphere, hydrosphere, biosphere, & lithosphere. It is a relatively new and rapidly evolving field of science, which examines how the Earth operates as a system of interconnected components. This approach forms the modern foundation for understanding processes such as the human impacts on global climate and environmental change. The objectives of this course are to instill a firm understanding of what The Earth System is and how it operates, and to introduce the learner to the systems and cycles that directly affect our daily and future lives. The course will also address the present climate and ecological emergencies in the context of deep geologic time. There will be some overlap with the Climate + Change course, but this course will focus more on a deep dive into the scientific basis for our present existential crises.	3	Natural Science, All Courses	
AS270G	Provisioning Your Pantry	Food preservation can help you put by the bounty of the harvest for winter months, as well as adding value to raw food products. Preservation can transform food and make it more delicious. In this course, you will practice the basic preservation techniques such as freezing, canning, pickling, drying, and fermenting--in your own kitchen, with guidance through the process. Learn to make sourdough bread, jam, dried fruits and vegetables, kombucha, vinegar and more, as we explore the fundamental principles of how heat, salt, sugar, acid, cold, alcohol, pH, and manipulation of moisture and oxygen, help us to keep food fresh. Ingredients and some supplies will be sent to students in advance for them to produce products in their home space. A stipend will be given to students to obtain fresh ingredients. Students must have access to a kitchen with basic equipment.	1	Applied Science, All Courses	
HM271K	Felting	In this boulder week course we'll explore an ancient fabric making technique used for thousands of years for clothing, shelter, and ornament. In northern climates felt has long kept humans warm and dry in extreme conditions.  Traditional wet-felting is both incredibly simple and allows for endless layers of complexity. We'll employ a number of different felt making techniques appropriate for garment making and creating objects like vessels and rugs.	1	Humanities, All Courses	Fall
AS273B	Garden Planning	In this course, students will be introduced to crop planning strategies and techniques, and will work with individual crops to plan for Sterling's crop production for the 2023 season. Each student will be responsible for determining production goals, timing, crop spacing and layout, and coordinating with their classmates to decide on location, rotations, and soil management for each crop. We will also work with different crop planning tools, such as custom software, spreadsheets, tables, and diagrams. The final product will be a completed crop plan (for the assigned crops) for Sterling Gardens, including kitchen and CSA production.	1	Applied Science, All Courses	
NS222B-WBFP	Animal Science I	Students in Animal Science will develop an understanding of livestock management through course work in nutrition, digestion, genetics, breeding, reproduction, lactation, disease & parasite management by looking at examples in sheep, goats, cattle, pigs, horses and poultry. Students will develop technical skills on the farm through practical lab applications, including (but not limited to) dissections, lambing, chick rearing, and daily/seasonal management of farm systems. This course will focus on winter management, including dry-lot feeding and breeding management. Farm demonstrations will be supplemented with regional field trips. When possible, topics will be looked at considering economics, sustainability, land management perspectives.	2	Natural Science, All Courses	

INT204-WBFP	Introduction to Crop Production Systems	Students will begin to develop an ecological approach to crop management systems, as well as building the technical skills necessary to managing a sustainable vegetable farm in Vermont, through hands-on applications at the Sterling farm. Students will explore a variety of crop production topics and techniques, including: crop families and production needs; soils and fertility management; crop insect, disease and pest interactions; weed identification, ecology, and management; crop rotations and cover cropping; perennial crops and agroforestry; season extension/enhancement; crop harvest and post harvest handling; pasture and forage crop plants and management. Sterling farm demonstrations will be supplemented with field trips to neighboring farms. All course material will be examined through the social, economic, and ecological lens of sustainability.	3	Integrated Studies, Fall All Courses
AS274-WBFP	Restorative Forestry	This course provides students an opportunity to actively engage in several aspects of woodland operations. Working closely with the landowner, students develop an understanding of the landowner's management goals and expected outcomes. Course faculty guide students through a rigorous chainsaw safety and use protocol including directional felling techniques, logger first-aid, tree selection and harvest, draft animal husbandry and use as a log extraction system, and direct marketing timber to a local mill.	3	Applied Science, All Fall Courses
SS317-WBFP	Small Business Management	Students in this course will gain an understanding of basic economic and management principles necessary to successfully operate a small business. Students will also develop familiarity with financial tools such as accounting, balance sheets, profit and loss statements and will apply knowledge gained to develop a loan application, business plan and grant application.	3	Social Science, All Fall Courses
INT422-WBFP	Senior Year Research Project I	The Senior Year Research Project (SYRP) is a capstone learning experience that culminates a student's study in his or her major by pursuing a particular question in significant depth. SYRP is designed to allow students to explore an area of interest that will complement their major and their personal strengths. Projects are expected to include a tangible product as well as a presentation (which could be a presentation for the community, a presentation for a related class, or a workshop for an outside audience). The Project may have an applied component, but this is not required. The Senior Year Research Project consists of two multi-credit learning experiences over a student's final two semesters. The Project is supported by a primary advisor, with input from a second advisor, students are also encouraged to seek the input of a sponsor outside Sterling College, if appropriate. A student pursuing this option should enroll in INT422: Senior Year Research Project I and INT423: Senior Year Research Project II in consecutive semesters during his or her senior year. Students proposing a Senior Year Research Project should describe their plan using the outline below. Students should work with their faculty advisors and second readers prior to submitting their final proposal electronically using this form. After submission, the faculty advisors should inform the Dean and Associate Dean of Academics of their final approval. Note that completed proposals must be submitted by the registration deadline for the semester in which the student is planning to enroll in SYRP I. Students will not be enrolled in SYRP I without an approved plan on file. Significant changes to an approved SYRP proposal must be re-approved by the Dean through submission of a revised proposal.	3	Integrated Studies, Fall All Courses

AS282	Winter Backcountry Travel	This course introduces students to travel skills and rescue techniques needed for moving over mountainous and technical terrain in the wintertime. Students will earn an 8-hour AIARE Avalanche Rescue Course Certification while learning how to travel on backcountry skis or split-board through snow-covered slopes in Vermont and/or New Hampshire. Emphasis will be on trip planning, route-finding, communication, teamwork, rescue protocols and uphill/downhill travel techniques. Additionally students will spend 2 days learning technical mountaineering skills and basic ice climbing techniques as a way to broaden their winter backcountry travel toolkit.	3	Applied Science, All Spring Courses
SS285	Conflict Management, Justice Paradigms, and Mediation	To provide an introductory understanding of conflict theory; effective models for conflict management and mediation; a context for critical analysis of societal institutions and paradigms in relation to conflict and justice; opportunities to inventory personal conflict management styles, and hands-on experience practicing mediation skills. The cultivation of formal writing skills will be integrated into the course content through a research paper and structured formal reflections. Topics will include conflict theory, principled negotiation, mediation theory and practice, an in-depth look at communication skills with a focus on listening skills, restorative and retributive justice paradigms, and the criminal justice system as a means of social control. Students will have the opportunity to explore a topic of their choice in greater depth through a research project.	3	Social Science, All Spring Courses
SS309	Advanced GIS	This course will focus on utilizing spatial reasoning to create spatially and time explicit models. Topics covered include how statistics can be used to quantify existing patterns, advanced suitability modeling, dynamic modeling, and reserve design. The course will also teach the fundamentals of scripting programming in the object orient environment which is necessary for customizing the GIS environment and to develop more complex relationships.	3	Social Science, All Spring Courses
INT471	Climate + Change	The present climate and ecological emergencies can no longer be ignored, yet the social and political response to them does not match the scale and urgency of action required. A vague sense among global northerners that things are bad and that they will get much worse manifests as emotional paralysis, despair, and both active and passive denial, none of which help the individual, or to mitigate the crises. This course aims to illuminate the dark cloud in our minds called climate breakdown, by equipping learners with the scientific knowledge, emotional clarity, and practical know-how to contribute to timely transformative systemic change in all aspects of society.	3	Integrated Studies, Spring All Courses
INT272C	Career Planning Skills	Students in this course will focus on building life skills for the job search process. The course will emphasize professional habits of the job search process to include networking, interviewing, etiquette, salary negotiations as well as the creation of numerous career development tools to include resumes, cover letters, reference lists, statement of work or teaching philosophy, skills resumes, etc. The course will include meetings or panel discussions with current hiring managers in relevant fields.	1	Integrated Studies, Spring All Courses

AS/NS270	Topics in Ecological Action: Invasive Plants Management	This course uses foundational ecological knowledge to focus on non-native terrestrial plants found on the Craftsbury campus and to build an understanding of landscape conditions that allow these plants' proliferation. Hands-on involvement with campus forest management brings students from species identification and botanical traits through an understanding of the plants' ecological functions and the full range of current management strategies. Some exposure to off-campus projects broadens student knowledge and to include aquatic plants. Management practiced will include monitoring, manual removal, cutting, grazing, and other biological strategies. The ideas of adapting our practices to live with the new species as well as the use of herbicides will be discussed. Critical observation skills will be honed as students engage in monitoring experiments to test the effectiveness of the various approaches. Students with previous GIS skills can apply them by mapping plant and plot locations.	3	Applied Science, Summer Natural Science, All Courses
AS 385-WBFP	Introduction to Farrier Science	Students interested in using horsepower on the farm or in the forest will be faced with a myriad of challenges. To keep draft horses operating at peak efficiency, they must have sound hooves. Typically, a horse owner relies upon the work of a farrier to maintain hoof health and integrity. With an in-depth study of hoof anatomy and physiology, the impact of nutrition on hoof wall growth and a survey of the biomechanical analysis of gait coupled with proper tool selection and use and actual practice on live hooves, students will become independent of outside specialists in terms of hoof care. Students will learn to recognize quality hoof care and discern the difference between speculation and sound farrier theory, develop a trimming and horseshoeing plan for each horse with which they work, select, maintain, and use the appropriate tools for hoof care, and, as a benchmark, be prepared to pass selected sections of the apprentice-level written examination from the American Farriers Association.	3	Applied Science, All Spring Courses
AS285-WBFP	Draft Animal Power Systems III	This course allows students the opportunity to explore the challenges associated with farming systems where draft animals are the primary source of traction power. In small learning groups, students actively use horses and oxen to manage the farm's working landscape including gardens, hay fields, and cropland. Students become familiar with reduced tillage practices associated with regenerative bio-extensive gardening principles and a variety of cropping implements such as the moldboard plow and various cultivators, manure and compost management systems, mowing machinery and haying implements (depending on season and field conditions).	2	Applied Science, All Spring Courses
SS416-WBFP	Whole Farm Planning	Using five scenarios this course will expose students to the complexity of whole farm planning by combining business planning and management with policy and ecology in development of farm models that support health of the land and business owners. Students will be expected to draw heavily on the technical and theoretical expertise they have accumulated through course work and internships. A major portion of the course will require completion of a project conducted in partnership with an existing farm or agriculturally based business. Grading will be based on significant class participation, written assignments and completion of major project conducted in support of an existing business.	3	Social Science, All Spring Courses
SS380-WBFP	Community Organizing for Social & Political Change	This seminar examines methods of organizing for social action and systems change that aid in the development of communities and strengthen the capacity of individuals to be empowered. Particular emphasis will be placed on rural agricultural communities. Students will look at historic examples and at contemporary social movements with a focus on communities that are disenfranchised, oppressed, and under-represented. This course uses The Berry Center and its community as a touchstone, providing a good model, a source of essential information, and connections to the community.	3	Social Science, All Spring Courses



INT423-WBFP	Senior Year Research Project II	<p>The Senior Year Research Project (SYRP) is a capstone learning experience that culminates a student's study in his or her major by pursuing a particular question in significant depth. SYRP is designed to allow students to explore an area of interest that will complement their major and their personal strengths. Projects are expected to include a tangible product as well as a presentation (which could be a presentation for the community, a presentation for a related class, or a workshop for an outside audience). The Project may have an applied component, but this is not required. The Senior Year Research Project consists of two multi-credit learning experiences over a student's final two semesters. The Project is supported by a primary advisor, with input from a second advisor, students are also encouraged to seek the input of a sponsor outside Sterling College, if appropriate. A student pursuing this option should enroll in INT422: Senior Year Research Project I and INT423: Senior Year Research Project II in consecutive semesters during his or her senior year. Students proposing a Senior Year Research Project should describe their plan using the outline below. Students should work with their faculty advisors and second readers prior to submitting their final proposal electronically using this form. After submission, the faculty advisors should inform the Dean and Associate Dean of Academics of their final approval. Note that completed proposals must be submitted by the registration deadline for the semester in which the student is planning to enroll in SYRP I. Students will not be enrolled in SYRP I without an approved plan on file. Significant changes to an approved SYRP proposal must be re-approved by the Dean through submission of a revised proposal.</p>	3	Integrated Studies, Spring All Courses
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In addition to the course listed above, students also have the opportunity to enroll in Independent Studies, Advanced Independent Studies, College Teaching Experience (Teaching Assistant), Course Assistantship, and Livestock or Garden Projects. Students work with a faculty advisor to develop and submit a proposal to the Dean of Academics. Independent Studies are available in all distribution areas (AS, HM, INT, NS, SS) and can be taken at the 200, 300, or 400 level. College Teaching Experiences are 400-level opportunities available in all distribution areas (AS, HM, INT, NS, SS) at the 400 level. Course Assistantships are 300-level opportunities available in all distribution areas (AS, HM, INT, NS, SS)