

**[EACS s15] Glacial and Postglacial Landscapes of Southeast Alaska;** Juneau, Alaska

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Dates: May 5 - 22

This course will provide you field-based learning experiences in a variety of Southeast Alaska ecosystems. The Tongass National Forest is home to an extraordinary landscape diversity that offers an excellent natural laboratory on Earth to observe the interactions among geology, climate change and soil development. This course includes visiting glaciated, riverine, lacustrine and coastal systems where you will observe how climate change and past and modern glaciers shape the earth surface. This knowledge on glaciated landscapes is highly transferable to the Maine Quaternary landscape. It will be like a travel through time, where you will be able to associate present processes in Alaska with those that occurred in Maine during the Wisconsin glaciation. We will visit glaciers to see till formation underneath the ice mass, moraines deposition, and how soils develop over time on deglaciated surfaces. Furthermore, this course includes a community-engaged component, where you will develop a project in group in collaboration with the Juneau community partners, school teachers and K12 students. There will be guest lectures with local experts in geology, soils and ecosystems of the region, and student-led field excursions for 4 days in the field. Group of 3 students will be responsible for presenting and leading a day-long fieldtrip. This course includes accommodations in the University of Alaska Southeast guest housing (shared rooms, 2 people/room), digging soil profiles, outdoor activities in the rainforest (rain or shine) and hiking easy to moderate trails.

By the end of the course, you should be able to:

- Relate soil properties and soil development with earth surface processes, climate change and landscape features
- Use peer reviewed literature to write scientific reports
- Develop and lead field trips
- Synthesize and communicate research findings through a presentation
- Develop an interest in Anti-colonial research

**[EACS s16] Paleoseismic Investigation along the Himalayan Frontal Thrust;** Central Himalaya, India

Prof. Shreya Arora, [sarora@bates.edu](mailto:sarora@bates.edu)

Dates: May 4 - 24

The 2500 km long Himalaya is a classic example of a seismically active plate boundary system. It has offered inspiration to the world's geologists to understand the earthquake mechanisms, and assess the obvious seismic threat to the millions of people living in north India. The critical problem faced by the earth scientist today is the absence of data to develop the predictive models for the time and magnitude of the future earthquakes. However, paleoseismic investigations allow the determination of the two most important parameters used for fault behavior characterization and calculation of the future earthquake magnitudes: slip rate and recurrence intervals (Wallace, 1981). The proposed short-term course is aimed at developing students' quantitative skill, and intensive mapping skills through collecting the data necessary for the Seismic Hazard Assessment of the Central Himalaya. This short-term course is first of its kind in terms of the field location, methodology and learning outcomes. The course integrates advanced

training with geophysical instruments, such as RTK-GPS and GPR (Ground Penetrating Radar), working with high-resolution (1-2 m) satellite imagery, and data acquisition in the field through trenching, measuring deformation, and calculating magnitude. The final project would include a presentation. The course also includes understanding the impacts of earthquakes on the local communities and a visit to Taj Mahal."

**[ENG s43] Shakespeare in the Theater;** London, United Kingdom

Prof. Sanford Freedman, [sfreedma@bates.edu](mailto:sfreedma@bates.edu), and Prof. Michael Reidy, [mreidy@bates.edu](mailto:mreidy@bates.edu)

Dates: May 3 - 25

This short term centers around the importance of linking the reading and study of Shakespeare with the performance of Shakespeare in London, a city with a long history of theatrical performance. We encounter Shakespeare's plays through a variety of contexts (historical, contemporary, political, ideological) and discursively explore multiple purposes and values of performance within these frames. We consider how both text and performance undergo change; how adaptation becomes a lens through which to consider Shakespeare in our present moment and how performative revision itself offers a form of critical engagement with an original text. We often use the original, therefore, as a basis by which to understand cultural change, asking how Shakespeare's moment serves as a point of reference against our contemporary explanations. This course asks what we might learn from theatrical performance—with particular attention to how queer and gender studies, critical race theory, and disability studies may offer salient critical frameworks by which to analyze the productions that we view throughout the course.

**Program Highlights & Activities**

- Up to 11 plays
- 2 ballets
- 2 musical recitals / concerts
- Up to 5 art exhibits