

CS-0111-1

The Emergence of Literacy

DR

Distribution Area: MCP

Melissa Burch

The majority of adults are able to read fluently. However, when children learn to read, the process is dependent on a number of skills and requires a great deal of adult guidance. In this course we will discuss the cultural importance of literacy across societies and throughout childhood. We will focus on the development of the complex skill of reading, including phonemic awareness, phonics, fluency, and higher-order processes that contribute to decoding and text comprehension. Because instruction can play a determining factor in children's acquisition of literacy skills, we will study early reading materials and examine strategies that are employed in the classroom to facilitate the acquisition of these skills. Evaluation will be based on class participation, a series of short papers, and a longer final project.

Cumulative Skills: MCP

MW 09:00AM-10:20AM

ASH 222

CS-0114-1

Introduction to Philosophy

DR

Distribution Area: IND

Jonathan Westphal

Kafka wrote, "Belief is a frozen sea. Philosophy is an axe." I would like students to get to know the ins and outs of philosophical problems, so that they can wield their own "axes" with skill and accuracy. This introduction to philosophy aims to get to the bottom of each of the philosophical problems discussed, without any sacrifice of technical correctness or historical sensitivity. The problems to be discussed will be: the nature of philosophy; the nature of logic; the problem of evil; the existence of God; what knowledge is; personal identity; the mind-body problem; freewill and determinism; and the meaning of life. There will be two papers, question sets, a one-hour mid-term and a one-hour final. The questions on the exams will be drawn from the question sets. Also required are two short (6-page) papers.

Cumulative Skills: IND

MW 01:00PM-02:20PM

ASH 111

CS-0122-1

Intro to Tabletop Game Design

DR

Distribution Area: IND

Robert Daviau

In this course, students will play, analyze, and design tabletop games to introduce them to the concepts

of game design. We will make good use of the Hampshire Game Library. Assignments will be project-based and are intended to provide both crucial practice of skills and useful additions to a portfolio. The course will include three primary parts. First, students will play and analyze existing games on a weekly basis. Second, students will work in small teams creating initial prototypes highlighting different aspects of game design. Third, each student will individually design an original game. Frequent critiques and playtests will increase students' ability to give and receive thoughtful feedback and to learn how to iterate effectively.

Cumulative Skills: IND
MW 02:30PM-03:50PM
ASH 222

CS-0131-1

Technologies of Mediatization

DR

Distribution Area: IND

James Miller

Mediatization theory argues that as media become ubiquitous, their visibility as discrete devices lessens and their audio-visual functionalities recede into the environment. So, for example, a mirror might detect your blood pressure while you comb your hair, transmitting it to your doctor who could send instructions to your electronically enhanced pill container to change the dosage. Mediatization theory also claims that media "logics" are an increasing source of power, one that influences other social institutions, like politics, to align themselves to the special conditions of media representation and simulation: more and more social activities become media events. This course explores these theoretical claims with a special emphasis on the new-media technologies - like the internet of things, wearables, smart buildings - that are the engines of this transformation. Working in groups, students will specialize in one technology, writing an essay and a final paper.

Cumulative Skills: IND
MW 01:00PM-02:20PM
ASH 222

CS-0134-1

Brain and Cognition

DR

Distribution Area: WRI

Joanna Morris

The problem of explaining how the brain enables human conscious experience remains a great mystery of human knowledge. This course is an introduction to cognitive neuroscience in which we will attempt to examine the neural underpinnings of the mind's complex processes, paying particular attention to vision, attention, and memory. Cognitive neuroscience incorporates elements of physiological psychology, neuroscience, cognitive psychology and neuropsychology. In this course we will become

familiar with the tools of research used in cognitive neuroscience and with questions that motivate researchers in the field. Students will be expected to read and critically analyze articles from the professional scientific literature.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
ASH 222

CS-0136-1

Cognitive Psychology

DR

Distribution Area: WRI

Joanna Morris

The purpose of this course is to introduce you to human cognition or the scientific study of the mind. We will take an information processing view of psychological functions. Thus we will spend much of our time discussing information, in the form of mental representations, and how this information is transformed in the mind. We will examine how perceptual information enters the mind, how attention is used to select from the array of available incoming sensory information, how knowledge is encoded, stored in and retrieved from memory, how information is conveyed to others via language, and how information is used in reasoning and decision making. Students will be expected to read and critically analyze articles from the professional scientific literature.

Cumulative Skills: WRI
MW 01:00PM-02:20PM
ASH 112

CS-0141-1

The Social Psychology of Building Peace in the Context of

DR

Distribution Area: WRI

Rachel Steele

This social psychology class focuses on contextual factors of and potential obstacles to pursuing peace and reconciliation following violent intergroup conflict. Themes that will be addressed include: the role of history and memory, perceptions of victimhood, group-based emotions, the desire for retribution, and ideology. The course will also address means of fostering reconciliation through justice mechanisms, apologies, and reparations. We will use a psychological lens through which to explore these issues, but other disciplinary perspectives will be highlighted and an interdisciplinary approach will be encouraged. Student evaluations will be based on class participation, written critical responses to selected readings, verbal summaries and presentations of selected readings, and a research proposal that will consist of a project proposal, a draft, and a final paper.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
ASH 221

CS-0142-1

Innovations for Change: Problem Solving for the Future

DR

Distribution Area: IND

Sarah Partan, Jana Silver

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include guest lectures from experts in the field of climate change and sustainability. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Cumulative Skills: IND
MWF 01:00PM-02:20PM
FPH WLH

CS-0174-1

Computer Animation I

DR

Distribution Area: IND

William Colon

This course will introduce students to the production of animated short films with the tools and techniques of three-dimensional (3D) computer graphics. Readings and lectures will cover the theoretical foundations of the field, and the homework assignments will provide hands-on, project-based experience with production. The topics covered will include modeling (the building of 3D objects), shading (assignment of surface reflectance properties), animation (moving the objects over time), and lighting (placing and setting the properties of virtual light sources). Due to the large amount of material being covered, additional workshops outside of class may be scheduled.

Cumulative Skills: IND
WF 09:00AM-10:20AM
ASH 126

DR = Satisfies Division I distribution requirements

CS-0177-1

Aliens: Close Encounters of a Multidisciplinary Kind

DR

Distribution Area: WRI

Salman Hameed

This course can be summed up as: everything you wanted to know about aliens but were afraid to ask (a scientist). The course will explore the topic of extraterrestrial intelligence from the perspective of several different fields. We will look at the history of UFO sighting claims and analyze the reliability of eye-witness testimonies, explore psychological & sociological reasons behind claims of alien abductions, and analyze the current state of the search for extraterrestrial intelligence (SETI) from the perspective of astronomy and planetary research. We will also examine how film and television have shaped our view of aliens in popular culture. We will conclude the course by looking at religions that have been inspired by UFOs and extraterrestrials.

Cumulative Skills: WRI

T 06:30PM-09:20PM

ASH 111

CS-0181-1

Women in Game Programming

DR

Distribution Area: IND

Ira Fay

This course is designed to give students a strong introduction to computer programming, with an emphasis on programming games. No prior programming experience is necessary. As the title reveals, this course particularly invites self-identified women, though all interested students are of course welcome! We will consider (and hopefully impact) the current gender imbalances in the professional world of game development. The course will include guest interviews with notable women in game programming. By the end of the course, successful students will be able to write programs of moderate difficulty and use C# and Unity to implement computer games. As a course that can provide a solid foundation for further computer science courses, this class will expose students to variables, conditionals, loops, functions, comments, and object oriented programming concepts. For more information, see irafay.com/classes.

Cumulative Skills: IND

MW 01:00PM-02:20PM

ASH 126

CS-0206-1

Introduction to Statistics

DR

Distribution Area: QUA

DR = Satisfies Division I distribution requirements

Ethan Meyers

This class is an introduction to statistical methods that are useful for analyzing data. Topics will include descriptive statistics (summary statistics and graphical methods), and resampling and parameter inference methods for calculating confidence intervals and conducting hypothesis tests. Students will learn to use the R programming language to explore statistical concepts and to analyze real data. Assignments will consist of weekly problem sets that cover newly introduced topics, and cumulative learning checks that reinforce the topics that have been covered. By the end of the class students should be able to understand the principles that underlie statistical analyses used in a variety of fields, and should be able to apply statistical methods to gain insight into data that they collect.

Cumulative Skills: QUA
TTH 12:30PM-01:50PM
CSC 316

CS-0208-1

How People Learn

DR

Distribution Area: MCP

Timothy Zimmerman

In recent years, as a result of interactions between cognitive psychology and education, we now have many ideas about classroom learning, and approaches to teaching, testing and assessment. We also have strong evidence that implementing these ideas could really improve learning for all children and youth, including those who are under- resourced. In this seminar we will work to understand the findings by reading and discussing a selection of theoretical works from cognitive science and psychology. We will examine the practical applications of these theories to education through discussion and time observing/assisting in a classroom or tutoring/mentoring. We will also learn how to evaluate educational claims. Students will be evaluated on a series of short reaction papers, a final paper, and their general participation. This course can be used to satisfy the Educational Psychology requirement for licensure students.

Cumulative Skills: MCP
TTH 10:30AM-11:50AM
FPH 102

CS-0209-1

Soft Power

DR

Distribution Area: IND

James Miller

Soft power refers to forms of international relations that are not militaristic or otherwise coercive - or "hard." The usual means of soft power are cultural ones. Nation-states increasingly brand themselves (the Danes are the happiest people on earth), foster exportable experience economies (EuroDisney),

and produce globally circulating news (Voice of America). National regions, corporations, religions and NGOs all engage in similar behavior. The goal is a kind of impression management, creating favorable public opinion abroad toward a way of life, a product or a geographic place. These activities, which blur the private and public sectors, raise important questions about propaganda, cultural imperialism and other issues that are often difficult to untangle from strictly economic and geo-political matters. This course will critically explore US public diplomacy mainly, but also efforts by multilateral organizations like the UN and by international NGOs. China and India may be featured case studies. In addition to regularly assigned readings, there will be an essay and a final paper.

Cumulative Skills: IND
MW 04:00PM-05:20PM
ASH 222

CS-0216-1

Animal Behavior Theory

DR

Distribution Area: IND

Mark Feinstein

This course surveys the main theoretical ideas in ethology, the scientific study of animal behavior. We explore the physiological, developmental, functional and evolutionary bases of behavior as well as related issues in the study of cognition. The main reading and discussion material for the course is drawn from journal articles in the professional scientific literature; students are also expected to read John Alcock's standard textbook, *Animal Behavior*. Two summary/critique papers on the journal articles will be required, along with a report on a public lecture relevant to the themes of the course, and a full-length paper on a species and research topic of the student's choosing. The final project will also be presented to the whole class either orally or in a poster session.

Cumulative Skills: IND
TTH 02:00PM-03:20PM
ASH 222

CS-0263-1

Artificial Intelligence

DR

Distribution Area: IND

Lee Spector

Artificial Intelligence is a branch of computer science concerned with the development of computer systems that "think." In this course we will explore the core ideas of artificial intelligence through readings, presentations, discussions, and hands-on programming activities. A range of practical artificial intelligence techniques will be covered, and students will complete programming projects to demonstrate engagement with the themes of the course. Prerequisite: One programming course (in any language).

Cumulative Skills: IND
TTH 02:00PM-03:20PM
ASH 126

CS-102T-1

Biological Evolution in the Public Sphere

DR

Distribution

Area: WRI

Salman Hameed

Biological evolution is often at the center of science and religion debates. While there is a broad consensus amongst biologists about the common descent of humans from prior species and the processes that drive biological evolution, public debates continue over the validity of evolution. According to the latest Gallup poll, 42% of Americans believe in a creationist view of human origins, and there are constant efforts by various school boards across the country to include some form of creationism in biology classes. Despite all the scientific evidence, why is biological evolution at the center of public debates today? In this course, we will look at sociological, psychological, and cultural factors that shape the public reception of evolution in the US and abroad. We will also look at the reliability of polling surveys and will conclude the course by analyzing the role of media in public evolution debate, from the Scopes Trial to the recent debate between Bill Nye and creationist, Ken Ham.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
ASH 221

CS-104T-1

Cognitive Science Fiction

DR

Distribution Area: MCP

Jaime Davila

This tutorial will introduce students to the main topics in cognitive science through reading and viewing a selection of science fiction literature, TV shows, and films. Some of the topics that will be explored are: What does it mean to be alive? How do we know that something is real? What is consciousness? Can machines be intelligent? What is the relationship between language and mind? How do we learn to do the things we do? Students will be evaluated based on class attendance and participation, short response papers to each of the course topics, and a longer final paper on one or more of the course topics.

Cumulative Skills: MCP
TTH 09:00AM-10:20AM
ASH 221

CS-117T-1

Philosophy of Education

DR

Distribution Area: WRI

Ernest Alleva

This course explores central questions in the philosophy of education: What is education, and what is it for? What is the meaning and value of education to individuals and society? What should the aims and content of education be? Are there things that everyone should know or be able to do? Should education promote moral virtue? What are alternative methods of education? How should educational opportunities and resources be distributed? What roles should the individual, family, community, and state have in education? What should the role of education be in democratic societies? We will examine alternative perspectives on these and related issues of educational theory and practice. Readings will include selections from a variety of influential historical thinkers, such as Plato, Rousseau, and Dewey, as well as more recent educational theorists and critics.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

ASH 222

CS-126T-1

Apprenticeship in Animal Communication Research

DR

Distribution Area: WRI

Sarah Partan

In this first-year tutorial we will discover how animal behavior research is conducted. Particular focus will be paid to two research areas: animal communication, and behavioral responses to climate change. We will spend time learning to understand primary journal articles that present empirical research in these two areas. Not a lot is known yet about how animals respond, behaviorally, to climate change, so we will explore ideas about how this might be studied. Students will also be exposed to research currently being conducted by animal behavior faculty at Hampshire College, and will have the opportunity to become apprentices on these projects. Expectations include a willingness to try different tasks associated with research projects, including working both indoors at the computer or library and outdoors conducting fieldwork. Evaluations will be based on participation as well as written work and oral presentations.

Cumulative Skills: WRI

MW 10:30AM-11:50AM

ASH 222

CS-1IND-1

Independent Study 100-Level

DR

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

CS-102T-1

Biological Evolution in the Public Sphere

FY

Distribution

Area: WRI

Salman Hameed

Biological evolution is often at the center of science and religion debates. While there is a broad consensus amongst biologists about the common descent of humans from prior species and the processes that drive biological evolution, public debates continue over the validity of evolution. According to the latest Gallup poll, 42% of Americans believe in a creationist view of human origins, and there are constant efforts by various school boards across the country to include some form of creationism in biology classes. Despite all the scientific evidence, why is biological evolution at the center of public debates today? In this course, we will look at sociological, psychological, and cultural factors that shape the public reception of evolution in the US and abroad. We will also look at the reliability of polling surveys and will conclude the course by analyzing the role of media in public evolution debate, from the Scopes Trial to the recent debate between Bill Nye and creationist, Ken Ham.

Cumulative Skills: WRI

MW 10:30AM-11:50AM

ASH 221

CS-104T-1

Cognitive Science Fiction

FY

Distribution Area: IND

Jaime Davila

This tutorial will introduce students to the main topics in cognitive science through reading and viewing a selection of science fiction literature, TV shows, and films. Some of the topics that will be explored are: What does it mean to be alive? How do we know that something is real? What is consciousness? Can machines be intelligent? What is the relationship between language and mind? How do we learn to do the things we do? Students will be evaluated based on class attendance and participation, short response papers to each of the course topics, and a longer final paper on one or more of the course topics.

Cumulative Skills: IND
TTH 09:00AM-10:20AM
ASH 221

CS-117T-1

Philosophy of Education

FY

Distribution Area: IND

Ernest Allava

This course explores central questions in the philosophy of education: What is education, and what is it for? What is the meaning and value of education to individuals and society? What should the aims and content of education be? Are there things that everyone should know or be able to do? Should education promote moral virtue? What are alternative methods of education? How should educational opportunities and resources be distributed? What roles should the individual, family, community, and state have in education? What should the role of education be in democratic societies? We will examine alternative perspectives on these and related issues of educational theory and practice. Readings will include selections from a variety of influential historical thinkers, such as Plato, Rousseau, and Dewey, as well as more recent educational theorists and critics.

Cumulative Skills: IND
TTH 09:00AM-10:20AM
ASH 222

CS-126T-1

Apprenticeship in Animal Communication Research

FY

Distribution Area: QUA

Sarah Partan

In this first-year tutorial we will discover how animal behavior research is conducted. Particular focus will be paid to two research areas: animal communication, and behavioral responses to climate change. We will spend time learning to understand primary journal articles that present empirical research in these two areas. Not a lot is known yet about how animals respond, behaviorally, to climate change, so we will explore ideas about how this might be studied. Students will also be exposed to research currently being conducted by animal behavior faculty at Hampshire College, and will have the opportunity to become apprentices on these projects. Expectations include a willingness to try different tasks associated with research projects, including working both indoors at the computer or library and outdoors conducting fieldwork. Evaluations will be based on participation as well as written work and oral presentations.

Cumulative Skills: QUA
MW 10:30AM-11:50AM
ASH 222

CS-0111-1

The Emergence of Literacy

MIX

Distribution Area: QUA

Melissa Burch

The majority of adults are able to read fluently. However, when children learn to read, the process is dependent on a number of skills and requires a great deal of adult guidance. In this course we will discuss the cultural importance of literacy across societies and throughout childhood. We will focus on the development of the complex skill of reading, including phonemic awareness, phonics, fluency, and higher-order processes that contribute to decoding and text comprehension. Because instruction can play a determining factor in children's acquisition of literacy skills, we will study early reading materials and examine strategies that are employed in the classroom to facilitate the acquisition of these skills. Evaluation will be based on class participation, a series of short papers, and a longer final project.

Cumulative Skills: QUA
MW 09:00AM-10:20AM
ASH 222

CS-0111-1

The Emergence of Literacy

MIX

Distribution Area: WRI

Melissa Burch

The majority of adults are able to read fluently. However, when children learn to read, the process is dependent on a number of skills and requires a great deal of adult guidance. In this course we will discuss the cultural importance of literacy across societies and throughout childhood. We will focus on the development of the complex skill of reading, including phonemic awareness, phonics, fluency, and higher-order processes that contribute to decoding and text comprehension. Because instruction can play a determining factor in children's acquisition of literacy skills, we will study early reading materials and examine strategies that are employed in the classroom to facilitate the acquisition of these skills. Evaluation will be based on class participation, a series of short papers, and a longer final project.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
ASH 222

CS-0114-1

Introduction to Philosophy

MIX

Distribution Area: MCP

Jonathan Westphal

Kafka wrote, "Belief is a frozen sea. Philosophy is an axe." I would like students to get to know the ins and outs of philosophical problems, so that they can wield their own "axes" with skill and accuracy. This introduction to philosophy aims to get to the bottom of each of the philosophical problems discussed, without any sacrifice of technical correctness or historical sensitivity. The problems to be discussed will be: the nature of philosophy; the nature of logic; the problem of evil; the existence of God; what knowledge is; personal identity; the mind-body problem; freewill and determinism; and the meaning of life. There will be two papers, question sets, a one-hour mid-term and a one-hour final. The questions on the exams will be drawn from the question sets. Also required are two short (6-page) papers.

Cumulative Skills: MCP

MW 01:00PM-02:20PM

ASH 111

CS-0114-1

Introduction to Philosophy

MIX

Distribution Area: WRI

Jonathan Westphal

Kafka wrote, "Belief is a frozen sea. Philosophy is an axe." I would like students to get to know the ins and outs of philosophical problems, so that they can wield their own "axes" with skill and accuracy. This introduction to philosophy aims to get to the bottom of each of the philosophical problems discussed, without any sacrifice of technical correctness or historical sensitivity. The problems to be discussed will be: the nature of philosophy; the nature of logic; the problem of evil; the existence of God; what knowledge is; personal identity; the mind-body problem; freewill and determinism; and the meaning of life. There will be two papers, question sets, a one-hour mid-term and a one-hour final. The questions on the exams will be drawn from the question sets. Also required are two short (6-page) papers.

Cumulative Skills: WRI

MW 01:00PM-02:20PM

ASH 111

CS-0122-1

Intro to Tabletop Game Design

MIX

Distribution Area: IND

Robert Daviau

In this course, students will play, analyze, and design tabletop games to introduce them to the concepts of game design. We will make good use of the Hampshire Game Library. Assignments will be project-based and are intended to provide both crucial practice of skills and useful additions to a portfolio. The

course will include three primary parts. First, students will play and analyze existing games on a weekly basis. Second, students will work in small teams creating initial prototypes highlighting different aspects of game design. Third, each student will individually design an original game. Frequent critiques and playtests will increase students' ability to give and receive thoughtful feedback and to learn how to iterate effectively.

Cumulative Skills: IND
MW 02:30PM-03:50PM
ASH 222

CS-0131-1

Technologies of Mediatization

MIX

Distribution Area: WRI

James Miller

Mediatization theory argues that as media become ubiquitous, their visibility as discrete devices lessens and their audio-visual functionalities recede into the environment. So, for example, a mirror might detect your blood pressure while you comb your hair, transmitting it to your doctor who could send instructions to your electronically enhanced pill container to change the dosage. Mediatization theory also claims that media "logics" are an increasing source of power, one that influences other social institutions, like politics, to align themselves to the special conditions of media representation and simulation: more and more social activities become media events. This course explores these theoretical claims with a special emphasis on the new-media technologies - like the internet of things, wearables, smart buildings - that are the engines of this transformation. Working in groups, students will specialize in one technology, writing an essay and a final paper.

Cumulative Skills: WRI
MW 01:00PM-02:20PM
ASH 222

CS-0134-1

Brain and Cognition

MIX

Distribution Area: WRI

Joanna Morris

The problem of explaining how the brain enables human conscious experience remains a great mystery of human knowledge. This course is an introduction to cognitive neuroscience in which we will attempt to examine the neural underpinnings of the mind's complex processes, paying particular attention to vision, attention, and memory. Cognitive neuroscience incorporates elements of physiological psychology, neuroscience, cognitive psychology and neuropsychology. In this course we will become familiar with the tools of research used in cognitive neuroscience and with questions that motivate

researchers in the field. Students will be expected to read and critically analyze articles from the professional scientific literature.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
ASH 222

CS-0136-1

Cognitive Psychology

MIX

Distribution Area: WRI

Joanna Morris

The purpose of this course is to introduce you to human cognition or the scientific study of the mind. We will take an information processing view of psychological functions. Thus we will spend much of our time discussing information, in the form of mental representations, and how this information is transformed in the mind. We will examine how perceptual information enters the mind, how attention is used to select from the array of available incoming sensory information, how knowledge is encoded, stored in and retrieved from memory, how information is conveyed to others via language, and how information is used in reasoning and decision making. Students will be expected to read and critically analyze articles from the professional scientific literature.

Cumulative Skills: WRI
MW 01:00PM-02:20PM
ASH 112

CS-0141-1

Violent Intergroup Conflict

MIX

Distribution Area: IND

Rachel Steele

This social psychology class focuses on contextual factors of and potential obstacles to pursuing peace and reconciliation following violent intergroup conflict. Themes that will be addressed include: the role of history and memory, perceptions of victimhood, group-based emotions, the desire for retribution, and ideology. The course will also address means of fostering reconciliation through justice mechanisms, apologies, and reparations. We will use a psychological lens through which to explore these issues, but other disciplinary perspectives will be highlighted and an interdisciplinary approach will be encouraged. Student evaluations will be based on class participation, written critical responses to selected readings, verbal summaries and presentations of selected readings, and a research proposal that will consist of a project proposal, a draft, and a final paper.

Cumulative Skills: IND
MW 09:00AM-10:20AM
ASH 221

CS-0142-1

Innovations for Change: Problem Solving for the Future

MIX

Distribution Area: IND

Sarah Partan, Jana Silver

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include guest lectures from experts in the field of climate change and sustainability. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Cumulative Skills: IND

MWF 01:00PM-02:20PM

FPH WLH

CS-0174-1

Computer Animation I

MIX

Distribution Area: IND

William Colon

This course will introduce students to the production of animated short films with the tools and techniques of three-dimensional (3D) computer graphics. Readings and lectures will cover the theoretical foundations of the field, and the homework assignments will provide hands-on, project-based experience with production. The topics covered will include modeling (the building of 3D objects), shading (assignment of surface reflectance properties), animation (moving the objects over time), and lighting (placing and setting the properties of virtual light sources). Due to the large amount of material being covered, additional workshops outside of class may be scheduled.

Cumulative Skills: IND

WF 09:00AM-10:20AM

ASH 126

CS-0176-1

Discovering Rules in an Extinct Language: Sound Patterns of

MIX

Distribution Area: MCP

Daniel Altshuler

The goal of this class is to address the following question: How do we know what the rules of language are like? We will address this question via a close study of sound patterns of Osage, a recently extinct Native American language. The importance of language preservation and formal methods of inquiry will be underlying themes of the course. Active group work and class presentations will be key forms of evaluation. In taking this course, students will be prepared to take further courses in linguistics and related topics.

Cumulative Skills: MCP

TTH 10:30AM-11:50AM

FPH 107

CS-0176-1

Osage

MIX

Distribution Area: QUA

Daniel Altshuler

The goal of this class is to address the following question: How do we know what the rules of language are like? We will address this question via a close study of sound patterns of Osage, a recently extinct Native American language. The importance of language preservation and formal methods of inquiry will be underlying themes of the course. Active group work and class presentations will be key forms of evaluation. In taking this course, students will be prepared to take further courses in linguistics and related topics.

Cumulative Skills: QUA

TTH 10:30AM-11:50AM

FPH 107

CS-0177-1

Aliens: Close Encounters of a Multidisciplinary Kind

MIX

Distribution Area: WRI

Salman Hameed

This course can be summed up as: everything you wanted to know about aliens but were afraid to ask (a scientist). The course will explore the topic of extraterrestrial intelligence from the perspective of several different fields. We will look at the history of UFO sighting claims and analyze the reliability of eye-witness testimonies, explore psychological & sociological reasons behind claims of alien abductions, and analyze the current state of the search for extraterrestrial intelligence (SETI) from the perspective of

astronomy and planetary research. We will also examine how film and television have shaped our view of aliens in popular culture. We will conclude the course by looking at religions that have been inspired by UFOs and extraterrestrials.

Cumulative Skills: WRI

T 06:30PM-09:20PM

ASH 111

CS-0181-1

Women in Game Programming

MIX

Distribution Area: IND

Ira Fay

This course is designed to give students a strong introduction to computer programming, with an emphasis on programming games. No prior programming experience is necessary. As the title reveals, this course particularly invites self-identified women, though all interested students are of course welcome! We will consider (and hopefully impact) the current gender imbalances in the professional world of game development. The course will include guest interviews with notable women in game programming. By the end of the course, successful students will be able to write programs of moderate difficulty and use C# and Unity to implement computer games. As a course that can provide a solid foundation for further computer science courses, this class will expose students to variables, conditionals, loops, functions, comments, and object oriented programming concepts. For more information, see irafay.com/classes.

Cumulative Skills: IND

MW 01:00PM-02:20PM

ASH 126

CS-0206-1

Introduction to Statistics

MIX

Distribution Area: QUA

Ethan Meyers

This class is an introduction to statistical methods that are useful for analyzing data. Topics will include descriptive statistics (summary statistics and graphical methods), and resampling and parameter inference methods for calculating confidence intervals and conducting hypothesis tests. Students will learn to use the R programming language to explore statistical concepts and to analyze real data. Assignments will consist of weekly problem sets that cover newly introduced topics, and cumulative learning checks that reinforce the topics that have been covered. By the end of the class students should be able to understand the principles that underlie statistical analyses used in a variety of fields, and should be able to apply statistical methods to gain insight into data that they collect.

Cumulative Skills: QUA
TTH 12:30PM-01:50PM
CSC 316

CS-0208-1

How People Learn

MIX

Distribution Area: WRI

Timothy Zimmerman

In recent years, as a result of interactions between cognitive psychology and education, we now have many ideas about classroom learning, and approaches to teaching, testing and assessment. We also have strong evidence that implementing these ideas could really improve learning for all children and youth, including those who are under- resourced. In this seminar we will work to understand the findings by reading and discussing a selection of theoretical works from cognitive science and psychology. We will examine the practical applications of these theories to education through discussion and time observing/assisting in a classroom or tutoring/mentoring. We will also learn how to evaluate educational claims. Students will be evaluated on a series of short reaction papers, a final paper, and their general participation. This course can be used to satisfy the Educational Psychology requirement for licensure students.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
FPH 102

CS-0209-1

Soft Power

MIX

Distribution Area: WRI

James Miller

Soft power refers to forms of international relations that are not militaristic or otherwise coercive - or "hard." The usual means of soft power are cultural ones. Nation-states increasingly brand themselves (the Danes are the happiest people on earth), foster exportable experience economies (EuroDisney), and produce globally circulating news (Voice of America). National regions, corporations, religions and NGOs all engage in similar behavior. The goal is a kind of impression management, creating favorable public opinion abroad toward a way of life, a product or a geographic place. These activities, which blur the private and public sectors, raise important questions about propaganda, cultural imperialism and other issues that are often difficult to untangle from strictly economic and geo-political matters. This course will critically explore US public diplomacy mainly, but also efforts by multilateral organizations like the UN and by international NGOs. China and India may be featured case studies. In addition to regularly assigned readings, there will be an essay and a final paper.

Cumulative Skills: WRI
MW 04:00PM-05:20PM
ASH 222

CS-0216-1

Animal Behavior Theory

MIX

Distribution Area: QUA

Mark Feinstein

This course surveys the main theoretical ideas in ethology, the scientific study of animal behavior. We explore the physiological, developmental, functional and evolutionary bases of behavior as well as related issues in the study of cognition. The main reading and discussion material for the course is drawn from journal articles in the professional scientific literature; students are also expected to read John Alcock's standard textbook, *Animal Behavior*. Two summary/critique papers on the journal articles will be required, along with a report on a public lecture relevant to the themes of the course, and a full-length paper on a species and research topic of the student's choosing. The final project will also be presented to the whole class either orally or in a poster session.

Cumulative Skills: QUA
TTH 02:00PM-03:20PM
ASH 222

CS-0216-1

Animal Behavior Theory

MIX

Distribution Area: WRI

Mark Feinstein

This course surveys the main theoretical ideas in ethology, the scientific study of animal behavior. We explore the physiological, developmental, functional and evolutionary bases of behavior as well as related issues in the study of cognition. The main reading and discussion material for the course is drawn from journal articles in the professional scientific literature; students are also expected to read John Alcock's standard textbook, *Animal Behavior*. Two summary/critique papers on the journal articles will be required, along with a report on a public lecture relevant to the themes of the course, and a full-length paper on a species and research topic of the student's choosing. The final project will also be presented to the whole class either orally or in a poster session.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
ASH 222

CS-0257-1

Critical Pedagogy of Place: A Tool for Environmental Action

MIX

Distribution Area: MCP

Timothy Zimmerman

Critical pedagogy of place: a tool for environmental action and social change. In this advanced course on environmental education, we will read seminal works on notions of place (Thoreau; Leopold), critical pedagogy (Freire), place-based (Sobel), critical theory (hooks). We will also read modern thinkers such as Gruenwald/Greenwood, Berry, Gough and others. We will spend time in "places" to investigate our own notions and perceptions thereof to connect the theory and practice. Students in this class will also help shape how we are to prepare the next generation of environmentally-focused change agents. This will be accomplished through a whole-class, semester-long activity, where students enrolled in this course will be directly involved in the development, hosting and implementation of a mini-conference for environmental education scholars. Prerequisite: CS 0194 Environmental Education: Foundations and Inquiries (preferred). If the student has not taken CS 0194, they must have taken a course on Critical Pedagogy or a course on Critical Theory and receive permission from the Instructor.

Cumulative Skills: MCP

TTH 02:00PM-03:20PM

FPH 102

CS-0257-1

and Social Change

MIX

Distribution Area: IND

Timothy Zimmerman

Critical pedagogy of place: a tool for environmental action and social change. In this advanced course on environmental education, we will read seminal works on notions of place (Thoreau; Leopold), critical pedagogy (Freire), place-based (Sobel), critical theory (hooks). We will also read modern thinkers such as Gruenwald/Greenwood, Berry, Gough and others. We will spend time in "places" to investigate our own notions and perceptions thereof to connect the theory and practice. Students in this class will also help shape how we are to prepare the next generation of environmentally-focused change agents. This will be accomplished through a whole-class, semester-long activity, where students enrolled in this course will be directly involved in the development, hosting and implementation of a mini-conference for environmental education scholars. Prerequisite: CS 0194 Environmental Education: Foundations and Inquiries (preferred). If the student has not taken CS 0194, they must have taken a course on Critical Pedagogy or a course on Critical Theory and receive permission from the Instructor.

Cumulative Skills: IND

TTH 02:00PM-03:20PM

FPH 102

CS-0263-1

Artificial Intelligence

MIX

Distribution Area: QUA

Lee Spector

Artificial Intelligence is a branch of computer science concerned with the development of computer systems that "think." In this course we will explore the core ideas of artificial intelligence through readings, presentations, discussions, and hands-on programming activities. A range of practical artificial intelligence techniques will be covered, and students will complete programming projects to demonstrate engagement with the themes of the course. Prerequisite: One programming course (in any language).

Cumulative Skills: QUA

TTH 02:00PM-03:20PM

ASH 126

CS-0265-1

Pixelbending: Under the Hood of Modern Filmmaking

MIX

Distribution Area: QUA

Christopher Perry

With an affordable digital camera and simple editing software, anyone can be an image maker. But what does it take to be an image master? How does one take control over the images and films one makes rather than ceding it to the engineers of the software and hardware? This course is designed for students who seek mastery over the digital images they create, capture, edit, and/or distribute. The class will expose the foundational core that hides behind the interfaces of digital imaging and filmmaking technologies but which is crucial to using them with precision and finesse. Topics that may be covered include digital image representation, compression/decompression (codecs), frame rate changes, compositing, matting, tracking, color correction, color grading, and more. Prerequisite: An evaluation/passing grade from at least one media production class (film, video, animation, photography).

Cumulative Skills: QUA

TTH 09:00AM-11:50AM

ASH 126

CS-0278-1

Freewill and Determinism

MIX

Distribution Area: IND

Jonathan Westphal

The freewill problem. Are human beings free? If not, why not? What happens if God, or anyone else, people in the NSA, for example, or even our friends, know the future? Does that make us unfree? If time

travel is possible, does that tend to make us unfree? Is there any way of squaring freewill and what we know from science, especially neuroscience and psychology, and is so called hard determinism true, the proposition that no human action is free because all human actions are events caused as a part of nature? There will be two papers, question sets, a one-hour mid-term and a one-hour final. The questions on the exams will be drawn from the question sets. Also required are two short (6-page) papers. Prerequisite: At least one prior philosophy course.

Cumulative Skills: IND
MW 04:00PM-05:20PM
ASH 111

CS-0278-1

Freewill and Determinism

MIX

Distribution Area: WRI

Jonathan Westphal

The freewill problem. Are human beings free? If not, why not? What happens if God, or anyone else, people in the NSA, for example, or even our friends, know the future? Does that make us unfree? If time travel is possible, does that tend to make us unfree? Is there any way of squaring freewill and what we know from science, especially neuroscience and psychology, and is so called hard determinism true, the proposition that no human action is free because all human actions are events caused as a part of nature? There will be two papers, question sets, a one-hour mid-term and a one-hour final. The questions on the exams will be drawn from the question sets. Also required are two short (6-page) papers. Prerequisite: At least one prior philosophy course.

Cumulative Skills: WRI
MW 04:00PM-05:20PM
ASH 111

CS-0290-1

Programming for Science

MIX

Distribution Area: IND

Lee Spector

This course is an inquiry-based introduction to programming and computational concepts for students intending to concentrate in cognitive science, natural science, or computer science. Students will learn to write programs for data manipulation and scientific modeling in a general purpose programming language, and they will also have the opportunity to work in special-purpose science programming environments. Several of the core concepts of computer science that underlie computational approaches across the sciences will be introduced. No previous experience with programming is required. Prerequisite: One course in cognitive or natural science.

Cumulative Skills: IND
TTH 12:30PM-01:50PM
ASH 126

CS-0290-1

Programming for Science

MIX

Distribution Area: QUA

Lee Spector

This course is an inquiry-based introduction to programming and computational concepts for students intending to concentrate in cognitive science, natural science, or computer science. Students will learn to write programs for data manipulation and scientific modeling in a general purpose programming language, and they will also have the opportunity to work in special-purpose science programming environments. Several of the core concepts of computer science that underlie computational approaches across the sciences will be introduced. No previous experience with programming is required. Prerequisite: One course in cognitive or natural science.

Cumulative Skills: QUA
TTH 12:30PM-01:50PM
ASH 126

CS-0291-1

Software Engineering

MIX

Distribution Area: IND

Jaime Davila

Bigger-sized software programs, which are developed through a longer span of time, require looking into aspects of the software development cycle that are not necessary for smaller projects. This course will expose students to the design, implementation, testing, and maintenance of this type of projects, putting particular but not exclusive emphasis on agile development methods. Students will be involved in the actual GROUP implementation of a major piece of software, in conditions similar to those found in industry. Prerequisite: Students must have ample experience before the beginning of the course with the C, C++, or Java, or some other high level languages, in at least a semester of computer programming experience.

Cumulative Skills: IND
MW 02:30PM-03:50PM
ASH 126

CS-0291-1

Software Engineering

MIX

Distribution Area: QUA

Jaime Davila

Bigger-sized software programs, which are developed through a longer span of time, require looking into aspects of the software development cycle that are not necessary for smaller projects. This course will expose students to the design, implementation, testing, and maintenance of this type of projects, putting particular but not exclusive emphasis on agile development methods. Students will be involved in the actual GROUP implementation of a major piece of software, in conditions similar to those found in industry. Prerequisite: Students must have ample experience before the beginning of the course with the C, C++, or Java, or some other high level languages, in at least a semester of computer programming experience.

Cumulative Skills: QUA

MW 02:30PM-03:50PM

ASH 126

CS-0298-1

Words, Faces and Other Minds

MIX

Distribution Area: WRI

Joanna Morris

Human social interaction relies upon the ability to correctly attribute beliefs, goals, and percepts to other people. This set of meta-representational abilities--a "theory of mind"--allows us to understand the behavior of others. Individuals with autism are often thought to lack a theory of mind as they show impairments on tasks testing this ability, as well as impairments on tasks involving language and face processing. The goal of this course was to examine the links between these three domains: language, face processing and social cognition, and the role each plays in helping us navigate the social world. Prerequisite: One prior course in cognitive science, cognitive psychology, social psychology, developmental psychology, physiological psychology, comparative psychology, linguistics, neuroscience or any other relevant area.

Cumulative Skills: WRI

TTH 02:00PM-03:20PM

ASH 221

CS-0319-1

Interdisciplinary Game Project

MIX

Distribution Area: IND

Ira Fay

Students will work in interdisciplinary teams to create four digital games during the course. Each team member will serve in one of several possible roles: Programmer, 3D artist, 2D artist, Game designer, Audio designer, or Project manager. The course will use Unity 3D as the game engine, which is used in many professional game development projects. Students who have taken this course previously are

welcome to take it again, since each game development experience is unique. For more information, see irafay.com/classes. Prerequisite: An evaluation/passing grade from at least two courses in your chosen game development discipline (programming, art, game design, audio design, project management).

Cumulative Skills: IND
MW 10:30AM-11:50AM
ASH 126

CS-0338-1

Current Issues in Cognitive Science

MIX

Distribution Area: WRI

Mark Feinstein

This reading seminar is recommended for all concentrators and advanced students in cognitive science, regardless of discipline. Students with a background in psychology, philosophy, linguistics, computer science, neuroscience, animal behavior, education, new information technologies etc., are all welcome. Each week we will examine one current issue in cognitive science, drawing on recent journal articles and essays. We will seek to make the issues comprehensible across disciplinary divides and to highlight potential areas for interdisciplinary collaboration. Students are expected to engage in intensive discussions during the single weekly meeting, to write a brief reaction paper each week, and to produce an extended written discussion of one of the issues by the end of the term. The class meets once a week for two hours and 50 minutes. Prerequisite: This Concentrators' seminar requires previous coursework in any discipline of cognitive science.

Cumulative Skills: WRI
W 01:00PM-03:50PM
ASH 221

CS-0342-1

Introduction to Statistical Learning

MIX

Distribution Area: QUA

Ethan Meyers

The rise of computers and large datasets over the past 30 years has led to the development of new methods for analyzing data. These 'statistical learning' methods blend classical statistical concepts with ideas from computer science and are widely used by data scientists to analyze complex datasets. In this class we will cover the basic concepts in statistical learning including: regression, supervised learning (classification), unsupervised learning (clustering and dimensionality reduction), cross-validation methods, and model selection. We will use the R programming language to explore the usefulness of different methods and to analyze real data. The class work will consist of weekly programming problems and a final project. Prerequisites: Prior experience with programming and statistics, either through a class or from other experiences.

Cumulative Skills: QUA
MW 04:00PM-05:20PM
ASH 126

CS-0345-1

Performative Utterances

MIX

Distribution Area: QUA

Daniel Altshuler

One can do certain things just by using a special kind of a verb - a verb that names the very sort of act one is performing. For example, one can thank someone by saying "Thank you", fire someone by saying "You are fired", and apologize by saying "I apologize". One can also become married by simply saying: "I do". Does the force of these utterances require a special explanation, or can it be explained by a general theory of speech acts? The course will investigate classic and recent papers in linguistics and philosophy that try to address this question. An important consequence of the investigation is learning how to read and mark-up a technical research article published in a journal. Prerequisite: Two 200-level courses in cognitive science.

Cumulative Skills: QUA
M 02:30PM-05:20PM
ASH 221

CS-0345-1

Performative Utterances

MIX

Distribution Area: WRI

Daniel Altshuler

One can do certain things just by using a special kind of a verb - a verb that names the very sort of act one is performing. For example, one can thank someone by saying "Thank you", fire someone by saying "You are fired", and apologize by saying "I apologize". One can also become married by simply saying: "I do". Does the force of these utterances require a special explanation, or can it be explained by a general theory of speech acts? The course will investigate classic and recent papers in linguistics and philosophy that try to address this question. An important consequence of the investigation is learning how to read and mark-up a technical research article published in a journal. Prerequisite: Two 200-level courses in cognitive science.

Cumulative Skills: WRI
M 02:30PM-05:20PM
ASH 221

CS-0345-1

Research Seminar in Linguistics and Philosophy:

MIX

Distribution Area: IND

Daniel Altshuler

One can do certain things just by using a special kind of a verb - a verb that names the very sort of act one is performing. For example, one can thank someone by saying "Thank you", fire someone by saying "You are fired", and apologize by saying "I apologize". One can also become married by simply saying: "I do". Does the force of these utterances require a special explanation, or can it be explained by a general theory of speech acts? The course will investigate classic and recent papers in linguistics and philosophy that try to address this question. An important consequence of the investigation is learning how to read and mark-up a technical research article published in a journal. Prerequisite: Two 200-level courses in cognitive science.

Cumulative Skills: IND

M 02:30PM-05:20PM

ASH 221

CS-0377-1

Aliens: Close Encounters of a Multidisciplinary Kind

MIX

Distribution Area: WRI

Salman Hameed

This course can be summed up as: everything you wanted to know about aliens but were afraid to ask (a scientist). The course will explore the topic of extraterrestrial intelligence from the perspective of several different fields. We will look at the history of UFO sighting claims and analyze the reliability of eye-witness testimonies, explore psychological & sociological reasons behind claims of alien abductions, and analyze the current state of the search for extraterrestrial intelligence (SETI) from the perspective of astronomy and planetary research. We will also examine how film and television have shaped our view of aliens in popular culture. We will conclude the course by looking at religions that have been inspired by UFOs and extraterrestrials.

Cumulative Skills: WRI

T 06:30PM-09:20PM

ASH 111

CS-102T-1

Biological Evolution in the Public Sphere

MIX

Distribution

Area: WRI

Salman Hameed

Biological evolution is often at the center of science and religion debates. While there is a broad consensus amongst biologists about the common descent of humans from prior species and the processes that drive biological evolution, public debates continue over the validity of evolution. According to the latest Gallup poll, 42% of Americans believe in a creationist view of human origins, and there are constant efforts by various school boards across the country to include some form of creationism in biology classes. Despite all the scientific evidence, why is biological evolution at the center of public debates today? In this course, we will look at sociological, psychological, and cultural factors that shape the public reception of evolution in the US and abroad. We will also look at the reliability of polling surveys and will conclude the course by analyzing the role of media in public evolution debate, from the Scopes Trial to the recent debate between Bill Nye and creationist, Ken Ham.

Cumulative Skills: WRI

MW 10:30AM-11:50AM

ASH 221

CS-104T-1

Cognitive Science Fiction

MIX

Distribution Area: WRI

Jaime Davila

This tutorial will introduce students to the main topics in cognitive science through reading and viewing a selection of science fiction literature, TV shows, and films. Some of the topics that will be explored are: What does it mean to be alive? How do we know that something is real? What is consciousness? Can machines be intelligent? What is the relationship between language and mind? How do we learn to do the things we do? Students will be evaluated based on class attendance and participation, short response papers to each of the course topics, and a longer final paper on one or more of the course topics.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

ASH 221

CS-117T-1

Philosophy of Education

MIX

Distribution Area: WRI

Ernest Alleva

This course explores central questions in the philosophy of education: What is education, and what is it for? What is the meaning and value of education to individuals and society? What should the aims and content of education be? Are there things that everyone should know or be able to do? Should education promote moral virtue? What are alternative methods of education? How should educational

opportunities and resources be distributed? What roles should the individual, family, community, and state have in education? What should the role of education be in democratic societies? We will examine alternative perspectives on these and related issues of educational theory and practice. Readings will include selections from a variety of influential historical thinkers, such as Plato, Rousseau, and Dewey, as well as more recent educational theorists and critics.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
ASH 222

CS-126T-1

Apprenticeship in Animal Communication Research

MIX

Distribution Area: WRI

Sarah Partan

In this first-year tutorial we will discover how animal behavior research is conducted. Particular focus will be paid to two research areas: animal communication, and behavioral responses to climate change. We will spend time learning to understand primary journal articles that present empirical research in these two areas. Not a lot is known yet about how animals respond, behaviorally, to climate change, so we will explore ideas about how this might be studied. Students will also be exposed to research currently being conducted by animal behavior faculty at Hampshire College, and will have the opportunity to become apprentices on these projects. Expectations include a willingness to try different tasks associated with research projects, including working both indoors at the computer or library and outdoors conducting fieldwork. Evaluations will be based on participation as well as written work and oral presentations.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
ASH 222

CS-1IND-1

Independent Study 100-Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

CS-2IND-1

Independent Study 200 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

CS-3IND-1

Independent Study - 300 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

CS-102T-1

Biological Evolution in the Public Sphere

NO5C

Distribution

Area: WRI

Salman Hameed

Biological evolution is often at the center of science and religion debates. While there is a broad consensus amongst biologists about the common descent of humans from prior species and the processes that drive biological evolution, public debates continue over the validity of evolution. According to the latest Gallup poll, 42% of Americans believe in a creationist view of human origins, and there are constant efforts by various school boards across the country to include some form of creationism in biology classes. Despite all the scientific evidence, why is biological evolution at the center of public debates today? In this course, we will look at sociological, psychological, and cultural factors that shape the public reception of evolution in the US and abroad. We will also look at the reliability of polling surveys and will conclude the course by analyzing the role of media in public evolution debate, from the Scopes Trial to the recent debate between Bill Nye and creationist, Ken Ham.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
ASH 221

CS-104T-1

Cognitive Science Fiction

NO5C

Distribution Area: WRI

Jaime Davila

This tutorial will introduce students to the main topics in cognitive science through reading and viewing a selection of science fiction literature, TV shows, and films. Some of the topics that will be explored are: What does it mean to be alive? How do we know that something is real? What is consciousness? Can machines be intelligent? What is the relationship between language and mind? How do we learn to do the things we do? Students will be evaluated based on class attendance and participation, short response papers to each of the course topics, and a longer final paper on one or more of the course topics.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
ASH 221

CS-117T-1

Philosophy of Education

NO5C

Distribution Area: WRI

Ernest Alleva

This course explores central questions in the philosophy of education: What is education, and what is it for? What is the meaning and value of education to individuals and society? What should the aims and content of education be? Are there things that everyone should know or be able to do? Should education promote moral virtue? What are alternative methods of education? How should educational opportunities and resources be distributed? What roles should the individual, family, community, and state have in education? What should the role of education be in democratic societies? We will examine alternative perspectives on these and related issues of educational theory and practice. Readings will include selections from a variety of influential historical thinkers, such as Plato, Rousseau, and Dewey, as well as more recent educational theorists and critics.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
ASH 222

CS-126T-1

Apprenticeship in Animal Communication Research

NO5C

Distribution Area: WRI

Sarah Partan

In this first-year tutorial we will discover how animal behavior research is conducted. Particular focus will be paid to two research areas: animal communication, and behavioral responses to climate change. We will spend time learning to understand primary journal articles that present empirical research in these two areas. Not a lot is known yet about how animals respond, behaviorally, to climate change, so we will explore ideas about how this might be studied. Students will also be exposed to research currently being conducted by animal behavior faculty at Hampshire College, and will have the opportunity to become apprentices on these projects. Expectations include a willingness to try different tasks associated with research projects, including working both indoors at the computer or library and outdoors conducting fieldwork. Evaluations will be based on participation as well as written work and oral presentations.

Cumulative Skills: WRI

MW 10:30AM-11:50AM

ASH 222

CSI-0101-1

Remapping las Americas: Introductory Perspectives in

DR

Distribution Area: MCP

Wilson Valentin-Escobar

There are close to 54 million Latin@s residing within the United States, accounting for the largest "minority majority" within the United States. This rise in numbers is largely caused by economic, political and other social policies, prompting Latin@s to reside into new regions, cities, and towns that were once hostile to them, accounting for new demographic shifts and thus, Remapping las Americas. In the process, Latin@s have undeniably emerged as a significant political, cultural, economic and social force. Utilizing an interdisciplinary, Critical Ethnic Studies and transnational framework, this course is designed as an introductory foray to studying Latin@ communities in the United States, focusing on their historical, social, political, cultural and economic formations and practices. Some issues and topics to be discussed include: the history of Latin@ Studies, inter-Latin@ and transnational formations, Latin@ identities and their attendant discourses; social and cultural movements; labor policies and (im)migrant labor migration; past and current xenophobic policies and practices against Latin@ communities; and the forms of resistance employed by Latin@s against historical and current-day imperial projects and ethnically/racially intolerant policies.

Cumulative Skills: MCP

TTH 06:30PM-07:50PM

FPH 104

DR = Satisfies Division I distribution requirements

CSI-0103-1

Introduction to Writing

DR

Distribution Area: WRI

Ellie Siegel, William Ryan

This course will explore the work of scholars, essayists, and creative writers in order to use their prose as models for our own. We'll analyze scholarly explication and argument, and we'll appreciate the artistry in our finest personal essays and short fiction. Students will complete a series of critical essays in the humanities and natural sciences and follow with a personal essay and a piece of short fiction. Students will have an opportunity to submit their work for peer review and discussion; students will also meet individually with the instructors. Frequent, enthusiastic revision is an expectation. Limited to Division One Students.

Cumulative Skills: WRI

WF 01:00PM-02:20PM

GRN WRC

CSI-0109-1

Sexual and Reproductive Rights in Latin America

DR

Distribution Area: WRI

Cora Fernandez-Anderson

Since the 1990s Latin America has witnessed increasing societal and political debates over sexual and reproductive rights. Issues such as contraception, abortion, same sex marriage, transgender rights, sexual education and assisted reproductive technology have risen to the top of some countries' agendas after decades of silence, taboos, and restrictive or non-existent legislation. The course aims to provide a survey of sexual and reproductive rights in Latin America assessing the state of the regions as a whole, while at the same time highlighting the disparities that exist within it. The course analyzes the multiple factors behind the current policies focusing particularly on the role of women and gay rights movements in advancing more liberal legislation. In addition, we will look at the role of the Catholic Church in these debates and their struggles to prevent any legislative change that goes against their doctrine from happening. Among the cases we will explore are Argentina's same marriage and gender identity legislation, Uruguay's decriminalization of abortion, Costa Rica's ban on IVF technologies and Peru's coercive sterilization program of indigenous populations.

Cumulative Skills: WRI

MW 09:00AM-10:20AM

FPH 102

CSI-0117-1

**Resolving Conflicts Through Ethnic Cleansing: A History of
Distribution Area: IND**

DR

Aaron Berman, Udit Sen

In the twentieth century, the ideals of "national self determination" and "national liberation" created powerful political movements throughout the world. But what happened when two peoples claiming the right of "self determination" lived amongst each other? In India, Palestine and Ireland, the British sought to solve the problem through partition: dividing a territory to accommodate conflicting national aspirations. Rather than solving a problem, this solution led to some of the century's longest conflicts and ethnic cleansing. In this course we will study how the idea of partition developed and how it was practiced in India, Palestine and Ireland. We will explore how partition relates to changing concepts of nationhood, and how the repercussions of these partitions continue to shape politics today.

Cumulative Skills: IND

TTH 02:00PM-03:20PM

EDH 2

CSI-0120-1

**African American Biography & Social Movements of Twentieth
Distribution Area: MCP**

DR

Amy Jordan

This course was designed to help students think critically about how historical narratives are constructed. Biographies provide a compelling way to examine historical questions, debates and ways of attaching meaning to broader historical developments. They offer a critical entry-point into constructing narratives that reflect the range and complexity of African American lived experiences. This course will focus on the ways in which biographies enrich our understanding of migrations, radical organizing, the building of institutions, intellectual and political cultures while also gaining a glimpse into the everyday texture of life in African American Communities. Some figures, such as Paul Robeson and W.E.B. Dubois, achieved prominence as activists and intellectuals during their lifetime. Others accomplished a great deal as activists scholars but faded from our historical memory with time, such as Pauline Hopkins and Hubert Harrison. One source, a diary that chronicles the struggles of Richelene Mitchell, is an insightful critique of the politics of poverty written by a woman not well known outside of her community. We will pay particular attention to the sources and think carefully about the kinds of materials historians explore to construct a person's life. Letters, newspapers articles, diaries and oral interviews will provide opportunities for students to raise questions and to develop interpretations of the evidence. In other words, to think like an historian.

Cumulative Skills: MCP

MW 09:00AM-10:20AM

FPH 104

DR = Satisfies Division I distribution requirements

CSI-0124-1

Ethnographies of Power & the Power of Ethnography

DR

Distribution Area: IND

Leyla Keough

Cultural anthropology helps us better understand processes of power -- interrogating structural inequality and injustice, resistance and identity, whether local or global. It does this through its principle method, ethnography: the on-the-ground investigation of practices and meanings in people's daily lives. In this course, we will critically analyze ethnographies on a range of intersecting topics (including class, race, gender, and global migration). We also will explore the power of ethnographic representations and the ethnographic method itself. Students will be expected to participate actively in discussions, write analytic essays, and conduct an independent research project and presentation.

Cumulative Skills: IND

MW 01:00PM-02:20PM

FPH ELH

CSI-0125-1

Making and Unmaking the School to Prison Pipeline

DR

Distribution Area: MCP

Chike McLoyd

The United States of America incarcerates more youth than any other country in the world. What role does education play in this phenomenon? This course explores the socio-educational factors at the heart of the school to prison pipeline, a term for the disturbing trend in which punitive policies have led to youth being funneled out of schools and into the criminal justice system at an alarming rate. Beginning with the extension of "slavery by another name" via "the New Jim Crow" and continuing through the inevitable logic of judges literally selling kids to detention camps, we will explore connections between education and incarceration as we address the question, Why prisons? Topics will include how mass media narratives naturalize the criminalization of black and brown bodies, the logic of presumed guilt that often frames how teachers perceive black and brown students, and the raced, classed, and gendered construction of dis/ability in school settings. We will also address the discriminatory effects of zero tolerance discipline policies and the routine use of police forces in everyday school discipline. Recognizing that what is socially constructed can be dismantled, we will explore movements to (re)position schooling as a means to stop the flow of young bodies into various sites of incarceration.

Cumulative Skills: MCP

MW 02:30PM-03:50PM

FPH 102

DR = Satisfies Division I distribution requirements

CSI-0136-1

The World of W.E.B. Du Bois

DR

Distribution Area: IND

Christopher Tinson

W.E.B. Du Bois was one of the Twentieth Century's most important intellectual and political figures. His writings, which span from the turn of the century until the Civil Rights era, are still some of the most quoted, referenced, and anthologized. This course will examine the public and private life of Du Bois, through a critical evaluation of his contributions as an organizer, race theorist, cultural critic, political journalist, public intellectual, and family man. How did Du Bois impact the study of global black experiences? How might he fit within a Black Radical Tradition? What was/is the impact of his ideas on race and race leadership? To what degree can we consider him an American intellectual? And finally, how are Du Bois' ideas applicable to the contemporary political environment? This course will engage these and other critical questions through close readings of published and unpublished writings by and about Du Bois during his day and long after.

Cumulative Skills: IND

MW 09:00AM-10:20AM

FPH 105

CSI-0150-1

Prison and the Question of Ethics.

DR

Distribution Area: WRI

Perry Zurn

This course will offer students an introduction to the primary subfields of applied ethics: business ethics, biomedical ethics, research ethics, environmental ethics, and food ethics. Unconventionally, however, it will do so through the thematic of the prison. The course will analyze prison labor, mental and physical healthcare in prison, the aging prison population, the long tradition of research on prisoners, issues of prison ecology, as well as prison food and hunger strikes. In doing so, students will gain an appreciation of the wide variety of subjects addressed in applied ethics, but they will also ground that newfound knowledge in a critical assessment of incarceration practices in the US. Students will be required to write a series of short papers and one final paper. This course is part of the Ethics and the Common Good Program.

Cumulative Skills: WRI

TTH 02:00PM-03:20PM

FPH ELH

CSI-0154-1

New Media, Global Youth Cultures and Environmental Social

DR

Distribution Area: MCP

Fadia Hasan

This class explores the relationship between new media technologies, global youth and transnational environmental social movements. While the class looks at new media technologies broadly, a large part of the course will focus on the role and impact of social media in developing participatory networks that are complementary to on-ground academic-activist movements in the global north or south, with a special focus on Asia and the US. We explore the potentials of new media and the ways in which global youth navigate this unlikely space for the realization, sustenance and application of Freire's concept of conscientizacao (critical consciousness) to create new discourses that bring about lasting environmental change. We will be comparing case studies across Asia and the US, to understand the nuanced differences in the way in which global youth from both geo-political locations are using new media technologies for sustaining transnational environmental social movements. The impact of the youth's online activism that bypasses political economic structures of academic and civil society institutions is examined along with interrogating how communities of exchange and action are formed as a result of using new media as tool for social transformation.

Cumulative Skills: MCP

WF 09:00AM-10:20AM

FPH 108

CSI-0170-1

Minding Culture: In the Case of Mental Illness

DR

Distribution

Area: IND

M. Lourdes Mattei

This course will introduce students to the major controversies and discourses debated in the study of mental illness. Two major controversies in clinical psychology highlighted are: the debate focusing on nature vs. nurture and the individual vs. society. The course will be part of a series of seminars designed to explore the epistemological, theoretical, and practice implications of concepts of mental illness and culture. Questions to be debated include: what is mental illness? Who defines it? How have the categories changed over time (historically) and place (culturally)? How is mental illness related to ideas of the "individual" and the "mind"? How is mental illness "embodied"? In our views of the "Other", what can we know about our-selves? This course is less about finding out about other cultures, and more about discovering "something" about our ideals and our prejudices. Particular emphasis will be placed on the experience of mental illness; depictions and narratives of mental illness such as those portrayed and/ or imagined in film, memoir, fiction, and other first-person accounts will be highlighted throughout the course.

DR = Satisfies Division I distribution requirements

Cumulative Skills: IND
TTH 10:30AM-11:50AM
FPH ELH

CSI-0171-1

Transformative Voices: An Introduction to Public Speaking

DR

Distribution Area: MCP

Laura Greenfield

Do you want to use your voice to change the world? In this introductory public speaking course, students will learn to analyze public speech and to cultivate their own courageous voices. The course will pay particular attention to the ways in which speakers use their voices in protest against contemporary injustices—testifying, bearing witness, disrupting, and mobilizing for action. Critically examining dominant discourse conventions or "the rules" (e.g. standardized English, politeness, etc.) through a sociopolitical lens, students will be supported in purposefully navigating or rejecting speaking conventions that reinforce the systems they seek to transform. In other words, each speaker will craft their own voice in order to honor who they are and achieve their unique aims. Necessarily, the course will also examine the critical role of radical listening in public spaces. Activities in this discussion-intensive course include reading essays, viewing a wide range of speeches (videos and live), delivering a series of in-class student speeches, writing analytical essays, and meeting for individual sessions with a Transformative Speaking Program peer mentor, among others.

Cumulative Skills: MCP
MW 09:00AM-10:20AM
FPH ELH

CSI-0172-1

Trajectories of race in Latin America

DR

Distribution Area: MCP

Roosbelinda Cardenas

What does the term "race" mean? Is it an appropriate and/or legitimate way to talk about human diversity? What does it mean in different places? Rather than exploring these questions in the abstract, in this course we will look at a grounded history of this concept. That "place" is Latin America and the Caribbean and the historical periods we will explore include the colonial encounter, post-independence nation building, and the contemporary moment. The course is designed to first introduce students to broadly global understandings of racial ideology. It then tracks the manifestation of such ideas through a history of Latin American racial formations. We will pay particular attention to how racial ideas relate to space, class, and national identity throughout the region.

Cumulative Skills: MCP
TTH 02:00PM-03:20PM
FPH 101

CSI-0173-1

Sex, Science, and the Victorian Body

DR

Distribution Area: IND

Pamela Stone, Lise Sanders

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, sexology, hysteria, and other topics relating to science and the body, alongside novels, poetry, and prose by major Victorian writers. The writings of Freud, Foucault, and other theorists will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. Several shorter papers and a longer research project will be required.

Cumulative Skills: IND
MW 01:00PM-02:20PM
FPH 108

CSI-0176-1

Global Poverty: Theories and Practices

DR

Distribution Area: IND

Michael Gonzales

Poverty action and alleviation are terms that have been used in relation to how we imagine engaging with the so-called "Third World." This course seeks to analytically engage with poverty practices utilizing different models and paradigms of poverty alleviation around the world. Furthermore, the investigation of poverty alleviation will be situated within a larger historical context of 20th and 21st century international development. While global poverty action and alleviation has been propagated through state-led International development projects, the course also seeks to examine the role of non-governmental organizations, social movements, private corporations, and philanthropic foundations all aimed at tackling and eradicating poverty. The course also examines the ways in which poverty is concentrated in urban settings. While most of the course content is situated in the "Third World," case studies on poverty and inequality in the "First World" will be examined as well interrogating normative notions of the "Third World" and "First World."

Cumulative Skills: IND
MW 04:00PM-05:20PM
EDH 5

CSI-0186-1

Race in Court: Theorizing the Color of Law

DR

Distribution

Area: WRI

Flavio Risech-Ozeguera

Who is a "person" before the law? Does the color of one's skin trump one's entitlement to rights? Do rights even matter? How has the judiciary participated in racializing the nation's "non-white" populations, and what ideological and material effects have its decisions produced? The course will help students develop answers to such questions through analysis of Supreme Court opinions purporting to determine the legal personhood of Native, African, Asian and Latino Americans, the incarcerated, immigrants, colonial subjects and those labeled enemies of the nation. In addition to court decisions, readings in critical race theory, political theory and history will deepen our inquiry.

Cumulative Skills: WRI

MW 01:00PM-02:20PM

FPH 105

CSI-0187-1

China Rising: Reorienting the 21st Century

DR

Distribution

Area: IND

Kay Johnson

China Rising: Reorienting the 21st Century: After a brief overview of the Maoist era, this course will examine the rapid economic, political, and social changes that have swept China in the last three decades. We will examine major issues in China's astonishingly rapid transformation from an agrarian to an industrial society (e.g. escalating inequalities, the emergence of a large migrant underclass, the crisis of rural social welfare and health care, the spread of AIDS, looming environmental crises, increasingly skewed sex ratios due to population policies) alongside the reduction of poverty, increasing freedoms, the rise of a middle class, and the emergence of consumerism as a cultural ideology. The treatment of ethnic minorities and the possibilities for a democratic transition will be considered and debated. At the end of the course we will consider the impact of China's international rise as an economic power and energy consumer on US-China relations as China challenges US global dominance. Please note that there will be film screenings on most Monday evenings 7:00-9:00 from September to early November. If you have a time conflict with any of the Monday screening times, alternative arrangements can be made for you to see the film.

Cumulative Skills: IND

TTH 12:30PM-01:50PM M 07:00PM-09:00PM

FPH 106

CSI-0195-1

Liberalism and its Critics: Intro to Political Philosophy

DR

Distribution Area: IND

George Fourlas

In this course, you will become familiar with foundational figures and arguments in social-political philosophy, with a focus on the tradition of liberal social contract theory. Given that liberalism has been the central tradition in political thought since its emergence, there is an equally important tradition of dissent that we will address. Common to the various critical theories we will cover is the illumination of contradictions within liberalism, such that despite liberal values of democracy, equality, and liberty, there continue to be flagrant cases of tyranny and terror sanctioned by liberal nations. The victims of these tyrannies are women, indigenous peoples, racial/ethnic and religious minorities, the working class/poor, and many others. As we analyze these critical accounts, we will also consider how we can move past the failures of liberalism to form a more peaceful and just society.

Cumulative Skills: IND

MW 09:00AM-10:20AM

EDH 5

CSI-0206-1

Writing the Civil War

DR

Distribution Area: IND

William Ryan, Susan Tracy

This course will explore the questions surrounding the coming of the American Civil War (1861-1865), the war itself, Reconstruction (1866-1877) and how we have come to remember those events today. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict produced: letters, journals, diaries, and autobiographies. We will study poetry, short stories and novels; biographies and scholarly monographs and articles on the various debates surrounding the war. These forms of writing will also serve as models for student written work. Students will be expected to participate in class discussion and complete four writing assignments.

Cumulative Skills: IND

TTH 02:00PM-03:20PM

FPH 105

CSI-0210-1

Introduction to Economics

DR

Distribution Area: QUA

Helen Scharber

This course will provide an introduction to economics from a political economy perspective. We will examine the historical evolution and structure of the capitalist system, distinguishing it from other economic systems that have preceded it, such as feudalism, and existed alongside it, such as state socialism. Most of the class will be devoted to examining economic theories that have been developed to explain and support the operation of this system. In particular, we will study how different theories explain the determination of prices, wages, profits, aggregate output, and employment in the short run, as well as economic growth and income distribution in the long run. The relationships between economy, polity and society will all be discussed and explored. This course functions as an introduction to both micro- and macroeconomics and will prepare the student for intermediate-level work in both fields.

Cumulative Skills: QUA
TTH 12:30PM-01:50PM
FPH 101

CSI-0212-1

Population & Development: Crisis, Controversy and the

DR

Distribution Area: IND

Anne Hendrixson

This course is an introduction to international development history and theory, through the lens of population. "Overpopulation" has been seen as an impediment to nations' economic and social development and a global environmental and security crisis requiring an emergency response on an international scale. This course will challenge this account of population and explore notions of modernity, environmental sustainability, gender, race and place in international development theory. We will look at the history of population control and trace the international shift toward sexual and reproductive health and rights (SRHR). We will also look at current issues in SRHR, the so-called "rebirth of family planning," the large youth population in the global South, and on-going population control abuses, including forced sterilization and mass-dissemination of long-acting contraception. Finally, we will investigate how the population "problem" has served as a model for subsequent international development issues, like AIDS and climate change.

Cumulative Skills: IND
W 01:00PM-03:50PM
FPH 101

CSI-0214-1

'People Without History': Historical Archaeologies of

DR

Distribution Area: IND

Rachel Engmann

Too often 'Western' historical narratives consider Africans and African Diasporans as 'People Without History'. Such a notion refers to peoples whose cultures do not possess or have few formally written histories. This class employs archaeological evidence in order to investigate histories of imperialism, colonialism, genocide, slavery, resistance and black nationalism, dismantling the colonial library by exploring local histories once marginalized, silenced and erased. This course focuses on the major themes, ideas and research entailed in the historical archaeology of the African experience, on both sides of the Atlantic, in Africa and in the Americas. Throughout this course we will adopt an interpretive framework that draws upon the use of objects, texts and oral narratives, thereby illustrating the historical and cultural continuities between Atlantic Africa and the African Diaspora. We will begin by examining archaeological evidence from West Africa, exploring the impact of the Atlantic economy on African daily social life, for example shaping settlement patterns, architecture, sociopolitical organization and sociocultural practices. We will then focus on material from North America and the Caribbean, exploring the ways in which enslaved Africans in the diaspora interpreted their conditions in the Americas, addressing topics such as social, racial, ethnic, religious and gendered identities, power and inequality, resistance and maroonage.

Cumulative Skills: IND

TH 12:30PM-03:20PM

FPH WLH

CSI-0220-1

Freedom Dreams: Radical and Revolutionary Movements in the

DR

Distribution Area: MCP

Stephen Dillon

This course examines the rise, fall, destruction, and transformation of post-1960s U.S.-based liberation movements. Beginning with struggles for civil rights and black liberation, Native sovereignty, women's liberation, gay liberation, and anti-imperialism in the late 1960s and early 1970s, the course traces the trajectory of movements for freedom from the late 1960s to our contemporary moment. In this reading-intensive course, students will work closely with primary documents, memoir, art, literature, and film to create their own creative final projects.

Cumulative Skills: MCP

M 01:00PM-03:50PM

FPH 106

CSI-0224-1

Contemporary Social Movements in Latin America

DR

Distribution Area: MCP

Rosbelinda Cardenas

This course offers students the chance to explore the diversity of grassroots politics, social movements, and alternative democratic practices within contemporary Latin America. The course will first introduce students to various theoretical frameworks to understand social movements. It will then focus on a rigorous comparative analysis of contemporary Latin American social movements oriented towards different political issues. We will examine a broad array of social movements across the region and pay particular attention to how their seemingly different pursuits for social justice are inter-related.

Cumulative Skills: MCP

W 09:00AM-11:50AM

FPH 107

CSI-0226-1

Psychoanalytic Approaches to Psychotherapy with Children

DR

Distribution Area: WRI

Annie Rogers

How does psychoanalysis understand the treatment of children and adolescents historically? How have ideas and practices of child psychotherapy within psychoanalysis changed over time? What does an analyst actually do in sessions and with what results? These are the major questions we'll address in this course. Students will engage in intensive reading of primary sources and two major papers, in addition to regularly reviewing concepts through in-class essays and role-plays. We will read classic historical cases such as Freud's Little Hans case and Melanie Klein's Narrative of a Child Analysis, and move toward contemporary accounts psychoanalysis with children. In a mid-semester paper, students will review one child case and apply a different approach to psychoanalysis to that case. In a final assignment, students will read one of four novels and create a fictional treatment relationship with a child character, then give a psychoanalytic explanation of the treatment. Students are expected to prepare for discussions (the readings are not easy), and to participate fully in class.

Cumulative Skills: WRI

TTH 02:00PM-03:20PM

FPH 107

CSI-0233-1

Labor Economics

DR

Distribution Area: QUA

Lynda Pickbourn

This course provides students with an introduction to major economic theories of labor markets, employment and unemployment and will examine the extent to which these theories are borne out by both statistical and qualitative studies of labor in the United States, a major capitalist economy. We will

DR = Satisfies Division I distribution requirements

use a variety of methods in our study: statistical and graphical summaries of economic and social indicators; ethnographic descriptions of work in the factories, offices, laboratories, and hospitals of the modern economy; historical narratives about the development and transformation of labor in the United States; and economic arguments based on principles of social or individual behavior. Our analytical tools will include statistical methods, race, gender and class analysis as well as the analytical tools of neoclassical economics. Labor issues such as the growth of part-time/flexible employment; low wages, unemployment, gender and racial discrimination, wage and income inequality and unpaid labor will be discussed along with debates around minimum wages, immigration and labor unions.

Cumulative Skills: QUA
W 01:00PM-03:50PM
FPH 106

CSI-0235-1

Economic Development

DR

Distribution Area: QUA

Omar Dahi

As recently as 250 years ago the world had a roughly equal level of development. Today, the richest country in the world has an average income level around 400 times that of the poorest. What are the reasons behind this divergence? How have the 'poor' countries attempted to reverse the gap and how have these attempts transformed societies within those countries? The course examines these general themes and consists of two components: First, we will survey contemporary debates in development economics, including such topics as development ethics (e.g. what is development? development by whom and for what?), development theory and models (e.g. import substitution, micro enterprises, export orientation), and development critiques (e.g. the impact of the 'green' revolution on the rural poor). Second, student research teams will choose a developing country at the beginning of the course to study in depth, applying the ideas discussed in class. The groups will periodically present their research to the class to help us achieve a larger sense of the challenges faced in seeking effective, equitable development.

Cumulative Skills: QUA
TTH 10:30AM-11:50AM
FPH 104

CSI-0242-1

African Americans and the Politics of Reparations

DR

Distribution Area: IND

Christopher Tinson

Racial reparations have been and continue to be one of the most explosive contemporary issues. Some

argue that this country's history of enslavement renders some form of reparations necessary to the quest for social justice; that understanding reparations is central to honest conversations about race and racism. Others argue that reparations for past injustices such as slavery are unfair. Still others refuse to discuss the topic altogether. This course is concerned with the historic and contemporary reparations debate as it pertains to African Americans and other oppressed groups seeking repair for historic injustice. We will pay close attention to how historians, artists, legal scholars, political scientists, grassroots community activists and legislators have approached this issue, and gauge its relevance in our so-called "post-racial" moment.

Cumulative Skills: IND
TH 04:00PM-07:00PM
FPH 103

CSI-0244-1

Environmental Ethics: Feminist, Queer, Crip

DR

Distribution

Area: IND

Perry Zurn

This course is an in-depth study of environmental ethics. Reading widely in classic environmental literature, we begin by interrogating the changing referent of the term 'nature,' from animals and wilderness, to city parks and the organics movement. We then critically compare 1) 'nature' with forms of life that are socially naturalized (e.g. able-bodied people) and 2) anti-nature (e.g. toxic waste) with the so-called socially unnatural (e.g. the queer, the immigrant). Drawing on ecofeminism, queer ecology, and disability theory, students learn that a robust environmental ethics must address degrading ecosystems alongside social hierarchies and marginalization. Students will be required to write a series of short papers and one final research project. At least one prior course in philosophy is recommended; one prior course in philosophy or ecology is required. This course is part of the Ethics and the Common Good Program.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
FPH 108

CSI-0248-1

Reading, Writing and Citizenship: African-American

DR

Distribution Area: MCP

Amy Jordan

The fight for equity in education is one of the most critical and enduring themes in the African American struggle to fully exercise their citizenship rights. This course will explore the ways in which local African

American communities fought to create educational spaces for their children and for future generations. The class will begin with the dynamic struggle of Boston's African American community to desegregate public education during the pre-civil war decade and trace the varied strategies of educational leaders to broaden educational opportunities through the Reconstruction, Jim Crow and Civil Rights/Black Power eras. Readings will uncover hidden strategies for strengthening the academic programs in segregated Black schools, and increasing access to secondary and post secondary education available to Black students. The second half of the course will explore more overt strategies for educational advancement, such as the student led boycotts of the 1950s and 1960s and local campaigns history as well as primary sources, students will begin to identify specific research questions and develop their own research agenda. This course will require students to become familiar with resource materials found in the library research databases and in the W.E.B. Dubois Special Collection located at UMASS.

Cumulative Skills: MCP
MW 04:00PM-05:20PM
CSC 101

CSI-0253-1

From "Cheap Labor" to "Terror Suspect": South Asian

DR

Distribution Area: MCP

Sujani Reddy

This course focuses on the political, economic, ideological, social and cultural dimensions of South Asian migration to the United States as a case study for investigating processes of U.S. racial formation. In particular, we will unpack both the "exceptionality" of elite migration from South Asia (the "model minority") and the post-9/11 category of South Asian/Arab/Muslim within the larger context of South Asian diaspora histories. We will begin, roughly, with Indian labor migration with the system of British colonial indenture in the Americas, proceed through the "free" labor migration of workers in the colonial and post-colonial period, and conclude with the place of South Asia and South Asians in the US-led war on terror. Our approach will be interdisciplinary, working with social theory and history as well as literature, film, and music. Our primary analytic lens will be critical race theory, broadly construed to interrogate the interrelationships between hierarchies of race, gender, class, sexuality, nation and religion.

Cumulative Skills: MCP
W 02:30PM-05:20PM
FPH ELH

CSI-0254-1

Climate Blowback: Climate Change, Resource Scarcity, War

DR

Distribution Area: IND

DR = Satisfies Division I distribution requirements

Michael Klare

This course will consider the impacts of climate change and resulting resource scarcities on international peace and security. It will identify the likely environmental impacts of climate change - rising sea levels, prolonged droughts, desertification, etc. - and consider how they will heighten the risk of internal and international discord and conflict. It will also consider actions that can be taken by governmental and non-governmental organizations to reduce the risk of disorder and conflict arising from climate change and resource scarcity. Students will read and discuss recent UN and related studies on these problems, and conduct individual or team research on a particular aspect of the larger problem. The course will involve lectures, class discussion, student presentations, and in-depth student research.

Cumulative Skills: IND

TTH 10:30AM-11:50AM

FPH 101

CSI-0257-1

Preserving the Past, Planning for the Future: Historic

DR

Distribution Area: IND

James Wald

It is fashionable today to speak of "sustainability," but how do we understand the term in its broadest sense? Historic preservation plays a key role in researching our history, building civic identity, and creating sustainable communities. Once associated primarily with saving the elegant buildings of the elite, historic preservation today involves vernacular as well as distinguished architecture, landscapes as well as the built environment, and the stories of all social groups. Preservation and adaptive reuse of old buildings play a key role in both economic and environmental policy. Students will study general preservation theory and practice and in particular conduct research on Amherst's history and historic resources. Students will visit local historic sites, document collections, and museums.

Cumulative Skills: IND

W 02:30PM-05:20PM

FPH 104

CSI-0262-1

Hierarchy in the Workplace

DR

Distribution Area: MCP

Emily Kearns

Since 1982, women have earned college degrees at a higher rate than men. Yet in 2011, female full-time workers made only 77 cents for every dollar earned by men, and in 2013 only 4.2% of Fortune 500 CEOs are women. This course is designed to provide students with ideas, information, and insights about women's experiences in business. The course will look at women's experiences both historically and

currently, exploring the dynamics of power, leadership and access, and considering how this may inform and shape strategies to change the landscape for women in business. Joining us throughout the semester will be a diverse group of women, including Hampshire alumnae and friends, who are successfully navigating careers in business. They represent a wide range of industries, sectors, and organizational structures including: arts, health care, entertainment, finance, for profit, non-profit, social enterprise, and exciting hybrid organizations. Students in the course will also have the opportunity to consider the ways in which their future goals may intersect with business, either directly or indirectly.

Cumulative Skills: MCP
W 02:30PM-05:20PM
FPH WLH

CSI-0262-1

Hierarchy in the Workplace

DR

Distribution Area: WRI

Emily Kearns

Since 1982, women have earned college degrees at a higher rate than men. Yet in 2011, female full-time workers made only 77 cents for every dollar earned by men, and in 2013 only 4.2% of Fortune 500 CEOs are women. This course is designed to provide students with ideas, information, and insights about women's experiences in business. The course will look at women's experiences both historically and currently, exploring the dynamics of power, leadership and access, and considering how this may inform and shape strategies to change the landscape for women in business. Joining us throughout the semester will be a diverse group of women, including Hampshire alumnae and friends, who are successfully navigating careers in business. They represent a wide range of industries, sectors, and organizational structures including: arts, health care, entertainment, finance, for profit, non-profit, social enterprise, and exciting hybrid organizations. Students in the course will also have the opportunity to consider the ways in which their future goals may intersect with business, either directly or indirectly.

Cumulative Skills: WRI
W 02:30PM-05:20PM
FPH WLH

CSI-121T-1

Work in the Global Economy

DR

Distribution Area: MCP

Lynda Pickbourn

This course focuses on the labor market transformations that have resulted from economic restructuring informed by neoliberal policies and the reorganization of production in both high and low income

countries over the last three decades or so. Among the questions that will be addressed in the course are the following: What repercussions have these changes in the structure of production in the world economy had on employment dynamics in high- and low-income countries? What does the feminization of the labor force mean, and how is it different from the feminization of labor? What are the main trends leading to labor market informalization? What are the gendered implications of these trends? Can we generalize across countries? Is there a role for government policy, international labor standards, as well as social and political activism across borders in raising wages, promoting equal opportunity, fighting discrimination in the workplace, and securing greater control over working hours and conditions?

Cumulative Skills: MCP
MW 10:30AM-11:50AM
FPH 105

CSI-122T-1

The Political Economy of Food

DR

Distribution Area: WRI

Helen Scharber

How does speculation on Wall Street affect wheat prices halfway across the globe? Why do most tomatoes taste so bad? Can organic farming methods feed the world? In this course, we'll use questions like these to guide our study of the economics, politics and environmental impacts of the modern industrial food system. In addition to studying and critiquing the existing system, we will spend significant time exploring more sustainable alternatives to mainstream methods of food production, distribution and consumption. Students will learn to apply economic theories studied in class to specific aspects of the food system and undertake an independent project on an alternative to mainstream food production.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 104

CSI-126T-1

The Making of the Modern Middle East

DR

Distribution Area: MCP

Hiba Bou Akar

This course will discuss the geographic imaginations through which the Middle East has been constructed as an entity, imagined as a space, intervened in and acted upon economically, militarily, and socially.

Cumulative Skills: MCP
TTH 09:00AM-10:20AM
FPH 101

CSI-152T-1

Social Movements and Social Change: The Zapatistas

DR

Distribution Area: WRI

Margaret Cerullo

Today, newspapers speak of a decided tilt to the left in Latin America (Ecuador, Venezuela, Bolivia, Uruguay, for example, all have presidents who affirm socialism). This was not the case twenty years ago, when, to everyone's astonishment, the Zapatistas rose in revolt in Chiapas. Surfacing the same day that NAFTA went into effect-January 1, 1994, they announced a different vision of Mexico's future. The actions and writings of the Zapatistas constitute an extraordinary case study in which many preoccupations converge: the economic, the political, indigenous rights, women's rights, civil society, cultural memory, and writing that is poetic and political. Focusing on the Zapatista revolt enables us to consider an example of "local" resistance to "global" designs, the ongoing challenge to neoliberal economics and to limited conceptions of "democracy" that condemn populations to invisibility, their cultural memory to oblivion, and their needs and knowledge to subaltern status. At heart, this course hopes to provide the unsettling (and promising) experience of viewing the world and ourselves from perspectives other than those we inherit and inhabit.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 106

CSI-155T-1

Introduction to the City

DR

Distribution Area: MCP

Michael Gonzales

How do we think and write about our cities? What political, social, economic, technologic, and aesthetic vectors has the city been imagined? Through what processes have our urban environments been represented and enframed? This course will look at the ways in which urban processes have been studied in and across a range of global and domestic contexts. It will explicitly adopt a multidisciplinary global approach to the study of cities examining how the global and the city have been studied through world system and worlding approaches. Lastly, this course investigates the variety of methods surrounding the study of urban productions.

Cumulative Skills: MCP
MW 10:30AM-11:50AM
FPH 108

CSI-182T-1

Introduction to Queer Studies

DR

Distribution Area: WRI

Stephen Dillon

Introduction to Queer Studies explores the emergence and development of the field of queer studies since the 1990s. Together, we will examine the relationship between queer studies and fields like postcolonial studies, feminist studies, transgender studies, disability studies, and critical race studies. Students will come away with a broad understanding of the field, particularly foundational debates, key words, theories, and concepts. The course begins by examining the ways queerness has been defined and theorized and then explores the ways artists, scholars, and activists have engaged the queer politics of topics like: the racial state; science and medicine; the U.S. Mexico-Border; slavery and colonialism; sex and love. The course also focuses on critical thinking, reading, and writing skills. Students will have a broad understanding of Queer studies while also working to reimagine its history and future.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
FPH 103

CSI-190T-1

Art/Artifact: African Art and Material Culture
Area: WRI

DR

Distribution

Rachel Engmann

This course is an introduction to African art and material culture. In this class, we will focus on the major themes, ideas and debates that have shaped and continue to shape the theoretical and methodological frameworks for studying African objects. In this class, our goal is to engage with the possibilities, problems and challenges presented by archaeological, anthropological, material culture and art historical approaches to African art and material culture. We will examine the pivotal role of African objects in Africa, as well as Europe and the United States, and the projects of colonialism, imperialism, apartheid and nationalism in light of collecting practices, museums, heritage, development and human rights. We will explore the ways in which African material culture has been categorized, interpreted and displayed. We will pay close attention to the politics and practical aspects of contemporary African heritage practice by engaging with some of the associated controversies and ethical responsibilities. In this class, we will ask: How did African objects come to arrive in nineteenth century European museums? What is the relationship between African material culture and the colonial imagination? And, how has this relationship between objects and the "invention of Africa" changed over time? Who

DR = Satisfies Division I distribution requirements

"owns" African art today? How do we work with African collections given international codes and conventions, yet also respect local, communal and indigenous rights? This tutorial course involves participation in the upcoming exhibition, 'Selections from the Collection of Charles Derby' at the University Museum of Contemporary Art: Fine Arts Center, at the University of Massachusetts, Amherst.

Cumulative Skills: WRI
F 09:00AM-11:50AM
FPH 107

CSI-193T-1

Reading Freud as Inquiry

DR

Distribution Area: WRI

Annie Rogers

The course is designed as an introduction to concepts of psychoanalysis for students with no previous knowledge of Freud. We will take an historical approach, tracing the development of Freud's thought through close readings of key essays, clinical case studies, and selected literary works that inspired Freud, tracing various concepts through their evolution, abandonment, retrieval, and revision in Freud's writing from the 1890s to the 1920s and beyond. The course will start with the origins of psychoanalysis in trauma theories of hysteria, their replacement by dream analysis, theories of sexuality and the Oedipus complex, and the return of trauma in new forms in Freud's late work on the repetition-compulsion and the death drive, his theory of the uncanny and dream analysis revision. We will also read the literature that stages Freud's concerns and questions: Sophocles' Oedipus the King, and a novella by Hoffmann, The Sandman. Students are expected to write response papers to the course website, read and comment on one another's work regularly, and write two substantive papers.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 102

CSI-194T-1

Cyberincunabula

DR

Distribution Area: WRI

James Wald

Students and teachers spend most of their time reading and writing, but how often do we stop to think about what these acts entail, where they originated, how they have changed? Is the media revolution that we are experiencing one of degree or kind? Will the shift to electronic media mean not just the end of the book, but also the radical transformation of authorship and publishing, indeed, of the very ways that we read, research, and think? In order to situate ourselves in the present, we will turn to history, studying oral culture, the transition from manuscript to print in the Middle Ages, the rise of mass literacy in the modern era, and the rise of new media today. The comparison of past and present will

enable students to understand their own situation, in the process introducing them to historical reasoning and research. Class includes occasional local field trips.

Cumulative Skills: WRI
WF 10:30AM-11:50AM
FPH 106

CSI-1IND-1

Independent Study - 100 Level

DR

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

CSI-121T-1

Work in the Global Economy

FY

Distribution Area: QUA

Lynda Pickbourn

This course focuses on the labor market transformations that have resulted from economic restructuring informed by neoliberal policies and the reorganization of production in both high and low income countries over the last three decades or so. Among the questions that will be addressed in the course are the following: What repercussions have these changes in the structure of production in the world economy had on employment dynamics in high- and low-income countries? What does the feminization of the labor force mean, and how is it different from the feminization of labor? What are the main trends leading to labor market informalization? What are the gendered implications of these trends? Can we generalize across countries? Is there a role for government policy, international labor standards, as well as social and political activism across borders in raising wages, promoting equal opportunity, fighting discrimination in the workplace, and securing greater control over working hours and conditions?

Cumulative Skills: QUA
MW 10:30AM-11:50AM
FPH 105

CSI-122T-1

The Political Economy of Food

FY

Distribution Area: WRI

Helen Scharber

How does speculation on Wall Street affect wheat prices halfway across the globe? Why do most tomatoes taste so bad? Can organic farming methods feed the world? In this course, we'll use questions like these to guide our study of the economics, politics and environmental impacts of the modern industrial food system. In addition to studying and critiquing the existing system, we will spend significant time exploring more sustainable alternatives to mainstream methods of food production, distribution and consumption. Students will learn to apply economic theories studied in class to specific aspects of the food system and undertake an independent project on an alternative to mainstream food production.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

FPH 104

CSI-126T-1

The Making of the Modern Middle East

FY

Distribution Area: IND

Hiba Bou Akar

This course will discuss the geographic imaginations through which the Middle East has been constructed as an entity, imagined as a space, intervened in and acted upon economically, militarily, and socially.

Cumulative Skills: IND

TTH 09:00AM-10:20AM

FPH 101

CSI-152T-1

Social Movements and Social Change: The Zapatistas

FY

Distribution Area: MCP

Margaret Cerullo

Today, newspapers speak of a decided tilt to the left in Latin America (Ecuador, Venezuela, Bolivia, Uruguay, for example, all have presidents who affirm socialism). This was not the case twenty years ago, when, to everyone's astonishment, the Zapatistas rose in revolt in Chiapas. Surfacing the same day that NAFTA went into effect-January 1, 1994, they announced a different vision of Mexico's future. The actions and writings of the Zapatistas constitute an extraordinary case study in which many preoccupations converge: the economic, the political, indigenous rights, women's rights, civil society, cultural memory, and writing that is poetic and political. Focusing on the Zapatista revolt enables us to

consider an example of "local" resistance to "global" designs, the ongoing challenge to neoliberal economics and to limited conceptions of "democracy" that condemn populations to invisibility, their cultural memory to oblivion, and their needs and knowledge to subaltern status. At heart, this course hopes to provide the unsettling (and promising) experience of viewing the world and ourselves from perspectives other than those we inherit and inhabit.

Cumulative Skills: MCP
TTH 09:00AM-10:20AM
FPH 106

CSI-155T-1

Introduction to the City

FY

Distribution Area: IND

Michael Gonzales

How do we think and write about our cities? What political, social, economic, technologic, and aesthetic vectors has the city been imagined? Through what processes have our urban environments been represented and enframed? This course will look at the ways in which urban processes have been studied in and across a range of global and domestic contexts. It will explicitly adopt a multidisciplinary global approach to the study of cities examining how the global and the city have been studied through world system and worlding approaches. Lastly, this course investigates the variety of methods surrounding the study of urban productions.

Cumulative Skills: IND
MW 10:30AM-11:50AM
FPH 108

CSI-182T-1

Introduction to Queer Studies

FY

Distribution Area: MCP

Stephen Dillon

Introduction to Queer Studies explores the emergence and development of the field of queer studies since the 1990s. Together, we will examine the relationship between queer studies and fields like postcolonial studies, feminist studies, transgender studies, disability studies, and critical race studies. Students will come away with a broad understanding of the field, particularly foundational debates, key words, theories, and concepts. The course begins by examining the ways queerness has been defined and theorized and then explores the ways artists, scholars, and activists have engaged the queer politics of topics like: the racial state; science and medicine; the U.S. Mexico-Border; slavery and colonialism; sex and love. The course also focuses on critical thinking, reading, and writing skills. Students will have a broad understanding of Queer studies while also working to reimagine its history and future.

Cumulative Skills: MCP
MW 10:30AM-11:50AM
FPH 103

CSI-190T-1

Art/Artifact: African Art and Material Culture

FY

Distribution

Area: MCP

Rachel Engmann

This course is an introduction to African art and material culture. In this class, we will focus on the major themes, ideas and debates that have shaped and continue to shape the theoretical and methodological frameworks for studying African objects. In this class, our goal is to engage with the possibilities, problems and challenges presented by archaeological, anthropological, material culture and art historical approaches to African art and material culture. We will examine the pivotal role of African objects in Africa, as well as Europe and the United States, and the projects of colonialism, imperialism, apartheid and nationalism in light of collecting practices, museums, heritage, development and human rights. We will explore the ways in which African material culture has been categorized, interpreted and displayed. We will pay close attention to the politics and practical aspects of contemporary African heritage practice by engaging with some of the associated controversies and ethical responsibilities. In this class, we will ask: How did African objects come to arrive in nineteenth century European museums? What is the relationship between African material culture and the colonial imagination? And, how has this relationship between objects and the "invention of Africa" changed over time? Who "owns" African art today? How do we work with African collections given international codes and conventions, yet also respect local, communal and indigenous rights? This tutorial course involves participation in the upcoming exhibition, 'Selections from the Collection of Charles Derby' at the University Museum of Contemporary Art: Fine Arts Center, at the University of Massachusetts, Amherst.

Cumulative Skills: MCP
F 09:00AM-11:50AM
FPH 107

CSI-193T-1

Reading Freud as Inquiry

FY

Distribution Area: WRI

Annie Rogers

The course is designed as an introduction to concepts of psychoanalysis for students with no previous knowledge of Freud. We will take an historical approach, tracing the development of Freud's thought through close readings of key essays, clinical case studies, and selected literary works that inspired Freud, tracing various concepts through their evolution, abandonment, retrieval, and revision in Freud's writing from the 1890s to the 1920s and beyond. The course will start with the origins of psychoanalysis

DR = Satisfies Division I distribution requirements

in trauma theories of hysteria, their replacement by dream analysis, theories of sexuality and the Oedipus complex, and the return of trauma in new forms in Freud's late work on the repetition-compulsion and the death drive, his theory of the uncanny and dream analysis revision. We will also read the literature that stages Freud's concerns and questions: Sophocles' Oedipus the King, and a novella by Hoffmann, The Sandman. Students are expected to write response papers to the course website, read and comment on one another's work regularly, and write two substantive papers.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 102

CSI-194T-1

Books, Technology, and History from Manuscript to
Distribution Area: IND

FY

James Wald

Students and teachers spend most of their time reading and writing, but how often do we stop to think about what these acts entail, where they originated, how they have changed? Is the media revolution that we are experiencing one of degree or kind? Will the shift to electronic media mean not just the end of the book, but also the radical transformation of authorship and publishing, indeed, of the very ways that we read, research, and think? In order to situate ourselves in the present, we will turn to history, studying oral culture, the transition from manuscript to print in the Middle Ages, the rise of mass literacy in the modern era, and the rise of new media today. The comparison of past and present will enable students to understand their own situation, in the process introducing them to historical reasoning and research. Class includes occasional local field trips.

Cumulative Skills: IND
WF 10:30AM-11:50AM
FPH 106

CSI-0101-1

Latin@ Studies

MIX

Distribution Area: WRI

Wilson Valentin-Escobar

There are close to 54 million Latin@s residing within the United States, accounting for the largest "minority majority" within the United States. This rise in numbers is largely caused by economic, political and other social policies, prompting Latin@s to reside into new regions, cities, and towns that were once hostile to them, accounting for new demographic shifts and thus, Remapping las Americas. In the process, Latin@s have undeniably emerged as a significant political, cultural, economic and social force. Utilizing an interdisciplinary, Critical Ethnic Studies and transnational framework, this course is designed

as an introductory foray to studying Latin@ communities in the United States, focusing on their historical, social, political, cultural and economic formations and practices. Some issues and topics to be discussed include: the history of Latin@ Studies, inter-Latin@ and transnational formations, Latin@ identities and their attendant discourses; social and cultural movements; labor policies and (im)migrant labor migration; past and current xenophobic policies and practices against Latin@ communities; and the forms of resistance employed by Latin@s against historical and current-day imperial projects and ethnically/racially intolerant policies.

Cumulative Skills: WRI
TTH 06:30PM-07:50PM
FPH 104

CSI-0103-1

Introduction to Writing

MIX

Distribution Area: WRI

Ellie Siegel, William Ryan

This course will explore the work of scholars, essayists, and creative writers in order to use their prose as models for our own. We'll analyze scholarly explication and argument, and we'll appreciate the artistry in our finest personal essays and short fiction. Students will complete a series of critical essays in the humanities and natural sciences and follow with a personal essay and a piece of short fiction. Students will have an opportunity to submit their work for peer review and discussion; students will also meet individually with the instructors. Frequent, enthusiastic revision is an expectation. Limited to Division One Students.

Cumulative Skills: WRI
WF 01:00PM-02:20PM
GRN WRC

CSI-0109-1

Sexual and Reproductive Rights in Latin America

MIX

Distribution Area: WRI

Cora Fernandez-Anderson

Since the 1990s Latin America has witnessed increasing societal and political debates over sexual and reproductive rights. Issues such as contraception, abortion, same sex marriage, transgender rights, sexual education and assisted reproductive technology have risen to the top of some countries' agendas after decades of silence, taboos, and restrictive or non-existent legislation. The course aims to provide a survey of sexual and reproductive rights in Latin America assessing the state of the regions as a whole, while at the same time highlighting the disparities that exist within it. The course analyzes the multiple factors behind the current policies focusing particularly on the role of women and gay rights movements

in advancing more liberal legislation. In addition, we will look at the role of the Catholic Church in these debates and their struggles to prevent any legislative change that goes against their doctrine from happening. Among the cases we will explore are Argentina's same marriage and gender identity legislation, Uruguay's decriminalization of abortion, Costa Rica's ban on IVF technologies and Peru's coercive sterilization program of indigenous populations.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
FPH 102

CSI-0117-1

Partition

MIX

Distribution Area: MCP

Aaron Berman, Udit Sen

In the twentieth century, the ideals of "national self determination" and "national liberation" created powerful political movements throughout the world. But what happened when two peoples claiming the right of "self determination" lived amongst each other? In India, Palestine and Ireland, the British sought to solve the problem through partition: dividing a territory to accommodate conflicting national aspirations. Rather than solving a problem, this solution led to some of the century's longest conflicts and ethnic cleansing. In this course we will study how the idea of partition developed and how it was practiced in India, Palestine and Ireland. We will explore how partition relates to changing concepts of nationhood, and how the repercussions of these partitions continue to shape politics today.

Cumulative Skills: MCP
TTH 02:00PM-03:20PM
EDH 2

CSI-0117-1

Partition

MIX

Distribution Area: WRI

Aaron Berman, Udit Sen

In the twentieth century, the ideals of "national self determination" and "national liberation" created powerful political movements throughout the world. But what happened when two peoples claiming the right of "self determination" lived amongst each other? In India, Palestine and Ireland, the British sought to solve the problem through partition: dividing a territory to accommodate conflicting national aspirations. Rather than solving a problem, this solution led to some of the century's longest conflicts and ethnic cleansing. In this course we will study how the idea of partition developed and how it was practiced in India, Palestine and Ireland. We will explore how partition relates to changing concepts of nationhood, and how the repercussions of these partitions continue to shape politics today.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
EDH 2

CSI-0120-1

Century

MIX

Distribution Area: WRI

Amy Jordan

This course was designed to help students think critically about how historical narratives are constructed. Biographies provide a compelling way to examine historical questions, debates and ways of attaching meaning to broader historical developments. They offer a critical entry-point into constructing narratives that reflect the range and complexity of African American lived experiences. This course will focus on the ways in which biographies enrich our understanding of migrations, radical organizing, the building of institutions, intellectual and political cultures while also gaining a glimpse into the everyday texture of life in African American Communities. Some figures, such as Paul Robeson and W.E.B. Dubois, achieved prominence as activists and intellectuals during their lifetime. Others accomplished a great deal as activists scholars but faded from our historical memory with time, such as Pauline Hopkins and Hubert Harrison. One source, a diary that chronicles the struggles of Richelene Mitchell, is an insightful critique of the politics of poverty written by a woman not well known outside of her community. We will pay particular attention to the sources and think carefully about the kinds of materials historians explore to construct a person's life. Letters, newspapers articles, diaries and oral interviews will provide opportunities for students to raise questions and to develop interpretations of the evidence. In other words, to think like an historian.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
FPH 104

CSI-0124-1

Ethnographies of Power & the Power of Ethnography

MIX

Distribution Area: MCP

Leyla Keough

Cultural anthropology helps us better understand processes of power -- interrogating structural inequality and injustice, resistance and identity, whether local or global. It does this through its principle method, ethnography: the on-the-ground investigation of practices and meanings in people's daily lives. In this course, we will critically analyze ethnographies on a range of intersecting topics (including class, race, gender, and global migration). We also will explore the power of ethnographic representations and the ethnographic method itself. Students will be expected to participate actively in discussions, write analytic essays, and conduct an independent research project and presentation.

DR = Satisfies Division I distribution requirements

Cumulative Skills: MCP
MW 01:00PM-02:20PM
FPH ELH

CSI-0124-1

Ethnographies of Power & the Power of Ethnography

MIX

Distribution Area: WRI

Leyla Keough

Cultural anthropology helps us better understand processes of power -- interrogating structural inequality and injustice, resistance and identity, whether local or global. It does this through its principle method, ethnography: the on-the-ground investigation of practices and meanings in people's daily lives. In this course, we will critically analyze ethnographies on a range of intersecting topics (including class, race, gender, and global migration). We also will explore the power of ethnographic representations and the ethnographic method itself. Students will be expected to participate actively in discussions, write analytic essays, and conduct an independent research project and presentation.

Cumulative Skills: WRI
MW 01:00PM-02:20PM
FPH ELH

CSI-0125-1

Making and Unmaking the School to Prison Pipeline

MIX

Distribution Area: WRI

Chike McLoyd

The United States of America incarcerates more youth than any other country in the world. What role does education play in this phenomenon? This course explores the socio-educational factors at the heart of the school to prison pipeline, a term for the disturbing trend in which punitive policies have led to youth being funneled out of schools and into the criminal justice system at an alarming rate. Beginning with the extension of "slavery by another name" via "the New Jim Crow" and continuing through the inevitable logic of judges literally selling kids to detention camps, we will explore connections between education and incarceration as we address the question, Why prisons? Topics will include how mass media narratives naturalize the criminalization of black and brown bodies, the logic of presumed guilt that often frames how teachers perceive black and brown students, and the raced, classed, and gendered construction of dis/ability in school settings. We will also address the discriminatory effects of zero tolerance discipline policies and the routine use of police forces in everyday school discipline. Recognizing that what is socially constructed can be dismantled, we will explore movements to (re)position schooling as a means to stop the flow of young bodies into various sites of incarceration.

Cumulative Skills: WRI
MW 02:30PM-03:50PM
FPH 102

CSI-0136-1

The World of W.E.B. Du Bois

MIX

Distribution Area: MCP

Christopher Tinson

W.E.B. Du Bois was one of the Twentieth Century's most important intellectual and political figures. His writings, which span from the turn of the century until the Civil Rights era, are still some of the most quoted, referenced, and anthologized. This course will examine the public and private life of Du Bois, through a critical evaluation of his contributions as an organizer, race theorist, cultural critic, political journalist, public intellectual, and family man. How did Du Bois impact the study of global black experiences? How might he fit within a Black Radical Tradition? What was/is the impact of his ideas on race and race leadership? To what degree can we consider him an American intellectual? And finally, how are Du Bois' ideas applicable to the contemporary political environment? This course will engage these and other critical questions through close readings of published and unpublished writings by and about Du Bois during his day and long after.

Cumulative Skills: MCP
MW 09:00AM-10:20AM
FPH 105

CSI-0136-1

The World of W.E.B. Du Bois

MIX

Distribution Area: WRI

Christopher Tinson

W.E.B. Du Bois was one of the Twentieth Century's most important intellectual and political figures. His writings, which span from the turn of the century until the Civil Rights era, are still some of the most quoted, referenced, and anthologized. This course will examine the public and private life of Du Bois, through a critical evaluation of his contributions as an organizer, race theorist, cultural critic, political journalist, public intellectual, and family man. How did Du Bois impact the study of global black experiences? How might he fit within a Black Radical Tradition? What was/is the impact of his ideas on race and race leadership? To what degree can we consider him an American intellectual? And finally, how are Du Bois' ideas applicable to the contemporary political environment? This course will engage these and other critical questions through close readings of published and unpublished writings by and about Du Bois during his day and long after.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
FPH 105

CSI-0150-1

Prison and the Question of Ethics.

MIX

Distribution Area: WRI

Perry Zurn

This course will offer students an introduction to the primary subfields of applied ethics: business ethics, biomedical ethics, research ethics, environmental ethics, and food ethics. Unconventionally, however, it will do so through the thematic of the prison. The course will analyze prison labor, mental and physical healthcare in prison, the aging prison population, the long tradition of research on prisoners, issues of prison ecology, as well as prison food and hunger strikes. In doing so, students will gain an appreciation of the wide variety of subjects addressed in applied ethics, but they will also ground that newfound knowledge in a critical assessment of incarceration practices in the US. Students will be required to write a series of short papers and one final paper. This course is part of the Ethics and the Common Good Program.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
FPH ELH

CSI-0154-1

Change

MIX

Distribution Area: IND

Fadia Hasan

This class explores the relationship between new media technologies, global youth and transnational environmental social movements. While the class looks at new media technologies broadly, a large part of the course will focus on the role and impact of social media in developing participatory networks that are complementary to on-ground academic-activist movements in the global north or south, with a special focus on Asia and the US. We explore the potentials of new media and the ways in which global youth navigate this unlikely space for the realization, sustenance and application of Freire's concept of conscientizacao (critical consciousness) to create new discourses that bring about lasting environmental change. We will be comparing case studies across Asia and the US, to understand the nuanced differences in the way in which global youth from both geo-political locations are using new media technologies for sustaining transnational environmental social movements. The impact of the youth's online activism that bypasses political economic structures of academic and civil society institutions is examined along with interrogating how communities of exchange and action are formed as a result of using new media as tool for social transformation.

Cumulative Skills: IND
WF 09:00AM-10:20AM
FPH 108

CSI-0154-1

Change

MIX

Distribution Area: WRI

Fadia Hasan

This class explores the relationship between new media technologies, global youth and transnational environmental social movements. While the class looks at new media technologies broadly, a large part of the course will focus on the role and impact of social media in developing participatory networks that are complementary to on-ground academic-activist movements in the global north or south, with a special focus on Asia and the US. We explore the potentials of new media and the ways in which global youth navigate this unlikely space for the realization, sustenance and application of Freire's concept of conscientizacao (critical consciousness) to create new discourses that bring about lasting environmental change. We will be comparing case studies across Asia and the US, to understand the nuanced differences in the way in which global youth from both geo-political locations are using new media technologies for sustaining transnational environmental social movements. The impact of the youth's online activism that bypasses political economic structures of academic and civil society institutions is examined along with interrogating how communities of exchange and action are formed as a result of using new media as tool for social transformation.

Cumulative Skills: WRI
WF 09:00AM-10:20AM
FPH 108

CSI-0170-1

Minding Culture: In the Case of Mental Illness
Area: MCP

MIX

Distribution

M. Lourdes Mattei

This course will introduce students to the major controversies and discourses debated in the study of mental illness. Two major controversies in clinical psychology highlighted are: the debate focusing on nature vs. nurture and the individual vs. society. The course will be part of a series of seminars designed to explore the epistemological, theoretical, and practice implications of concepts of mental illness and culture. Questions to be debated include: what is mental illness? Who defines it? How have the categories changed over time (historically) and place (culturally)? How is mental illness related to ideas of the "individual" and the "mind"? How is mental illness "embodied"? In our views of the "Other", what can we know about our-selves? This course is less about finding out about other cultures, and more about discovering "something" about our ideals and our prejudices. Particular emphasis will be placed

DR = Satisfies Division I distribution requirements

on the experience of mental illness; depictions and narratives of mental illness such as those portrayed and/ or imagined in film, memoir, fiction, and other first-person accounts will be highlighted throughout the course.

Cumulative Skills: MCP
TTH 10:30AM-11:50AM
FPH ELH

CSI-0170-1

Minding Culture: In the Case of Mental Illness

MIX

Distribution

Area: WRI

M. Lourdes Mattei

This course will introduce students to the major controversies and discourses debated in the study of mental illness. Two major controversies in clinical psychology highlighted are: the debate focusing on nature vs. nurture and the individual vs. society. The course will be part of a series of seminars designed to explore the epistemological, theoretical, and practice implications of concepts of mental illness and culture. Questions to be debated include: what is mental illness? Who defines it? How have the categories changed over time (historically) and place (culturally)? How is mental illness related to ideas of the "individual" and the "mind"? How is mental illness "embodied"? In our views of the "Other", what can we know about our-selves? This course is less about finding out about other cultures, and more about discovering "something" about our ideals and our prejudices. Particular emphasis will be placed on the experience of mental illness; depictions and narratives of mental illness such as those portrayed and/ or imagined in film, memoir, fiction, and other first-person accounts will be highlighted throughout the course.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
FPH ELH

CSI-0171-1

Transformative Voices: An Introduction to Public Speaking

MIX

Distribution Area: WRI

Laura Greenfield

Do you want to use your voice to change the world? In this introductory public speaking course, students will learn to analyze public speech and to cultivate their own courageous voices. The course will pay particular attention to the ways in which speakers use their voices in protest against contemporary injustices-testifying, bearing witness, disrupting, and mobilizing for action. Critically examining dominant discourse conventions or "the rules" (e.g. standardized English, politeness, etc.)

through a sociopolitical lens, students will be supported in purposefully navigating or rejecting speaking conventions that reinforce the systems they seek to transform. In other words, each speaker will craft their own voice in order to honor who they are and achieve their unique aims. Necessarily, the course will also examine the critical role of radical listening in public spaces. Activities in this discussion-intensive course include reading essays, viewing a wide range of speeches (videos and live), delivering a series of in-class student speeches, writing analytical essays, and meeting for individual sessions with a Transformative Speaking Program peer mentor, among others.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
FPH ELH

CSI-0172-1

Trajectories of race in Latin America

MIX

Distribution Area: WRI

Rosbelinda Cardenas

What does the term "race" mean? Is it an appropriate and/or legitimate way to talk about human diversity? What does it mean in different places? Rather than exploring these questions in the abstract, in this course we will look at a grounded history of this concept. That "place" is Latin America and the Caribbean and the historical periods we will explore include the colonial encounter, post-independence nation building, and the contemporary moment. The course is designed to first introduce students to broadly global understandings of racial ideology. It then tracks the manifestation of such ideas through a history of Latin American racial formations. We will pay particular attention to how racial ideas relate to space, class, and national identity throughout the region.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
FPH 101

CSI-0173-1

Sex, Science, and the Victorian Body

MIX

Distribution Area: QUA

Pamela Stone, Lise Sanders

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, sexology, hysteria, and other topics relating to science and the body, alongside novels, poetry, and prose by major Victorian writers. The writings of Freud,

Foucault, and other theorists will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. Several shorter papers and a longer research project will be required.

Cumulative Skills: QUA
MW 01:00PM-02:20PM
FPH 108

CSI-0173-1

Sex, Science, and the Victorian Body

MIX

Distribution Area: WRI

Pamela Stone, Lise Sanders

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, sexology, hysteria, and other topics relating to science and the body, alongside novels, poetry, and prose by major Victorian writers. The writings of Freud, Foucault, and other theorists will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. Several shorter papers and a longer research project will be required.

Cumulative Skills: WRI
MW 01:00PM-02:20PM
FPH 108

CSI-0176-1

Global Poverty: Theories and Practices

MIX

Distribution Area: MCP

Michael Gonzales

Poverty action and alleviation are terms that have been used in relation to how we imagine engaging with the so-called "Third World." This course seeks to analytically engage with poverty practices utilizing different models and paradigms of poverty alleviation around the world. Furthermore, the investigation of poverty alleviation will be situated within a larger historical context of 20th and 21st century international development. While global poverty action and alleviation has been propagated through state-led International development projects, the course also seeks to examine the role of non-governmental organizations, social movements, private corporations, and philanthropic foundations all aimed at tackling and eradicating poverty. The course also examines the ways in which poverty is concentrated in urban settings. While most of the course content is situated in the "Third World," case studies on poverty and inequality in the "First World" will be examined as well interrogating normative notions of the "Third World" and "First World."

Cumulative Skills: MCP
MW 04:00PM-05:20PM
EDH 5

CSI-0176-1

Global Poverty: Theories and Practices

MIX

Distribution Area: WRI

Michael Gonzales

Poverty action and alleviation are terms that have been used in relation to how we imagine engaging with the so-called "Third World." This course seeks to analytically engage with poverty practices utilizing different models and paradigms of poverty alleviation around the world. Furthermore, the investigation of poverty alleviation will be situated within a larger historical context of 20th and 21st century international development. While global poverty action and alleviation has been propagated through state-led International development projects, the course also seeks to examine the role of non-governmental organizations, social movements, private corporations, and philanthropic foundations all aimed at tackling and eradicating poverty. The course also examines the ways in which poverty is concentrated in urban settings. While most of the course content is situated in the "Third World," case studies on poverty and inequality in the "First World" will be examined as well interrogating normative notions of the "Third World" and "First World."

Cumulative Skills: WRI
MW 04:00PM-05:20PM
EDH 5

CSI-0186-1

Race in Court: Theorizing the Color of Law
Area: MCP

MIX

Distribution

Flavio Risech-Ozguera

Who is a "person" before the law? Does the color of one's skin trump one's entitlement to rights? Do rights even matter? How has the judiciary participated in racializing the nation's "non-white" populations, and what ideological and material effects have its decisions produced? The course will help students develop answers to such questions through analysis of Supreme Court opinions purporting to determine the legal personhood of Native, African, Asian and Latino Americans, the incarcerated, immigrants, colonial subjects and those labeled enemies of the nation. In addition to court decisions, readings in critical race theory, political theory and history will deepen our inquiry.

Cumulative Skills: MCP
MW 01:00PM-02:20PM
FPH 105

DR = Satisfies Division I distribution requirements

CSI-0187-1

China Rising: Reorienting the 21st Century

MIX

Distribution

Area: MCP

Kay Johnson

China Rising: Reorienting the 21st Century: After a brief overview of the Maoist era, this course will examine the rapid economic, political, and social changes that have swept China in the last three decades. We will examine major issues in China's astonishingly rapid transformation from an agrarian to an industrial society (e.g. escalating inequalities, the emergence of a large migrant underclass, the crisis of rural social welfare and health care, the spread of AIDS, looming environmental crises, increasingly skewed sex ratios due to population policies) alongside the reduction of poverty, increasing freedoms, the rise of a middle class, and the emergence of consumerism as a cultural ideology. The treatment of ethnic minorities and the possibilities for a democratic transition will be considered and debated. At the end of the course we will consider the impact of China's international rise as an economic power and energy consumer on US-China relations as China challenges US global dominance. Please note that there will be film screenings on most Monday evenings 7:00-9:00 from September to early November. If you have a time conflict with any of the Monday screening times, alternative arrangements can be made for you to see the film.

Cumulative Skills: MCP

TTH 12:30PM-01:50PM M 07:00PM-09:00PM

FPH 106

CSI-0187-1

China Rising: Reorienting the 21st Century

MIX

Distribution

Area: WRI

Kay Johnson

China Rising: Reorienting the 21st Century: After a brief overview of the Maoist era, this course will examine the rapid economic, political, and social changes that have swept China in the last three decades. We will examine major issues in China's astonishingly rapid transformation from an agrarian to an industrial society (e.g. escalating inequalities, the emergence of a large migrant underclass, the crisis of rural social welfare and health care, the spread of AIDS, looming environmental crises, increasingly skewed sex ratios due to population policies) alongside the reduction of poverty, increasing freedoms, the rise of a middle class, and the emergence of consumerism as a cultural ideology. The treatment of ethnic minorities and the possibilities for a democratic transition will be considered and debated. At the end of the course we will consider the impact of China's international rise as an economic power and energy consumer on US-China relations as China challenges US global dominance. Please note that there will be film screenings on most Monday evenings 7:00-9:00 from September to early November. If

you have a time conflict with any of the Monday screening times, alternative arrangements can be made for you to see the film.

Cumulative Skills: WRI

TTH 12:30PM-01:50PM M 07:00PM-09:00PM

FPH 106

CSI-0195-1

Liberalism and its Critics: Intro to Political Philosophy

MIX

Distribution Area: WRI

George Fourlas

In this course, you will become familiar with foundational figures and arguments in social-political philosophy, with a focus on the tradition of liberal social contract theory. Given that liberalism has been the central tradition in political thought since its emergence, there is an equally important tradition of dissent that we will address. Common to the various critical theories we will cover is the illumination of contradictions within liberalism, such that despite liberal values of democracy, equality, and liberty, there continue to be flagrant cases of tyranny and terror sanctioned by liberal nations. The victims of these tyrannies are women, indigenous peoples, racial/ethnic and religious minorities, the working class/poor, and many others. As we analyze these critical accounts, we will also consider how we can move past the failures of liberalism to form a more peaceful and just society.

Cumulative Skills: WRI

MW 09:00AM-10:20AM

EDH 5

CSI-0206-1

Writing the Civil War

MIX

Distribution Area: MCP

William Ryan, Susan Tracy

This course will explore the questions surrounding the coming of the American Civil War (1861-1865), the war itself, Reconstruction (1866-1877) and how we have come to remember those events today. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict produced: letters, journals, diaries, and autobiographies. We will study poetry, short stories and novels; biographies and scholarly monographs and articles on the various debates surrounding the war. These forms of writing will also serve as models for student written work. Students will be expected to participate in class discussion and complete four writing assignments.

Cumulative Skills: MCP

TTH 02:00PM-03:20PM

FPH 105

DR = Satisfies Division I distribution requirements

CSI-0206-1

Writing the Civil War

MIX

Distribution Area: WRI

William Ryan, Susan Tracy

This course will explore the questions surrounding the coming of the American Civil War (1861-1865), the war itself, Reconstruction (1866-1877) and how we have come to remember those events today. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict produced: letters, journals, diaries, and autobiographies. We will study poetry, short stories and novels; biographies and scholarly monographs and articles on the various debates surrounding the war. These forms of writing will also serve as models for student written work. Students will be expected to participate in class discussion and complete four writing assignments.

Cumulative Skills: WRI

TTH 02:00PM-03:20PM

FPH 105

CSI-0210-1

Introduction to Economics

MIX

Distribution Area: QUA

Helen Scharber

This course will provide an introduction to economics from a political economy perspective. We will examine the historical evolution and structure of the capitalist system, distinguishing it from other economic systems that have preceded it, such as feudalism, and existed alongside it, such as state socialism. Most of the class will be devoted to examining economic theories that have been developed to explain and support the operation of this system. In particular, we will study how different theories explain the determination of prices, wages, profits, aggregate output, and employment in the short run, as well as economic growth and income distribution in the long run. The relationships between economy, polity and society will all be discussed and explored. This course functions as an introduction to both micro- and macroeconomics and will prepare the student for intermediate-level work in both fields.

Cumulative Skills: QUA

TTH 12:30PM-01:50PM

FPH 101

CSI-0212-1

Politics of Coercion

MIX

Distribution Area: MCP

Anne Hendrixson

This course is an introduction to international development history and theory, through the lens of population. "Overpopulation" has been seen as an impediment to nations' economic and social development and a global environmental and security crisis requiring an emergency response on an international scale. This course will challenge this account of population and explore notions of modernity, environmental sustainability, gender, race and place in international development theory. We will look at the history of population control and trace the international shift toward sexual and reproductive health and rights (SRHR). We will also look at current issues in SRHR, the so-called "rebirth of family planning," the large youth population in the global South, and on-going population control abuses, including forced sterilization and mass-dissemination of long-acting contraception. Finally, we will investigate how the population "problem" has served as a model for subsequent international development issues, like AIDS and climate change.

Cumulative Skills: MCP

W 01:00PM-03:50PM

FPH 101

CSI-0212-1

Politics of Coercion

MIX

Distribution Area: WRI

Anne Hendrixson

This course is an introduction to international development history and theory, through the lens of population. "Overpopulation" has been seen as an impediment to nations' economic and social development and a global environmental and security crisis requiring an emergency response on an international scale. This course will challenge this account of population and explore notions of modernity, environmental sustainability, gender, race and place in international development theory. We will look at the history of population control and trace the international shift toward sexual and reproductive health and rights (SRHR). We will also look at current issues in SRHR, the so-called "rebirth of family planning," the large youth population in the global South, and on-going population control abuses, including forced sterilization and mass-dissemination of long-acting contraception. Finally, we will investigate how the population "problem" has served as a model for subsequent international development issues, like AIDS and climate change.

Cumulative Skills: WRI

W 01:00PM-03:50PM

FPH 101

CSI-0214-1

Atlantic Africa and the African Disapora

MIX

Distribution

Area: MCP

DR = Satisfies Division I distribution requirements

Rachel Engmann

Too often 'Western' historical narratives consider Africans and African Diasporans as 'People Without History'. Such a notion refers to peoples whose cultures do not possess or have few formally written histories. This class employs archaeological evidence in order to investigate histories of imperialism, colonialism, genocide, slavery, resistance and black nationalism, dismantling the colonial library by exploring local histories once marginalized, silenced and erased. This course focuses on the major themes, ideas and research entailed in the historical archaeology of the African experience, on both sides of the Atlantic, in Africa and in the Americas. Throughout this course we will adopt an interpretive framework that draws upon the use of objects, texts and oral narratives, thereby illustrating the historical and cultural continuities between Atlantic Africa and the African Diaspora. We will begin by examining archaeological evidence from West Africa, exploring the impact of the Atlantic economy on African daily social life, for example shaping settlement patterns, architecture, sociopolitical organization and sociocultural practices. We will then focus on material from North America and the Caribbean, exploring the ways in which enslaved Africans in the diaspora interpreted their conditions in the Americas, addressing topics such as social, racial, ethnic, religious and gendered identities, power and inequality, resistance and maroonage.

Cumulative Skills: MCP

TH 12:30PM-03:20PM

FPH WLH

CSI-0214-1

Atlantic Africa and the African Diaspora

MIX

Distribution

Area: WRI

Rachel Engmann

Too often 'Western' historical narratives consider Africans and African Diasporans as 'People Without History'. Such a notion refers to peoples whose cultures do not possess or have few formally written histories. This class employs archaeological evidence in order to investigate histories of imperialism, colonialism, genocide, slavery, resistance and black nationalism, dismantling the colonial library by exploring local histories once marginalized, silenced and erased. This course focuses on the major themes, ideas and research entailed in the historical archaeology of the African experience, on both sides of the Atlantic, in Africa and in the Americas. Throughout this course we will adopt an interpretive framework that draws upon the use of objects, texts and oral narratives, thereby illustrating the historical and cultural continuities between Atlantic Africa and the African Diaspora. We will begin by examining archaeological evidence from West Africa, exploring the impact of the Atlantic economy on African daily social life, for example shaping settlement patterns, architecture, sociopolitical organization and sociocultural practices. We will then focus on material from North America and the Caribbean, exploring the ways in which enslaved Africans in the diaspora interpreted their conditions in the Americas, addressing topics such as social, racial, ethnic, religious and gendered identities, power and inequality, resistance and maroonage.

DR = Satisfies Division I distribution requirements

Cumulative Skills: WRI
TH 12:30PM-03:20PM
FPH WLH

CSI-0220-1

Post-1960s U.S

MIX

Distribution Area: MCP

Stephen Dillon

This course examines the rise, fall, destruction, and transformation of post-1960s U.S.-based liberation movements. Beginning with struggles for civil rights and black liberation, Native sovereignty, women's liberation, gay liberation, and anti-imperialism in the late 1960s and early 1970s, the course traces the trajectory of movements for freedom from the late 1960s to our contemporary moment. In this reading-intensive course, students will work closely with primary documents, memoir, art, literature, and film to create their own creative final projects.

Cumulative Skills: MCP

M 01:00PM-03:50PM

FPH 106

CSI-0224-1

Contemporary Social Movements in Latin America

MIX

Distribution Area: IND

Roosbelinda Cardenas

This course offers students the chance to explore the diversity of grassroots politics, social movements, and alternative democratic practices within contemporary Latin America. The course will first introduce students to various theoretical frameworks to understand social movements. It will then focus on a rigorous comparative analysis of contemporary Latin American social movements oriented towards different political issues. We will examine a broad array of social movements across the region and pay particular attention to how their seemingly different pursuits for social justice are inter-related.

Cumulative Skills: IND

W 09:00AM-11:50AM

FPH 107

CSI-0224-1

Contemporary Social Movements in Latin America

MIX

Distribution Area: WRI

Roosbelinda Cardenas

This course offers students the chance to explore the diversity of grassroots politics, social movements, and alternative democratic practices within contemporary Latin America. The course will first introduce students to various theoretical frameworks to understand social movements. It will then focus on a rigorous comparative analysis of contemporary Latin American social movements oriented towards different political issues. We will examine a broad array of social movements across the region and pay particular attention to how their seemingly different pursuits for social justice are inter-related.

Cumulative Skills: WRI

W 09:00AM-11:50AM

FPH 107

CSI-0225-1

Health Policy

MIX

Distribution Area: MCP

Marlene Fried

This course explores past and current debates over the role of religion and science in public policy, specifically in the areas reproductive rights, health and justice. We look both at claims that science and religion are inevitably in conflict, as well as arguments for their compatibility. Topics may include: the FDA's initial refusal to approve over the counter distribution of emergency contraception; claims that abortion is linked to breast cancer and causes a form of post-traumatic stress disorder; the debates over public funding for abstinence-only sexuality education, and coverage of abortion and contraception in the Affordable Care Act. We will look at these issues in the context of broader societal debates over the teaching of creationism and intelligent design in public schools and challenges to claims about the objectivity of science. Students are required to participate in class discussions, give an oral presentation, write short essays based on the readings and a final research paper or project.

Cumulative Skills: MCP

TTH 02:00PM-03:20PM

FPH 106

CSI-0225-1

Health Policy

MIX

Distribution Area: WRI

Marlene Fried

This course explores past and current debates over the role of religion and science in public policy, specifically in the areas reproductive rights, health and justice. We look both at claims that science and religion are inevitably in conflict, as well as arguments for their compatibility. Topics may include: the FDA's initial refusal to approve over the counter distribution of emergency contraception; claims that abortion is linked to breast cancer and causes a form of post-traumatic stress disorder; the debates over

public funding for abstinence-only sexuality education, and coverage of abortion and contraception in the Affordable Care Act. We will look at these issues in the context of broader societal debates over the teaching of creationism and intelligent design in public schools and challenges to claims about the objectivity of science. Students are required to participate in class discussions, give an oral presentation, write short essays based on the readings and a final research paper or project.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
FPH 106

CSI-0225-1

The Battle Between Science and Religion in Reproductive

MIX

Distribution Area: IND

Marlene Fried

This course explores past and current debates over the role of religion and science in public policy, specifically in the areas reproductive rights, health and justice. We look both at claims that science and religion are inevitably in conflict, as well as arguments for their compatibility. Topics may include: the FDA's initial refusal to approve over the counter distribution of emergency contraception; claims that abortion is linked to breast cancer and causes a form of post-traumatic stress disorder; the debates over public funding for abstinence-only sexuality education, and coverage of abortion and contraception in the Affordable Care Act. We will look at these issues in the context of broader societal debates over the teaching of creationism and intelligent design in public schools and challenges to claims about the objectivity of science. Students are required to participate in class discussions, give an oral presentation, write short essays based on the readings and a final research paper or project.

Cumulative Skills: IND
TTH 02:00PM-03:20PM
FPH 106

CSI-0226-1

and Adolescents

MIX

Distribution Area: WRI

Annie Rogers

How does psychoanalysis understand the treatment of children and adolescents historically? How have ideas and practices of child psychotherapy within psychoanalysis changed over time? What does an analyst actually do in sessions and with what results? These are the major questions we'll address in this course. Students will engage in intensive reading of primary sources and two major papers, in addition to regularly reviewing concepts through in-class essays and role-plays. We will read classic historical cases such as Freud's Little Hans case and Melanie Klein's Narrative of a Child Analysis, and

move toward contemporary accounts psychoanalysis with children. In a mid-semester paper, students will review one child case and apply a different approach to psychoanalysis to that case. In a final assignment, students will read one of four novels and create a fictional treatment relationship with a child character, then give a psychoanalytic explanation of the treatment. Students are expected to prepare for discussions (the readings are not easy), and to participate fully in class.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
FPH 107

CSI-0227-1

The American Encounter with Arab Nationalism

MIX

Distribution Area: IND

Aaron Berman

The American encounter with Arab nationalism spanned the entire twentieth century. Arab nationalism and the American empire developed on the same timetable and influenced each other in subtle but profound ways. The United States at the dawn of its age of empire was far more aware of events in the Middle East than we generally realize today. As American global interests mushroomed, understanding the political developments in the Middle East became a necessity. However, several factors impeded the American understanding of Arab nationalism. Ethnocentrism and an American brand of Orientalism would make it hard for Americans see the real peoples of the Middle East, not the imagined inhabitants of the Holy Land. Even more importantly, Americans would never be able to grapple with the meaning of Arab nationalism without considering the challenges of yet another brand of nationalism, Zionism. In 1908, Zionism and nascent Arab nationalism first encountered each other on the American scene. Their continued encounters would shape political and intellectual developments in the United States and the Middle East for the hundred years that followed. That century is the focus of this course. Specific topics we will explore include the Turkish Revolution of 1908, Woodrow Wilson's response to Arab nationalism in the wake of World War I, World War II and America's response to the creation of the Arab League and the rise of Nasserism in the early Cold War, as well as the American response to Palestinian nationalism. We will also look at the efforts of the Arab Americans in the United States to influence US foreign policy and public opinion.

Cumulative Skills: IND
TTH 09:00AM-10:20AM
FPH 105

CSI-0227-1

The American Encounter with Arab Nationalism

MIX

Distribution Area: MCP

Aaron Berman

The American encounter with Arab nationalism spanned the entire twentieth century. Arab nationalism and the American empire developed on the same timetable and influenced each other in subtle but profound ways. The United States at the dawn of its age of empire was far more aware of events in the Middle East than we generally realize today. As American global interests mushroomed, understanding the political developments in the Middle East became a necessity. However, several factors impeded the American understanding of Arab nationalism. Ethnocentrism and an American brand of Orientalism would make it hard for Americans see the real peoples of the Middle East, not the imagined inhabitants of the Holy Land. Even more importantly, Americans would never be able to grapple with the meaning of Arab nationalism without considering the challenges of yet another brand of nationalism, Zionism. In 1908, Zionism and nascent Arab nationalism first encountered each other on the American scene. Their continued encounters would shape political and intellectual developments in the United States and the Middle East for the hundred years that followed. That century is the focus of this course. Specific topics we will explore include the Turkish Revolution of 1908, Woodrow Wilson's response to Arab nationalism in the wake of World War I, World War II and America's response to the creation of the Arab League and the rise of Nasserism in the early Cold War, as well as the American response to Palestinian nationalism. We will also look at the efforts of the Arab Americans in the United States to influence US foreign policy and public opinion.

Cumulative Skills: MCP

TTH 09:00AM-10:20AM

FPH 105

CSI-0227-1

The American Encounter with Arab Nationalism

MIX

Distribution Area: WRI

Aaron Berman

The American encounter with Arab nationalism spanned the entire twentieth century. Arab nationalism and the American empire developed on the same timetable and influenced each other in subtle but profound ways. The United States at the dawn of its age of empire was far more aware of events in the Middle East than we generally realize today. As American global interests mushroomed, understanding the political developments in the Middle East became a necessity. However, several factors impeded the American understanding of Arab nationalism. Ethnocentrism and an American brand of Orientalism would make it hard for Americans see the real peoples of the Middle East, not the imagined inhabitants of the Holy Land. Even more importantly, Americans would never be able to grapple with the meaning of Arab nationalism without considering the challenges of yet another brand of nationalism, Zionism. In 1908, Zionism and nascent Arab nationalism first encountered each other on the American scene. Their continued encounters would shape political and intellectual developments in the United States and the Middle East for the hundred years that followed. That century is the focus of this course. Specific topics we will explore include the Turkish Revolution of 1908, Woodrow Wilson's response to Arab nationalism

DR = Satisfies Division I distribution requirements

in the wake of World War I, World War II and America's response to the creation of the Arab League and the rise of Nasserism in the early Cold War, as well as the American response to Palestinian nationalism. We will also look at the efforts of the Arab Americans in the United States to influence US foreign policy and public opinion.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 105

CSI-0230-1

U.S. Imperialism and Hawai'i

MIX

Distribution Area: MCP

Lili Kim

Even though Hawai'i is often referred to as the "Paradise on Earth," the history of Hawai'i is rife with controversial U.S. imperialism and its legacies. This course examines the history of U.S. annexation of Hawai'i as a case study of U.S. imperial ambitions. We will examine the history of the rise and fall of the Hawaiian Kingdom, the illegal overthrow of the Hawaiian monarchy, the establishment of Hawaii as a U.S. territory, and finally the current status of Hawai'i as the 50th state of the United States. Topics include the role of missionaries in introducing capitalist economy in Hawai'i, Native Hawaiian resistance to American annexation, indigenous land struggles as a result of urbanization and U.S. military expansion after annexation, new colonialism of Asian settlers in Hawai'i, revitalization of Hawaiian culture, and contemporary Hawaiian sovereignty movements. Through a variety of primary sources (court cases, diaries, memoirs, letters) and secondary sources (scholarly books, articles, documentaries, films) students will critically examine how U.S. imperialism manifested itself in Hawai'i and imposed American geopolitical and economic interests on the sovereign people of Hawai'i in which we will engage with various local activists, scholars, and artists to further understand and experience the history and culture of Hawai'i.

Cumulative Skills: MCP
TTH 10:30AM-11:50AM
FPH 106

CSI-0230-1

U.S. Imperialism and Hawai'i

MIX

Distribution Area: WRI

Lili Kim

Even though Hawai'i is often referred to as the "Paradise on Earth," the history of Hawai'i is rife with controversial U.S. imperialism and its legacies. This course examines the history of U.S. annexation of Hawai'i as a case study of U.S. imperial ambitions. We will examine the history of the rise and fall of the Hawaiian Kingdom, the illegal overthrow of the Hawaiian monarchy, the establishment of Hawaii as a

U.S. territory, and finally the current status of Hawai'i as the 50th state of the United States. Topics include the role of missionaries in introducing capitalist economy in Hawai'i, Native Hawaiian resistance to American annexation, indigenous land struggles as a result of urbanization and U.S. military expansion after annexation, new colonialism of Asian settlers in Hawai'i, revitalization of Hawaiian culture, and contemporary Hawaiian sovereignty movements. Through a variety of primary sources (court cases, diaries, memoirs, letters) and secondary sources (scholarly books, articles, documentaries, films) students will critically examine how U.S. imperialism manifested itself in Hawai'i and imposed American geopolitical and economic interests on the sovereign people of Hawai'i in which we will engage with various local activists, scholars, and artists to further understand and experience the history and culture of Hawai'i.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
FPH 106

CSI-0231-1

Division II Seminar: Researching and Writing History,

MIX

Distribution Area: IND

Lili Kim

This two-semester Division II seminar is open to all Division II students who are interested in learning the craft of historians and producing a substantial research paper to include in their Division II portfolio and to prepare for their Division III project in history. We will be utilizing the Sophia Smith collections at Smith College as our archival base. Its rich collections in subjects such as "Women of Color and Race Relations in the U.S.," "Reproductive Rights and Women's Health," "Jewish Women," "Lesbians and Bisexual Women," "Labor in the U.S.," "Voices of Feminism Oral History Project," and "Contemporary Women's Movement" provide ample archival and oral history sources for students to carry out a major research paper. The first semester (Fall 2015) will be devoted to the art and detective work of historical research: identifying a historical problem, narrowing a topic, tracking down sources, critically reading primary sources, incorporating and analyzing secondary sources, taking notes and organizing sources, and interpreting sources, as well as understanding and contributing to the historiography of a topic. The second semester (Spring 2016) will be devoted to writing and producing history: organizing a major research paper, building an argument, finding a compelling thesis, critiquing and giving feedback on one another's work, and revising. More than a methodology course, this seminar will familiarize students with the practice and theories of history writing by doing it and reading examples of recent work by historians. Students are strongly encouraged to take both semesters of the seminar to benefit fully from the course.

Cumulative Skills: IND
T 12:30PM-03:20PM
FPH WLH

DR = Satisfies Division I distribution requirements

CSI-0231-1

Part I

MIX

Distribution Area: MCP

Lili Kim

This two-semester Division II seminar is open to all Division II students who are interested in learning the craft of historians and producing a substantial research paper to include in their Division II portfolio and to prepare for their Division III project in history. We will be utilizing the Sophia Smith collections at Smith College as our archival base. Its rich collections in subjects such as "Women of Color and Race Relations in the U.S.," "Reproductive Rights and Women's Health," "Jewish Women," "Lesbians and Bisexual Women," "Labor in the U.S.," "Voices of Feminism Oral History Project," and "Contemporary Women's Movement" provide ample archival and oral history sources for students to carry out a major research paper. The first semester (Fall 2015) will be devoted to the art and detective work of historical research: identifying a historical problem, narrowing a topic, tracking down sources, critically reading primary sources, incorporating and analyzing secondary sources, taking notes and organizing sources, and interpreting sources, as well as understanding and contributing to the historiography of a topic. The second semester (Spring 2016) will be devoted to writing and producing history: organizing a major research paper, building an argument, finding a compelling thesis, critiquing and giving feedback on one another's work, and revising. More than a methodology course, this seminar will familiarize students with the practice and theories of history writing by doing it and reading examples of recent work by historians. Students are strongly encouraged to take both semesters of the seminar to benefit fully from the course.

Cumulative Skills: MCP

T 12:30PM-03:20PM

FPH WLH

CSI-0231-1

Part I

MIX

Distribution Area: WRI

Lili Kim

This two-semester Division II seminar is open to all Division II students who are interested in learning the craft of historians and producing a substantial research paper to include in their Division II portfolio and to prepare for their Division III project in history. We will be utilizing the Sophia Smith collections at Smith College as our archival base. Its rich collections in subjects such as "Women of Color and Race Relations in the U.S.," "Reproductive Rights and Women's Health," "Jewish Women," "Lesbians and Bisexual Women," "Labor in the U.S.," "Voices of Feminism Oral History Project," and "Contemporary Women's Movement" provide ample archival and oral history sources for students to carry out a major research paper. The first semester (Fall 2015) will be devoted to the art and detective work of historical research: identifying a historical problem, narrowing a topic, tracking down sources, critically reading primary sources, incorporating and analyzing secondary sources, taking notes and organizing sources,

DR = Satisfies Division I distribution requirements

and interpreting sources, as well as understanding and contributing to the historiography of a topic. The second semester (Spring 2016) will be devoted to writing and producing history: organizing a major research paper, building an argument, finding a compelling thesis, critiquing and giving feedback on one another's work, and revising. More than a methodology course, this seminar will familiarize students with the practice and theories of history writing by doing it and reading examples of recent work by historians. Students are strongly encouraged to take both semesters of the seminar to benefit fully from the course.

Cumulative Skills: WRI

T 12:30PM-03:20PM

FPH WLH

CSI-0233-1

Labor Economics

MIX

Distribution Area: WRI

Lynda Pickbourn

This course provides students with an introduction to major economic theories of labor markets, employment and unemployment and will examine the extent to which these theories are borne out by both statistical and qualitative studies of labor in the United States, a major capitalist economy. We will use a variety of methods in our study: statistical and graphical summaries of economic and social indicators; ethnographic descriptions of work in the factories, offices, laboratories, and hospitals of the modern economy; historical narratives about the development and transformation of labor in the United States; and economic arguments based on principles of social or individual behavior. Our analytical tools will include statistical methods, race, gender and class analysis as well as the analytical tools of neoclassical economics. Labor issues such as the growth of part-time/flexible employment; low wages, unemployment, gender and racial discrimination, wage and income inequality and unpaid labor will be discussed along with debates around minimum wages, immigration and labor unions.

Cumulative Skills: WRI

W 01:00PM-03:50PM

FPH 106

CSI-0235-1

Economic Development

MIX

Distribution Area: WRI

Omar Dahi

As recently as 250 years ago the world had a roughly equal level of development. Today, the richest country in the world has an average income level around 400 times that of the poorest. What are the reasons behind this divergence? How have the 'poor' countries attempted to reverse the gap and how have these attempts transformed societies within those countries? The course examines these general

themes and consists of two components: First, we will survey contemporary debates in development economics, including such topics as development ethics (e.g. what is development? development by whom and for what?), development theory and models (e.g. import substitution, micro enterprises, export orientation), and development critiques (e.g. the impact of the 'green' revolution on the rural poor). Second, student research teams will choose a developing country at the beginning of the course to study in depth, applying the ideas discussed in class. The groups will periodically present their research to the class to help us achieve a larger sense of the challenges faced in seeking effective, equitable development.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
FPH 104

CSI-0242-1

African Americans and the Politics of Reparations

MIX

Distribution Area: MCP

Christopher Tinson

Racial reparations have been and continue to be one of the most explosive contemporary issues. Some argue that this country's history of enslavement renders some form of reparations necessary to the quest for social justice; that understanding reparations is central to honest conversations about race and racism. Others argue that reparations for past injustices such as slavery are unfair. Still others refuse to discuss the topic altogether. This course is concerned with the historic and contemporary reparations debate as it pertains to African Americans and other oppressed groups seeking repair for historic injustice. We will pay close attention to how historians, artists, legal scholars, political scientists, grassroots community activists and legislators have approached this issue, and gauge its relevance in our so-called "post-racial" moment.

Cumulative Skills: MCP
TH 04:00PM-07:00PM
FPH 103

CSI-0242-1

African Americans and the Politics of Reparations

MIX

Distribution Area: WRI

Christopher Tinson

Racial reparations have been and continue to be one of the most explosive contemporary issues. Some argue that this country's history of enslavement renders some form of reparations necessary to the quest for social justice; that understanding reparations is central to honest conversations about race and

racism. Others argue that reparations for past injustices such as slavery are unfair. Still others refuse to discuss the topic altogether. This course is concerned with the historic and contemporary reparations debate as it pertains to African Americans and other oppressed groups seeking repair for historic injustice. We will pay close attention to how historians, artists, legal scholars, political scientists, grassroots community activists and legislators have approached this issue, and gauge its relevance in our so-called "post-racial" moment.

Cumulative Skills: WRI
TH 04:00PM-07:00PM
FPH 103

CSI-0244-1

**Environmental Ethics: Feminist, Queer, Crip
Area: MCP**

MIX

Distribution

Perry Zurn

This course is an in-depth study of environmental ethics. Reading widely in classic environmental literature, we begin by interrogating the changing referent of the term 'nature,' from animals and wilderness, to city parks and the organics movement. We then critically compare 1) 'nature' with forms of life that are socially naturalized (e.g. able-bodied people) and 2) anti-nature (e.g. toxic waste) with the so-called socially unnatural (e.g. the queer, the immigrant). Drawing on ecofeminism, queer ecology, and disability theory, students learn that a robust environmental ethics must address degrading ecosystems alongside social hierarchies and marginalization. Students will be required to write a series of short papers and one final research project. At least one prior course in philosophy is recommended; one prior course in philosophy or ecology is required. This course is part of the Ethics and the Common Good Program.

Cumulative Skills: MCP
TTH 10:30AM-11:50AM
FPH 108

CSI-0244-1

**Environmental Ethics: Feminist, Queer, Crip
Area: WRI**

MIX

Distribution

Perry Zurn

This course is an in-depth study of environmental ethics. Reading widely in classic environmental literature, we begin by interrogating the changing referent of the term 'nature,' from animals and wilderness, to city parks and the organics movement. We then critically compare 1) 'nature' with forms of life that are socially naturalized (e.g. able-bodied people) and 2) anti-nature (e.g. toxic waste) with the

so-called socially unnatural (e.g. the queer, the immigrant). Drawing on ecofeminism, queer ecology, and disability theory, students learn that a robust environmental ethics must address degrading ecosystems alongside social hierarchies and marginalization. Students will be required to write a series of short papers and one final research project. At least one prior course in philosophy is recommended; one prior course in philosophy or ecology is required. This course is part of the Ethics and the Common Good Program.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
FPH 108

CSI-0247-1

The House that Race Built- Researching White Supremacies

MIX

Distribution Area: MCP

Chike McLoyd

The goal of this course is to familiarize students with a robust set of theoretical and methodological tools to research white supremacies. Following Andrea Smith's framework, we will examine three pillars of white supremacy-- the logic of slavery/capitalism, the logic of genocide/colonialism, and the logic of Orientalism/war; and explore what such an approach might mean from a research perspective. Our focus will be mainly, though not exclusively, on qualitative methodologies, including critical race methodologies, action research, critical discourse analysis, and critical media literacies.

Cumulative Skills: MCP
MW 10:30AM-11:50AM
FPH 102

CSI-0247-1

The House that Race Built- Researching White Supremacies

MIX

Distribution Area: WRI

Chike McLoyd

The goal of this course is to familiarize students with a robust set of theoretical and methodological tools to research white supremacies. Following Andrea Smith's framework, we will examine three pillars of white supremacy-- the logic of slavery/capitalism, the logic of genocide/colonialism, and the logic of Orientalism/war; and explore what such an approach might mean from a research perspective. Our focus will be mainly, though not exclusively, on qualitative methodologies, including critical race methodologies, action research, critical discourse analysis, and critical media literacies.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
FPH 102

CSI-0248-1

Educational Campaigns

MIX

Distribution Area: WRI

Amy Jordan

The fight for equity in education is one of the most critical and enduring themes in the African American struggle to fully exercise their citizenship rights. This course will explore the ways in which local African American communities fought to create educational spaces for their children and for future generations. The class will begin with the dynamic struggle of Boston's African American community to desegregate public education during the pre-civil war decade and trace the varied strategies of educational leaders to broaden educational opportunities through the Reconstruction, Jim Crow and Civil Rights/Black Power eras. Readings will uncover hidden strategies for strengthening the academic programs in segregated Black schools, and increasing access to secondary and post secondary education available to Black students. The second half of the course will explore more overt strategies for educational advancement, such as the student led boycotts of the 1950s and 1960s and local campaigns history as well as primary sources, students will begin to identify specific research questions and develop their own research agenda. This course will require students to become familiar with resource materials found in the library research databases and in the W.E.B. Dubois Special Collection located at UMASS.

Cumulative Skills: WRI
MW 04:00PM-05:20PM
CSC 101

CSI-0253-1

Migration and U.S. Racial Formation

MIX

Distribution Area: MCP

Sujani Reddy

This course focuses on the political, economic, ideological, social and cultural dimensions of South Asian migration to the United States as a case study for investigating processes of U.S. racial formation. In particular, we will unpack both the "exceptionality" of elite migration from South Asia (the "model minority") and the post-9/11 category of South Asian/Arab/Muslim within the larger context of South Asian diaspora histories. We will begin, roughly, with Indian labor migration with the system of British colonial indenture in the Americas, proceed through the "free" labor migration of workers in the colonial and post-colonial period, and conclude with the place of South Asia and South Asians in the US-led war on terror. Our approach will be interdisciplinary, working with social theory and history as well as literature, film, and music. Our primary analytic lens will be critical race theory, broadly construed to

interrogate the interrelationships between hierarchies of race, gender, class, sexuality, nation and religion.

Cumulative Skills: MCP

W 02:30PM-05:20PM

FPH ELH

CSI-0254-1

and Peace

MIX

Distribution Area: WRI

Michael Klare

This course will consider the impacts of climate change and resulting resource scarcities on international peace and security. It will identify the likely environmental impacts of climate change - rising sea levels, prolonged droughts, desertification, etc. - and consider how they will heighten the risk of internal and international discord and conflict. It will also consider actions that can be taken by governmental and non-governmental organizations to reduce the risk of disorder and conflict arising from climate change and resource scarcity. Students will read and discuss recent UN and related studies on these problems, and conduct individual or team research on a particular aspect of the larger problem. The course will involve lectures, class discussion, student presentations, and in-depth student research.

Cumulative Skills: WRI

TTH 10:30AM-11:50AM

FPH 101

CSI-0257-1

Preservation and Local History

MIX

Distribution Area: WRI

James Wald

It is fashionable today to speak of "sustainability," but how do we understand the term in its broadest sense? Historic preservation plays a key role in researching our history, building civic identity, and creating sustainable communities. Once associated primarily with saving the elegant buildings of the elite, historic preservation today involves vernacular as well as distinguished architecture, landscapes as well as the built environment, and the stories of all social groups. Preservation and adaptive reuse of old buildings play a key role in both economic and environmental policy. Students will study general preservation theory and practice and in particular conduct research on Amherst's history and historic resources. Students will visit local historic sites, document collections, and museums.

Cumulative Skills: WRI

W 02:30PM-05:20PM

FPH 104

CSI-0262-1

Women on Top? Understanding and Challenging Gender

MIX

Distribution Area: IND

Emily Kearns

Since 1982, women have earned college degrees at a higher rate than men. Yet in 2011, female full-time workers made only 77 cents for every dollar earned by men, and in 2013 only 4.2% of Fortune 500 CEOs are women. This course is designed to provide students with ideas, information, and insights about women's experiences in business. The course will look at women's experiences both historically and currently, exploring the dynamics of power, leadership and access, and considering how this may inform and shape strategies to change the landscape for women in business. Joining us throughout the semester will be a diverse group of women, including Hampshire alumnae and friends, who are successfully navigating careers in business. They represent a wide range of industries, sectors, and organizational structures including: arts, health care, entertainment, finance, for profit, non-profit, social enterprise, and exciting hybrid organizations. Students in the course will also have the opportunity to consider the ways in which their future goals may intersect with business, either directly or indirectly.

Cumulative Skills: IND

W 02:30PM-05:20PM

FPH WLH

CSI-0265-1

Environmental Human Rights in the International Legal Regime

MIX

Distribution Area: IND

Kelly Bitov

This course will explore the concept of environmental human rights, focusing on the environmental justice movement in the United States and its global linkages to environmental human rights law. Course materials focus on the similarities and differences between legislative, administrative, judicial and international organization responses to toxic and hazardous environmental conditions. Who has power, and how do those in power interface with communities most affected by environmental injustices? We will discuss legal concepts of "property", "fundamental human rights" and "justice". Readings will consist of seminal legal cases, primary source documents for international organizations and treaties, news articles, and academic analyses. Students will write one term paper on an environmental justice issue of their choosing, due near the end of the semester. The class culminates in an environmental justice group role-playing simulation in which students will take on stakeholder roles, attempt to creatively problem-solve and ultimately negotiate a settlement.

Cumulative Skills: IND
MW 02:30PM-03:50PM
CSC 101

CSI-0265-1

Environmental Human Rights in the International Legal Regime

MIX

Distribution Area: MCP

Kelly Bitov

This course will explore the concept of environmental human rights, focusing on the environmental justice movement in the United States and its global linkages to environmental human rights law. Course materials focus on the similarities and differences between legislative, administrative, judicial and international organization responses to toxic and hazardous environmental conditions. Who has power, and how do those in power interface with communities most affected by environmental injustices? We will discuss legal concepts of "property", "fundamental human rights" and "justice". Readings will consist of seminal legal cases, primary source documents for international organizations and treaties, news articles, and academic analyses. Students will write one term paper on an environmental justice issue of their choosing, due near the end of the semester. The class culminates in an environmental justice group role-playing simulation in which students will take on stakeholder roles, attempt to creatively problem-solve and ultimately negotiate a settlement.

Cumulative Skills: MCP
MW 02:30PM-03:50PM
CSC 101

CSI-0265-1

Environmental Human Rights in the International Legal Regime

MIX

Distribution Area: WRI

Kelly Bitov

This course will explore the concept of environmental human rights, focusing on the environmental justice movement in the United States and its global linkages to environmental human rights law. Course materials focus on the similarities and differences between legislative, administrative, judicial and international organization responses to toxic and hazardous environmental conditions. Who has power, and how do those in power interface with communities most affected by environmental injustices? We will discuss legal concepts of "property", "fundamental human rights" and "justice". Readings will consist of seminal legal cases, primary source documents for international organizations and treaties, news articles, and academic analyses. Students will write one term paper on an environmental justice issue of their choosing, due near the end of the semester. The class culminates in an environmental justice

group role-playing simulation in which students will take on stakeholder roles, attempt to creatively problem-solve and ultimately negotiate a settlement.

Cumulative Skills: WRI
MW 02:30PM-03:50PM
CSC 101

CSI-0267-1

Democracy, Development and Protest in India: People's

MIX

Distribution Area: IND

Uditi Sen

India's image in the West as a land of poverty and spirituality often obscures its long tradition of radical and vibrant social movements. This course explores recent and ongoing people's movements in India. Beginning with lectures that introduce students to politics and society in India, it moves on to in-depth case studies of vibrant people's movements, such as the armed revolution of the Naxals, non-violent movements for gender justice and queer liberation, dalit (oppressed caste) movements and the embattled protests of peasants and tribal communities against dams and mines, that threaten their livelihood and the environment. Besides readings, this course will rely heavily on documentaries and skype conversations with activists. Students will be encouraged to think through the possibilities and limits of violent and non-violent strategies employed by protestors. This is an advanced seminar where students can develop independent research and advance writing skills in anticipation of the Division III.

Cumulative Skills: IND
T 06:00PM-09:00PM
FPH 101

CSI-0267-1

Movements in the World's Largest Democracy

MIX

Distribution

Area: MCP

Uditi Sen

India's image in the West as a land of poverty and spirituality often obscures its long tradition of radical and vibrant social movements. This course explores recent and ongoing people's movements in India. Beginning with lectures that introduce students to politics and society in India, it moves on to in-depth case studies of vibrant people's movements, such as the armed revolution of the Naxals, non-violent movements for gender justice and queer liberation, dalit (oppressed caste) movements and the embattled protests of peasants and tribal communities against dams and mines, that threaten their livelihood and the environment. Besides readings, this course will rely heavily on documentaries and skype conversations with activists. Students will be encouraged to think through the possibilities and

limits of violent and non-violent strategies employed by protestors. This is an advanced seminar where students can develop independent research and advance writing skills in anticipation of the Division III.

Cumulative Skills: MCP

T 06:00PM-09:00PM

FPH 101

CSI-0267-1

Movements in the World's Largest Democracy

MIX

Distribution

Area: WRI

Uditi Sen

India's image in the West as a land of poverty and spirituality often obscures its long tradition of radical and vibrant social movements. This course explores recent and ongoing people's movements in India. Beginning with lectures that introduce students to politics and society in India, it moves on to in-depth case studies of vibrant people's movements, such as the armed revolution of the Naxals, non-violent movements for gender justice and queer liberation, dalit (oppressed caste) movements and the embattled protests of peasants and tribal communities against dams and mines, that threaten their livelihood and the environment. Besides readings, this course will rely heavily on documentaries and skype conversations with activists. Students will be encouraged to think through the possibilities and limits of violent and non-violent strategies employed by protestors. This is an advanced seminar where students can develop independent research and advance writing skills in anticipation of the Division III.

Cumulative Skills: WRI

T 06:00PM-09:00PM

FPH 101

CSI-0269-1

Geographies of Exclusion

MIX

Distribution Area: IND

Hiba Bou Akar

This course investigates the idea of geographies of exclusion through a multi-disciplinary inquiry which locates space and spatial production at its center. The course cross-thinks issues of exclusion across cities in the Global South and the Global North. It asks the following questions: what are geographies of exclusion? Who gets excluded, why, by whom, and how? What are some of the legal, spatial, socio-economical, ethical, and political apparatuses that produce segregated spaces of poverty and lavishness, violence and fear, connectedness and confinement? What are the roles of "experts" such as architects, statisticians, planners, and policy-makers in producing such geographies? Gender, class, religion, and race are the main fault lines that we will use to study how certain populations in our cities are left

"outside" (through gated communities, "mean" streets, security barriers, segregated parks, etc.), or kept "inside" (refugees in camps, locked-in domestic workers, prisoners, etc.).

Cumulative Skills: IND
TTH 12:30PM-01:50PM
FPH 102

CSI-0269-1

Geographies of Exclusion

MIX

Distribution Area: MCP

Hiba Bou Akar

This course investigates the idea of geographies of exclusion through a multi-disciplinary inquiry which locates space and spatial production at its center. The course cross-thinks issues of exclusion across cities in the Global South and the Global North. It asks the following questions: what are geographies of exclusion? Who gets excluded, why, by whom, and how? What are some of the legal, spatial, socio-economical, ethical, and political apparatuses that produce segregated spaces of poverty and lavishness, violence and fear, connectedness and confinement? What are the roles of "experts" such as architects, statisticians, planners, and policy-makers in producing such geographies? Gender, class, religion, and race are the main fault lines that we will use to study how certain populations in our cities are left "outside" (through gated communities, "mean" streets, security barriers, segregated parks, etc.), or kept "inside" (refugees in camps, locked-in domestic workers, prisoners, etc.).

Cumulative Skills: MCP
TTH 12:30PM-01:50PM
FPH 102

CSI-0269-1

Geographies of Exclusion

MIX

Distribution Area: WRI

Hiba Bou Akar

This course investigates the idea of geographies of exclusion through a multi-disciplinary inquiry which locates space and spatial production at its center. The course cross-thinks issues of exclusion across cities in the Global South and the Global North. It asks the following questions: what are geographies of exclusion? Who gets excluded, why, by whom, and how? What are some of the legal, spatial, socio-economical, ethical, and political apparatuses that produce segregated spaces of poverty and lavishness, violence and fear, connectedness and confinement? What are the roles of "experts" such as architects, statisticians, planners, and policy-makers in producing such geographies? Gender, class, religion, and race are the main fault lines that we will use to study how certain populations in our cities are left "outside" (through gated communities, "mean" streets, security barriers, segregated parks, etc.), or kept "inside" (refugees in camps, locked-in domestic workers, prisoners, etc.).

Cumulative Skills: WRI
TTH 12:30PM-01:50PM
FPH 102

CSI-0272-1

Critical Psychology

MIX

Distribution Area: IND

Peter Gilford

Students often approach the field of psychology with a desire to both understand themselves and to help alleviate the suffering of others. Many are also motivated by a desire to work towards social justice. Yet psychology and the mental health disciplines, along with their myriad forms of inquiry and intervention, are inextricably entangled with current social and political arrangements. This course will survey the vast field of psychology from a critical perspective, problematizing and inquiring about psychological methods, practices, and philosophical assumptions with the intent of coming to understand how psychology has come to be such a potent and undetectable sociopolitical force. By inquiring about how psychological knowledge shapes and defines how we come to self-understanding and what we believe it means to be properly human, we will explore how these understandings support or challenge existing arrangements of power and privilege. A prior college-level course in psychology is a prerequisite for enrollment. Students should be committed to submitting twice-weekly commentary on assigned readings, reaction papers, a mid-term paper, and to initiate and complete a final paper project of their own design by the end of the course.

Cumulative Skills: IND
W 02:30PM-05:20PM
FPH 108

CSI-0272-1

Critical Psychology

MIX

Distribution Area: MCP

Peter Gilford

Students often approach the field of psychology with a desire to both understand themselves and to help alleviate the suffering of others. Many are also motivated by a desire to work towards social justice. Yet psychology and the mental health disciplines, along with their myriad forms of inquiry and intervention, are inextricably entangled with current social and political arrangements. This course will survey the vast field of psychology from a critical perspective, problematizing and inquiring about psychological methods, practices, and philosophical assumptions with the intent of coming to understand how psychology has come to be such a potent and undetectable sociopolitical force. By inquiring about how psychological knowledge shapes and defines how we come to self-understanding and what we believe it means to be properly human, we will explore how these understandings support or challenge existing arrangements of power and privilege. A prior college-level course in psychology is a

prerequisite for enrollment. Students should be committed to submitting twice-weekly commentary on assigned readings, reaction papers, a mid-term paper, and to initiate and complete a final paper project of their own design by the end of the course.

Cumulative Skills: MCP
W 02:30PM-05:20PM
FPH 108

CSI-0272-1

Critical Psychology

MIX

Distribution Area: WRI

Peter Gilford

Students often approach the field of psychology with a desire to both understand themselves and to help alleviate the suffering of others. Many are also motivated by a desire to work towards social justice. Yet psychology and the mental health disciplines, along with their myriad forms of inquiry and intervention, are inextricably entangled with current social and political arrangements. This course will survey the vast field of psychology from a critical perspective, problematizing and inquiring about psychological methods, practices, and philosophical assumptions with the intent of coming to understand how psychology has come to be such a potent and undetectable sociopolitical force. By inquiring about how psychological knowledge shapes and defines how we come to self-understanding and what we believe it means to be properly human, we will explore how these understandings support or challenge existing arrangements of power and privilege. A prior college-level course in psychology is a prerequisite for enrollment. Students should be committed to submitting twice-weekly commentary on assigned readings, reaction papers, a mid-term paper, and to initiate and complete a final paper project of their own design by the end of the course.

Cumulative Skills: WRI
W 02:30PM-05:20PM
FPH 108

CSI-0274-1

Cuba: Revolution and Its Discontents

MIX

Distribution Area:

Margaret Cerullo, Flavio Risech-Ozeguera

This course proposes an interdisciplinary approach that critically engages a range of frameworks (geopolitical, historical, cultural) for a study of the complex and contested reality of Cuba. Displacing images of Cuba circulating in US popular and official culture, we examine the constructions of race, gender, and sexuality that have defined the Cuban nation. We propose to locate Cuba as part of the Caribbean (with its history of plantation economies and slavery), as part of Latin America (linked by a shared history of Spanish conquest, problematic republicanism and revolutionary movements), and as

part of the African diaspora. We will explore how Cuba can be understood in relation to the U.S., and to its own diasporas in Miami and elsewhere. The course will engage with primary texts, historiography, literature, film, and music to examine Cuba within these multiple frameworks. Students will complete frequent short response essays and a research project. This course is required for students wishing to study in the Hampshire in Cuba semester program (open to all Five College students), and will provide support for framing independent projects and applications for the Cuba Semester. Though conducted in English, many readings will be available in Spanish and English and papers may be submitted in either language. Concurrent enrollment in a Spanish language class is strongly recommended.

Cumulative Skills:

TTH 02:00PM-03:20PM

FPH 108

CSI-0275-1

East/West and the Decolonial Project

MIX

Distribution Area: IND

George Fourlas

There is a long tradition of Orientalist discourse that has functioned to represent certain spaces (the Middle East/Mediterranean) and peoples as appropriate targets of violent intervention and rule. In this course, we will discuss how the Orientalist imaginary was realized, thus affording the east/west divide of the present. One key factor in the colonization and exploitation of the aforementioned spaces was the internalization of externally determined narratives of identity. As Mahmood Mamdani suggests, persons were defined and then ruled. Many of these identities linger in the contemporary, such that the colonial political relation has superficially dissipated, while the colonial mentality remains. The specter of colonialism continues to cause violence throughout the territories closest to the east/west divide, which allows for an ongoing exploitative relation with western powers. In more recent history a counter-Orientalist narrative has emerged in an effort to liberate or decolonize the colonial subject and ultimately stop these violent relations; thus, the bulk of this course will involve working with figures such as Edward Said, Hamid Dabashi, Joseph Massad, Talal Asad, Saba Mahmood, as well as many others who are often overlooked precisely because of the east/west power binary that they are working to undermine.

Cumulative Skills: IND

M 01:00PM-03:50PM

FPH 101

CSI-0275-1

East/West and the Decolonial Project

MIX

Distribution Area: MCP

George Furlas

There is a long tradition of Orientalist discourse that has functioned to represent certain spaces (the Middle East/Mediterranean) and peoples as appropriate targets of violent intervention and rule. In this course, we will discuss how the Orientalist imaginary was realized, thus affording the east/west divide of the present. One key factor in the colonization and exploitation of the aforementioned spaces was the internalization of externally determined narratives of identity. As Mahmood Mamdani suggests, persons were defined and then ruled. Many of these identities linger in the contemporary, such that the colonial political relation has superficially dissipated, while the colonial mentality remains. The specter of colonialism continues to cause violence throughout the territories closest to the east/west divide, which allows for an ongoing exploitative relation with western powers. In more recent history a counter-Orientalist narrative has emerged in an effort to liberate or decolonize the colonial subject and ultimately stop these violent relations; thus, the bulk of this course will involve working with figures such as Edward Said, Hamid Dabashi, Joseph Massad, Talal Asad, Saba Mahmood, as well as many others who are often overlooked precisely because of the east/west power binary that they are working to undermine.

Cumulative Skills: MCP

M 01:00PM-03:50PM

FPH 101

CSI-0275-1

East/West and the Decolonial Project

MIX

Distribution Area: WRI

George Furlas

There is a long tradition of Orientalist discourse that has functioned to represent certain spaces (the Middle East/Mediterranean) and peoples as appropriate targets of violent intervention and rule. In this course, we will discuss how the Orientalist imaginary was realized, thus affording the east/west divide of the present. One key factor in the colonization and exploitation of the aforementioned spaces was the internalization of externally determined narratives of identity. As Mahmood Mamdani suggests, persons were defined and then ruled. Many of these identities linger in the contemporary, such that the colonial political relation has superficially dissipated, while the colonial mentality remains. The specter of colonialism continues to cause violence throughout the territories closest to the east/west divide, which allows for an ongoing exploitative relation with western powers. In more recent history a counter-Orientalist narrative has emerged in an effort to liberate or decolonize the colonial subject and ultimately stop these violent relations; thus, the bulk of this course will involve working with figures such as Edward Said, Hamid Dabashi, Joseph Massad, Talal Asad, Saba Mahmood, as well as many others who are often overlooked precisely because of the east/west power binary that they are working to undermine.

Cumulative Skills: WRI
M 01:00PM-03:50PM
FPH 101

CSI-0279-1

Media and the Middle East

MIX

Distribution Area:

Omar Dahi, Viveca Greene

The global media landscape has undergone significant changes in just over a decade. In this course we will examine how US and international media sources are covering the Middle East. Some questions we will explore are: how did US entertainment and news media respond to the attacks of 9/11? How do US media represent the daily lives and political struggles of Arabs and Muslims? What has been the political and social impact of Middle East-based channels with a global reach like Al Jazeera? How have new media influenced social movements as well as perceptions of historical events such as the Arab Uprisings? The course will feature guest speakers, film screenings, and student presentations. Students will be expected to keep up with a heavy reading load and to develop individualized research projects.

Cumulative Skills:
W 01:00PM-03:50PM
FPH 107

CSI-0286-1

Postcolonial Feminist Science Studies

MIX

Distribution Area: IND

Jennifer Hamilton, Angela Willey

Science was a central force in the ideologies of colonialism and the successes of colonial expansion. Postcolonial studies suggests that this colonial legacy lives on in postcolonial nations. In what ways does this colonial legacy shape postcolonial conceptions of the state and its citizens and subject formation? We will explore recent work in postcolonial feminist science studies by examining a range of postcolonial sites and a variety of scientific disciplines. Some of the questions we will explore are: postcolonial development, bioprospecting and biopiracy, pharmaceutical testing in postcolonial contexts, colonial sexual science and the history of sexuality, surrogacy, the rise of genomic sovereignty in postcolonial nations, GMOs and industrialized agriculture, and climate change. Throughout the course, students will engage with postcolonial feminist critiques of scientific epistemologies (theories of knowledge) and the universalizing metaphysics (theories of existence/reality/nature) they engender. This class will be team taught by Professors Jennifer Hamilton, Angie Willey, and Banu Subramaniam. We will combine with another section of the class based at UMass. Classes will meet at UMass from 4-6:30pm.

Cumulative Skills: IND
W 04:00PM-07:00PM
FPH 107

CSI-0286-1

Postcolonial Feminist Science Studies

MIX

Distribution Area: MCP

Jennifer Hamilton, Angela Willey

Science was a central force in the ideologies of colonialism and the successes of colonial expansion.

Postcolonial studies suggests that this colonial legacy lives on in postcolonial nations. In what ways does this colonial legacy shape postcolonial conceptions of the state and its citizens and subject formation?

We will explore recent work in postcolonial feminist science studies by examining a range of postcolonial sites and a variety of scientific disciplines. Some of the questions we will explore are: postcolonial development, bioprospecting and biopiracy, pharmaceutical testing in postcolonial contexts, colonial sexual science and the history of sexuality, surrogacy, the rise of genomic sovereignty in postcolonial nations, GMOs and industrialized agriculture, and climate change. Throughout the course, students will engage with postcolonial feminist critiques of scientific epistemologies (theories of knowledge) and the universalizing metaphysics (theories of existence/reality/nature) they engender.

This class will be team taught by Professors Jennifer Hamilton, Angie Willey, and Banu Subramaniam.

We will combine with another section of the class based at UMass. Classes will meet at UMass from 4-6:30pm.

Cumulative Skills: MCP
W 04:00PM-07:00PM
FPH 107

CSI-0286-1

Postcolonial Feminist Science Studies

MIX

Distribution Area: WRI

Jennifer Hamilton, Angela Willey

Science was a central force in the ideologies of colonialism and the successes of colonial expansion.

Postcolonial studies suggests that this colonial legacy lives on in postcolonial nations. In what ways does this colonial legacy shape postcolonial conceptions of the state and its citizens and subject formation?

We will explore recent work in postcolonial feminist science studies by examining a range of postcolonial sites and a variety of scientific disciplines. Some of the questions we will explore are: postcolonial development, bioprospecting and biopiracy, pharmaceutical testing in postcolonial contexts, colonial sexual science and the history of sexuality, surrogacy, the rise of genomic sovereignty in postcolonial nations, GMOs and industrialized agriculture, and climate change. Throughout the course, students will engage with postcolonial feminist critiques of scientific epistemologies (theories of knowledge) and the universalizing metaphysics (theories of existence/reality/nature) they engender.

This class will be team taught by Professors Jennifer Hamilton, Angie Willey, and Banu Subramaniam. We will combine with another section of the class based at UMass. Classes will meet at UMass from 4-6:30pm.

Cumulative Skills: WRI
W 04:00PM-07:00PM
FPH 107

CSI-0291-1

"from Below" - Part I

MIX

Distribution Area: IND

Wilson Valentin-Escobar

This two-semester research seminar discusses, theorizes, and illuminates the important and very complex process of oral history (the recording of life experiences) for communities alienated from prevailing historical discourses. Oral history allows one to look at history from multiple angles, to acquire "new ways of seeing," and to delineate new epistemologies. We also examine the dynamics of oral history as truth-telling, and its long-standing relationship with social justice initiatives, and the impact oral histories have upon the communities from which they emerge, and society at large. Some of the questions that guide the course include: Who "makes" history? Why have certain individuals been studied while others ignored? How does this shape the production of knowledge, our understanding of the past and the analysis of experience, and thus challenge what Michel Foucault calls a "regime of truth"? How do particular social factors shape historical knowledge? What is individual memory vs. collective memory? And how do the two come together and diverge? How do we represent and document experiences that differ from our own? In this seminar, you will be expected to conduct extensive background historical research, write multiple drafts of papers, share work with your peers, learn interviewing techniques as authorized by the Oral History Association, transcribe, analyze, and code your interviews, and then contextualize them within itself and within their historical framework. The class will also visit neighboring oral history archives. By the end of the spring term, each student is expected to produce an extensive oral history project. In short, you will learn the step-by-step process of understanding and doing of oral history.

Cumulative Skills: IND
W 04:00PM-07:00PM
FPH 101

CSI-0291-1

"from Below" - Part I

MIX

Distribution Area: WRI

Wilson Valentin-Escobar

This two-semester research seminar discusses, theorizes, and illuminates the important and very

complex process of oral history (the recording of life experiences) for communities alienated from prevailing historical discourses. Oral history allows one to look at history from multiple angles, to acquire "new ways of seeing," and to delineate new epistemologies. We also examine the dynamics of oral history as truth-telling, and its long-standing relationship with social justice initiatives, and the impact oral histories have upon the communities from which they emerge, and society at large. Some of the questions that guide the course include: Who "makes" history? Why have certain individuals been studied while others ignored? How does this shape the production of knowledge, our understanding of the past and the analysis of experience, and thus challenge what Michel Foucault calls a "regime of truth"? How do particular social factors shape historical knowledge? What is individual memory vs. collective memory? And how do the two come together and diverge? How do we represent and document experiences that differ from our own? In this seminar, you will be expected to conduct extensive background historical research, write multiple drafts of papers, share work with your peers, learn interviewing techniques as authorized by the Oral History Association, transcribe, analyze, and code your interviews, and then contextualize them within itself and within their historical framework. The class will also visit neighboring oral history archives. By the end of the spring term, each student is expected to produce an extensive oral history project. In short, you will learn the step-by-step process of understanding and doing of oral history.

Cumulative Skills: WRI

W 04:00PM-07:00PM

FPH 101

CSI-0291-1

Oral History Theory and Method: Power, Agency, and History

MIX

Distribution Area: MCP

Wilson Valentin-Escobar

This two-semester research seminar discusses, theorizes, and illuminates the important and very complex process of oral history (the recording of life experiences) for communities alienated from prevailing historical discourses. Oral history allows one to look at history from multiple angles, to acquire "new ways of seeing," and to delineate new epistemologies. We also examine the dynamics of oral history as truth-telling, and its long-standing relationship with social justice initiatives, and the impact oral histories have upon the communities from which they emerge, and society at large. Some of the questions that guide the course include: Who "makes" history? Why have certain individuals been studied while others ignored? How does this shape the production of knowledge, our understanding of the past and the analysis of experience, and thus challenge what Michel Foucault calls a "regime of truth"? How do particular social factors shape historical knowledge? What is individual memory vs. collective memory? And how do the two come together and diverge? How do we represent and document experiences that differ from our own? In this seminar, you will be expected to conduct extensive background historical research, write multiple drafts of papers, share work with your peers, learn interviewing techniques as authorized by the Oral History Association, transcribe, analyze, and

DR = Satisfies Division I distribution requirements

code your interviews, and then contextualize them within itself and within their historical framework. The class will also visit neighboring oral history archives. By the end of the spring term, each student is expected to produce an extensive oral history project. In short, you will learn the step-by-step process of understanding and doing of oral history.

Cumulative Skills: MCP
W 04:00PM-07:00PM
FPH 101

CSI-0318-1

Division III Seminar: Writing with Power

MIX

Distribution

Area: IND

Jennifer Hamilton

This Division III seminar will be organized around students' Division III Independent Study Projects. Students will be responsible for presenting their Division IIIs in progress several times during the semester and for providing serious, thoughtful written feedback on one another's work. We will also address general and shared issues of conducting research, formulating clear and persuasive analysis, and presenting results both orally and in writing. The primary purpose of the seminar is to provide a supportive and stimulating intellectual community during the Division III process. Students from a variety of fields within CSI are welcome; students conducting ethnographic work are especially encouraged to enroll.

Cumulative Skills: IND
M 01:00PM-03:50PM
FPH 107

CSI-0318-1

Division III Seminar: Writing with Power

MIX

Distribution

Area: WRI

Jennifer Hamilton

This Division III seminar will be organized around students' Division III Independent Study Projects. Students will be responsible for presenting their Division IIIs in progress several times during the semester and for providing serious, thoughtful written feedback on one another's work. We will also address general and shared issues of conducting research, formulating clear and persuasive analysis, and presenting results both orally and in writing. The primary purpose of the seminar is to provide a supportive and stimulating intellectual community during the Division III process. Students from a variety of fields within CSI are welcome; students conducting ethnographic work are especially encouraged to enroll.

Cumulative Skills: WRI
M 01:00PM-03:50PM
FPH 107

CSI-0318-2

Division III Seminar: Writing with Power

MIX

Distribution

Area: IND

Jennifer Hamilton

This Division III seminar will be organized around students' Division III Independent Study Projects. Students will be responsible for presenting their Division IIIs in progress several times during the semester and for providing serious, thoughtful written feedback on one another's work. We will also address general and shared issues of conducting research, formulating clear and persuasive analysis, and presenting results both orally and in writing. The primary purpose of the seminar is to provide a supportive and stimulating intellectual community during the Division III process. Students from a variety of fields within CSI are welcome; students conducting ethnographic work are especially encouraged to enroll.

Cumulative Skills: IND
T 09:00AM-11:50AM
ASH 112

CSI-0318-2

Division III Seminar: Writing with Power

MIX

Distribution

Area: WRI

Jennifer Hamilton

This Division III seminar will be organized around students' Division III Independent Study Projects. Students will be responsible for presenting their Division IIIs in progress several times during the semester and for providing serious, thoughtful written feedback on one another's work. We will also address general and shared issues of conducting research, formulating clear and persuasive analysis, and presenting results both orally and in writing. The primary purpose of the seminar is to provide a supportive and stimulating intellectual community during the Division III process. Students from a variety of fields within CSI are welcome; students conducting ethnographic work are especially encouraged to enroll.

Cumulative Skills: WRI
T 09:00AM-11:50AM
ASH 112

CSI-0356-1

Integrative Seminar

MIX

Distribution Area: WRI

Kristen Luschen

This seminar is designed for students pursuing a Division III project related to areas childhood & youth studies, learning sciences, and young people's creative production. It is appropriate for students whose primary work is in any of the five schools. We will begin the semester by considering the assumptions, perspectives, and methodologies involved in different disciplinary approaches to the examination and production of work related to childhood, young people, and/or education. The remainder of the course will involve student presentations of work-in-progress, peer editing and feedback, and sharing strategies for completing large independent projects. This course is limited to Division III students.

Cumulative Skills: WRI

T 09:00AM-11:50AM

CSC 101

CSI-0356-1

Special Topics in Childhood, Youth and Learning: An

MIX

Distribution Area: IND

Kristen Luschen

This seminar is designed for students pursuing a Division III project related to areas childhood & youth studies, learning sciences, and young people's creative production. It is appropriate for students whose primary work is in any of the five schools. We will begin the semester by considering the assumptions, perspectives, and methodologies involved in different disciplinary approaches to the examination and production of work related to childhood, young people, and/or education. The remainder of the course will involve student presentations of work-in-progress, peer editing and feedback, and sharing strategies for completing large independent projects. This course is limited to Division III students.

Cumulative Skills: IND

T 09:00AM-11:50AM

CSC 101

CSI-121T-1

Work in the Global Economy

MIX

Distribution Area: QUA

Lynda Pickbourn

This course focuses on the labor market transformations that have resulted from economic restructuring informed by neoliberal policies and the reorganization of production in both high and low income countries over the last three decades or so. Among the questions that will be addressed in the course are the following: What repercussions have these changes in the structure of production in the world

DR = Satisfies Division I distribution requirements

economy had on employment dynamics in high- and low-income countries? What does the feminization of the labor force mean, and how is it different from the feminization of labor? What are the main trends leading to labor market informalization? What are the gendered implications of these trends? Can we generalize across countries? Is there a role for government policy, international labor standards, as well as social and political activism across borders in raising wages, promoting equal opportunity, fighting discrimination in the workplace, and securing greater control over working hours and conditions?

Cumulative Skills: QUA
MW 10:30AM-11:50AM
FPH 105

CSI-122T-1

The Political Economy of Food

MIX

Distribution Area: WRI

Helen Scharber

How does speculation on Wall Street affect wheat prices halfway across the globe? Why do most tomatoes taste so bad? Can organic farming methods feed the world? In this course, we'll use questions like these to guide our study of the economics, politics and environmental impacts of the modern industrial food system. In addition to studying and critiquing the existing system, we will spend significant time exploring more sustainable alternatives to mainstream methods of food production, distribution and consumption. Students will learn to apply economic theories studied in class to specific aspects of the food system and undertake an independent project on an alternative to mainstream food production.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 104

CSI-126T-1

The Making of the Modern Middle East

MIX

Distribution Area: WRI

Hiba Bou Akar

This course will discuss the geographic imaginations through which the Middle East has been constructed as an entity, imagined as a space, intervened in and acted upon economically, militarily, and socially.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 101

CSI-152T-1

Social Movements and Social Change: The Zapatistas

MIX

Distribution Area: WRI

Margaret Cerullo

Today, newspapers speak of a decided tilt to the left in Latin America (Ecuador, Venezuela, Bolivia, Uruguay, for example, all have presidents who affirm socialism). This was not the case twenty years ago, when, to everyone's astonishment, the Zapatistas rose in revolt in Chiapas. Surfacing the same day that NAFTA went into effect-January 1, 1994, they announced a different vision of Mexico's future. The actions and writings of the Zapatistas constitute an extraordinary case study in which many preoccupations converge: the economic, the political, indigenous rights, women's rights, civil society, cultural memory, and writing that is poetic and political. Focusing on the Zapatista revolt enables us to consider an example of "local" resistance to "global" designs, the ongoing challenge to neoliberal economics and to limited conceptions of "democracy" that condemn populations to invisibility, their cultural memory to oblivion, and their needs and knowledge to subaltern status. At heart, this course hopes to provide the unsettling (and promising) experience of viewing the world and ourselves from perspectives other than those we inherit and inhabit.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

FPH 106

CSI-155T-1

Introduction to the City

MIX

Distribution Area: WRI

Michael Gonzales

How do we think and write about our cities? What political, social, economic, technologic, and aesthetic vectors has the city been imagined? Through what processes have our urban environments been represented and enframed? This course will look at the ways in which urban processes have been studied in and across a range of global and domestic contexts. It will explicitly adopt a multidisciplinary global approach to the study of cities examining how the global and the city have been studied through world system and worlding approaches. Lastly, this course investigates the variety of methods surrounding the study of urban productions.

Cumulative Skills: WRI

MW 10:30AM-11:50AM

FPH 108

CSI-182T-1

Introduction to Queer Studies

MIX

Distribution Area: WRI

Stephen Dillon

Introduction to Queer Studies explores the emergence and development of the field of queer studies since the 1990s. Together, we will examine the relationship between queer studies and fields like postcolonial studies, feminist studies, transgender studies, disability studies, and critical race studies. Students will come away with a broad understanding of the field, particularly foundational debates, key words, theories, and concepts. The course begins by examining the ways queerness has been defined and theorized and then explores the ways artists, scholars, and activists have engaged the queer politics of topics like: the racial state; science and medicine; the U.S. Mexico-Border; slavery and colonialism; sex and love. The course also focuses on critical thinking, reading, and writing skills. Students will have a broad understanding of Queer studies while also working to reimagine its history and future.

Cumulative Skills: WRI

MW 10:30AM-11:50AM

FPH 103

CSI-190T-1

Art/Artifact: African Art and Material Culture

MIX

Distribution

Area: WRI

Rachel Engmann

This course is an introduction to African art and material culture. In this class, we will focus on the major themes, ideas and debates that have shaped and continue to shape the theoretical and methodological frameworks for studying African objects. In this class, our goal is to engage with the possibilities, problems and challenges presented by archaeological, anthropological, material culture and art historical approaches to African art and material culture. We will examine the pivotal role of African objects in Africa, as well as Europe and the United States, and the projects of colonialism, imperialism, apartheid and nationalism in light of collecting practices, museums, heritage, development and human rights. We will explore the ways in which African material culture has been categorized, interpreted and displayed. We will pay close attention to the politics and practical aspects of contemporary African heritage practice by engaging with some of the associated controversies and ethical responsibilities. In this class, we will ask: How did African objects come to arrive in nineteenth century European museums? What is the relationship between African material culture and the colonial imagination? And, how has this relationship between objects and the "invention of Africa" changed over time? Who "owns" African art today? How do we work with African collections given international codes and conventions, yet also respect local, communal and indigenous rights? This tutorial course involves participation in the upcoming exhibition, 'Selections from the Collection of Charles Derby' at the University Museum of Contemporary Art: Fine Arts Center, at the University of Massachusetts, Amherst.

DR = Satisfies Division I distribution requirements

Cumulative Skills: WRI
F 09:00AM-11:50AM
FPH 107

CSI-193T-1

Reading Freud as Inquiry

MIX

Distribution Area: WRI

Annie Rogers

The course is designed as an introduction to concepts of psychoanalysis for students with no previous knowledge of Freud. We will take an historical approach, tracing the development of Freud's thought through close readings of key essays, clinical case studies, and selected literary works that inspired Freud, tracing various concepts through their evolution, abandonment, retrieval, and revision in Freud's writing from the 1890s to the 1920s and beyond. The course will start with the origins of psychoanalysis in trauma theories of hysteria, their replacement by dream analysis, theories of sexuality and the Oedipus complex, and the return of trauma in new forms in Freud's late work on the repetition-compulsion and the death drive, his theory of the uncanny and dream analysis revision. We will also read the literature that stages Freud's concerns and questions: Sophocles' Oedipus the King, and a novella by Hoffmann, The Sandman. Students are expected to write response papers to the course website, read and comment on one another's work regularly, and write two substantive papers.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 102

CSI-194T-1

Cyberincunabula

MIX

Distribution Area: WRI

James Wald

Students and teachers spend most of their time reading and writing, but how often do we stop to think about what these acts entail, where they originated, how they have changed? Is the media revolution that we are experiencing one of degree or kind? Will the shift to electronic media mean not just the end of the book, but also the radical transformation of authorship and publishing, indeed, of the very ways that we read, research, and think? In order to situate ourselves in the present, we will turn to history, studying oral culture, the transition from manuscript to print in the Middle Ages, the rise of mass literacy in the modern era, and the rise of new media today. The comparison of past and present will enable students to understand their own situation, in the process introducing them to historical reasoning and research. Class includes occasional local field trips.

Cumulative Skills: WRI
WF 10:30AM-11:50AM
FPH 106

CSI-1IND-1

Independent Study - 100 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

CSI-2IND-1

Independent Study - 200 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

CSI-3IND-1

Independent Study - 300 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

CSI-121T-1

Work in the Global Economy

NO5C

Distribution Area: QUA

Lynda Pickbourn

This course focuses on the labor market transformations that have resulted from economic restructuring informed by neoliberal policies and the reorganization of production in both high and low income countries over the last three decades or so. Among the questions that will be addressed in the course are the following: What repercussions have these changes in the structure of production in the world economy had on employment dynamics in high- and low-income countries? What does the feminization of the labor force mean, and how is it different from the feminization of labor? What are the main trends leading to labor market informalization? What are the gendered implications of these trends? Can we generalize across countries? Is there a role for government policy, international labor standards, as well as social and political activism across borders in raising wages, promoting equal opportunity, fighting discrimination in the workplace, and securing greater control over working hours and conditions?

Cumulative Skills: QUA

MW 10:30AM-11:50AM

FPH 105

CSI-122T-1

The Political Economy of Food

NO5C

Distribution Area: WRI

Helen Scharber

How does speculation on Wall Street affect wheat prices halfway across the globe? Why do most tomatoes taste so bad? Can organic farming methods feed the world? In this course, we'll use questions like these to guide our study of the economics, politics and environmental impacts of the modern industrial food system. In addition to studying and critiquing the existing system, we will spend significant time exploring more sustainable alternatives to mainstream methods of food production, distribution and consumption. Students will learn to apply economic theories studied in class to specific aspects of the food system and undertake an independent project on an alternative to mainstream food production.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

FPH 104

CSI-126T-1

The Making of the Modern Middle East

NO5C

Distribution Area: WRI

Hiba Bou Akar

This course will discuss the geographic imaginations through which the Middle East has been constructed as an entity, imagined as a space, intervened in and acted upon economically, militarily, and socially.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

FPH 101

CSI-152T-1

Social Movements and Social Change: The Zapatistas

NO5C

Distribution Area: WRI

Margaret Cerullo

Today, newspapers speak of a decided tilt to the left in Latin America (Ecuador, Venezuela, Bolivia, Uruguay, for example, all have presidents who affirm socialism). This was not the case twenty years ago, when, to everyone's astonishment, the Zapatistas rose in revolt in Chiapas. Surfacing the same day that NAFTA went into effect-January 1, 1994, they announced a different vision of Mexico's future. The actions and writings of the Zapatistas constitute an extraordinary case study in which many preoccupations converge: the economic, the political, indigenous rights, women's rights, civil society, cultural memory, and writing that is poetic and political. Focusing on the Zapatista revolt enables us to consider an example of "local" resistance to "global" designs, the ongoing challenge to neoliberal economics and to limited conceptions of "democracy" that condemn populations to invisibility, their cultural memory to oblivion, and their needs and knowledge to subaltern status. At heart, this course hopes to provide the unsettling (and promising) experience of viewing the world and ourselves from perspectives other than those we inherit and inhabit.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

FPH 106

CSI-155T-1

Introduction to the City

NO5C

Distribution Area: WRI

Michael Gonzales

How do we think and write about our cities? What political, social, economic, technologic, and aesthetic vectors has the city been imagined? Through what processes have our urban environments been represented and enframed? This course will look at the ways in which urban processes have been studied in and across a range of global and domestic contexts. It will explicitly adopt a multidisciplinary global approach to the study of cities examining how the global and the city have been studied through

world system and worlding approaches. Lastly, this course investigates the variety of methods surrounding the study of urban productions.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
FPH 108

CSI-182T-1

Introduction to Queer Studies

NO5C

Distribution Area: WRI

Stephen Dillon

Introduction to Queer Studies explores the emergence and development of the field of queer studies since the 1990s. Together, we will examine the relationship between queer studies and fields like postcolonial studies, feminist studies, transgender studies, disability studies, and critical race studies. Students will come away with a broad understanding of the field, particularly foundational debates, key words, theories, and concepts. The course begins by examining the ways queerness has been defined and theorized and then explores the ways artists, scholars, and activists have engaged the queer politics of topics like: the racial state; science and medicine; the U.S. Mexico-Border; slavery and colonialism; sex and love. The course also focuses on critical thinking, reading, and writing skills. Students will have a broad understanding of Queer studies while also working to reimagine its history and future.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
FPH 103

CSI-190T-1

Art/Artifact: African Art and Material Culture

NO5C

Distribution

Area: WRI

Rachel Engmann

This course is an introduction to African art and material culture. In this class, we will focus on the major themes, ideas and debates that have shaped and continue to shape the theoretical and methodological frameworks for studying African objects. In this class, our goal is to engage with the possibilities, problems and challenges presented by archaeological, anthropological, material culture and art historical approaches to African art and material culture. We will examine the pivotal role of African objects in Africa, as well as Europe and the United States, and the projects of colonialism, imperialism, apartheid and nationalism in light of collecting practices, museums, heritage, development and human rights. We will explore the ways in which African material culture has been categorized, interpreted and displayed. We will pay close attention to the politics and practical aspects of contemporary African heritage practice by engaging with some of the associated controversies and ethical responsibilities. In

this class, we will ask: How did African objects come to arrive in nineteenth century European museums? What is the relationship between African material culture and the colonial imagination? And, how has this relationship between objects and the "invention of Africa" changed over time? Who "owns" African art today? How do we work with African collections given international codes and conventions, yet also respect local, communal and indigenous rights? This tutorial course involves participation in the upcoming exhibition, 'Selections from the Collection of Charles Derby' at the University Museum of Contemporary Art: Fine Arts Center, at the University of Massachusetts, Amherst.

Cumulative Skills: WRI

F 09:00AM-11:50AM

FPH 107

CSI-193T-1

Reading Freud as Inquiry

NO5C

Distribution Area: WRI

Annie Rogers

The course is designed as an introduction to concepts of psychoanalysis for students with no previous knowledge of Freud. We will take an historical approach, tracing the development of Freud's thought through close readings of key essays, clinical case studies, and selected literary works that inspired Freud, tracing various concepts through their evolution, abandonment, retrieval, and revision in Freud's writing from the 1890s to the 1920s and beyond. The course will start with the origins of psychoanalysis in trauma theories of hysteria, their replacement by dream analysis, theories of sexuality and the Oedipus complex, and the return of trauma in new forms in Freud's late work on the repetition-compulsion and the death drive, his theory of the uncanny and dream analysis revision. We will also read the literature that stages Freud's concerns and questions: Sophocles' Oedipus the King, and a novella by Hoffmann, The Sandman. Students are expected to write response papers to the course website, read and comment on one another's work regularly, and write two substantive papers.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

FPH 102

CSI-194T-1

Cyberincunabula

NO5C

Distribution Area: WRI

James Wald

Students and teachers spend most of their time reading and writing, but how often do we stop to think about what these acts entail, where they originated, how they have changed? Is the media revolution that we are experiencing one of degree or kind? Will the shift to electronic media mean not just the end of the book, but also the radical transformation of authorship and publishing, indeed, of the very ways

that we read, research, and think? In order to situate ourselves in the present, we will turn to history, studying oral culture, the transition from manuscript to print in the Middle Ages, the rise of mass literacy in the modern era, and the rise of new media today. The comparison of past and present will enable students to understand their own situation, in the process introducing them to historical reasoning and research. Class includes occasional local field trips.

Cumulative Skills: WRI
WF 10:30AM-11:50AM
FPH 106

HACU-0203-1

Group Improvisation: Introduction to Creative Dance

DANCE

Distribution Area: IND

Christine Goehring

Group Improvisation: Introduction to Creative Dance: Dance Pioneer Barbara Mettler said, "To create means to make up something new." In this course students explore the elements of dance through a series of creative problems solved in improvisations by individuals and groups. Directed exercises are used to heighten awareness of the body and its movement potential. Studies using the sounds of voice, hands and feet develop skills in accompaniment. Based on the principle that dance is a human need this work invites people of all ages and abilities to come together in movement and to make dance an element of their lives.

Cumulative Skills: IND
TTH 02:00PM-03:20PM
MDB MAIN

HACU-0215-1

Modern-Contemporary Dance Technique 3: Intermediate Level

DANCE

Distribution Area: IND

Deborah Goffe

Modern-Contemporary Dance Technique 3 is an intermediate-level class, which will build on students' previous study of modern dance technique. The studio will be our laboratory for a semester-long exploration of a wide range of modern dance concepts with a focus on sensation, initiation, expansive use of space, connectivity and increasingly complex phrase work. Along the way we will give continued attention to alignment, spatial clarity, breath, increasing range of motion and the development of strength and stamina. Ultimately, the goal is for each student to engage in a holistic approach to contemporary/modern dance technique-moving beyond rote mimicry toward dynamic, fully expansive

movement exploration. The hope is that this will form the basis of a sustainable and deeply engaged movement practice-one that may inform a lifetime of embodied creative process.

Cumulative Skills: IND
MW 02:30PM-04:00PM
MDB MAIN

HACU-0209-1

Video I: Live!

DCXL

Distribution Area: MCP

Kara Lynch

This course will focus on live-ness in time-based media. The thematic focus of the seminar will critically engage issues of presence, process, technology, the body, and site. Of importance is the nature of video as an immediate, electronic technology as it engages with both performance and installation. This is a rigorous theory/practice workshop class designed specifically for upper division students. In this seminar, students will develop their skills within their specific media and work collaboratively throughout the semester to produce work that engages questions of site, space, time, experience and vision within an historical context. We will challenge traditional modes of production and presentation collectively. Students will focus in on their critical skills and be required to produce written responses, two visual projects, and a research project/presentation. This course will encourage students to broaden their perspective of artistic production. This will be a challenging course for serious students in the media arts.

Cumulative Skills: MCP
W 02:30PM-05:20PM W 07:00PM-09:00PM
JLC 115

HACU-0209-2

Video I: Live!

DCXL

Distribution Area: IND

Kara Lynch

This course will focus on live-ness in time-based media. The thematic focus of the seminar will critically engage issues of presence, process, technology, the body, and site. Of importance is the nature of video as an immediate, electronic technology as it engages with both performance and installation. This is a rigorous theory/practice workshop class designed specifically for upper division students. In this seminar, students will develop their skills within their specific media and work collaboratively throughout the semester to produce work that engages questions of site, space, time, experience and vision within an historical context. We will challenge traditional modes of production and presentation collectively. Students will focus in on their critical skills and be required to produce written responses, two visual projects, and a research project/presentation. This course will encourage students to broaden

their perspective of artistic production. This will be a challenging course for serious students in the media arts.

Cumulative Skills: IND

W 02:30PM-05:20PM W 07:00PM-09:00PM

JLC 131

HACU-0210-1

Film Workshop I

DCXL

Distribution Area: IND

Hope Tucker

This course teaches the basic skills of film production, including camera work, sound recording, editing, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes that represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will draw on the material of 16mm, through hand-processing, camera-less techniques, direct animation, and alternative approaches to image design and acquisition. Video formats plus digital image processing and non-linear editing will also be introduced. Prerequisite: 100-level course in media art. (Introduction to Media Arts, Hampshire Media Arts, or equivalent and must be completed and not concurrent with this course.)

Cumulative Skills: IND

TH 09:00AM-11:50AM TH 07:00PM-09:00PM

JLC 120

HACU-0210-2

Film Workshop I

DCXL

Distribution Area: IND

Hope Tucker

This course teaches the basic skills of film production, including camera work, sound recording, editing, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes that represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will draw on the material of 16mm, through hand-processing, camera-less techniques, direct animation, and alternative approaches to image design and acquisition. Video formats plus digital image processing and non-linear editing will also be introduced. Prerequisite: 100-level course in media art. (Introduction to Media Arts, Hampshire Media Arts, or equivalent and must be completed and not concurrent with this course.)

Cumulative Skills: IND

TH 09:00AM-11:50AM TH 07:00PM-09:00PM

JLC 131

HACU-0211-1

Large Formats

DCXL

Distribution Area: IND

Kane Stewart

Still Photography Workshop I: Black and White Analog-Medium/Large Format: This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing in the black and white darkroom; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. This course will be taught using medium and large format cameras. Cameras will be available through media services. Students will have weekly photographing and printing assignments and, in addition, will complete a portfolio by the end of the semester.

Cumulative Skills: IND

T 09:00AM-11:50AM WTH 06:00PM-07:30PM

JLC 135

HACU-0211-2

Still Photography Workshop I: B&W Analog with Medium and

Distribution Area: IND

DCXL

Kane Stewart

Still Photography Workshop I: Black and White Analog-Medium/Large Format: This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing in the black and white darkroom; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. This course will be taught using medium and large format cameras. Cameras will be available through media services. Students will have weekly photographing and printing assignments and, in addition, will complete a portfolio by the end of the semester.

Cumulative Skills: IND

T 09:00AM-11:50AM WTH 06:00PM-07:30PM

JLC 131

HACU-0101-1

Chorus

DR

Distribution Area: MCP

DR = Satisfies Division I distribution requirements

Elaine Ginsberg

The chorus is a performing ensemble in which students will learn skills of choral singing and sight-singing. They will be exposed to a wide variety of choral literature through rehearsal and performance, including a cappella and accompanied music, medieval through 20th century, ethnic, world music and folk. Several performances are given throughout the year. While this course is open to all and the ability to read music is not required, students are expected to have reasonable proficiency in aural learning (e.g. ability to sing on pitch).

Cumulative Skills: MCP

MW 04:00PM-06:00PM

MDB RECITAL

HACU-0105-1

Globalizing Contemporary Art

DR

Distribution Area: IND

Alex Seggerman

This course will challenge the Euro-American-centrism of modern and contemporary art history through an analysis of contemporary artwork produced in the so-called "periphery." We will investigate contemporary art movements in South Korea, Senegal, South African, Pakistan and Egypt, employing new scholarship in the field of "global modernism" to guide us, from scholars Joan Kee, Elizabeth Harney, John Peffer, and Iftikhar Dadi. We will address such questions as: Is there such thing as a unified, global contemporary art movement? What is the role of national or ethnic identity in the global art market? Is globalization in art new, or did we just notice it? How do economic and political globalization impact art production? At the course's conclusion, students will have developed skills of critical looking and will be conversant in the vocabulary of global contemporary art.

Cumulative Skills: IND

TTH 12:30PM-01:50PM

FPH 107

HACU-0106-1

Introduction to Painting on Paper, Board, Canvas, and Wall

DR

Distribution Area: IND

Andrea Dezso

Students will gain experience in the fundamentals of painting, including color, composition, materials and technical considerations. We will explore a range of painting surfaces, sizes, materials and artistic approaches. Assignments will include color mixing, landscape, self-portrait, figure painting, conceptual painting, narrative painting, and work inspired by street art and graffiti. Assigned readings, artist

research, individual critique, group discussions, slide presentations and film screenings will round out the experience.

Cumulative Skills: IND
F 01:00PM-05:00PM
ARB STUDIO 2

HACU-0119-1

Fundamentals of Music

DR

Distribution Area: IND

Rebecca Miller

Fundamentals of Music [formerly Musical Beginnings]: This course focuses on the broad fundamentals of western music and music theory, including music literacy (how to read western music notation). We will learn theoretical concepts such as pitch, rhythm, timbral nuances, texture, intervals, chords (triads and sevenths), harmony, etc. We will also develop our sense of aural music cognition through ear training. This course will connect music to theory by teaching students how to compose music; students will also develop analytical writing skills through attending two concerts and writing a report on each. Students are required to attend a weekly ear training class (either Monday or Thursday evening, 7:00 - 8:30 pm). No prior music training or literacy is required. (A placement test will be offered at the beginning of fall semester for students who might be able to place into the next level of music theory.)

Cumulative Skills: IND
TTH 10:30AM-11:50AM
MDB RECITAL

HACU-0120-1

The Anatomy of Pictures

DR

Distribution Area: WRI

Lorne Falk

Images dominate our imaginations with such intensity cultural theorists describe their affect in pathological terms: "the hypertrophy of visual stimulation" (Martin Jay), "a topographical amnesia" (Paul Virilio), "excremental culture" (Arthur and Mary Louise Kroker), "our narcotic modernity" (Avital Ronell). Visual culture is so influential we risk remaining "forever trapped inside the image" (Jacques Ranciere). To challenge these causes and effects, this course will build students' conceptual rigor and visual literacy by devoting most of the course time to group analysis and discussion of a strategic selection of images from photography, video, new media and other visual media. By focusing on one or two images per class, students will experience and learn how to go deep in all the ways that images can be unpacked. Selected readings will support this process by addressing some of the theoretical, social and cultural issues influencing the formation of visual culture in 2015.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
FPH 105

HACU-0122-1

Dancing Modern I

DR

Distribution Area: WRI

Deborah Goffe

Dancing Modern 1 is a beginning level modern dance technique course, which will introduce students to "modern" and "contemporary" dance practices. Establishing the studio as a kind of the laboratory, students will be invited to embody a wide variety of movement sequences designed to bring attention to the body's capacity for articulation, spatial awareness, musicality, interpretation and personal expression. How does this capacity change throughout the semester-long process? What might the refinement of these skills prepare us for? What is the relationship between our in-class practice and the art form's manifestation in performance contexts? By viewing choreographic works by experienced choreographers, students will learn to read, discuss and write about a diverse range of dance performance. Students will be expected to approach class work with openness and a commitment to rigor, to develop dance literacy by attending live performances throughout the semester, and to use the written word as a way to record and process various aspects of the experience.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
MDB MAIN

HACU-0140-1

Writing from the Diaspora: Readings in Contemporary Women's

DR

Distribution Area: WRI

Alicia Ellis

This is an interdisciplinary seminar that introduces the diverse concerns of contemporary literature, criticism and theory written by a selection of black women throughout the African Diaspora. Students in this course will learn to think and write about meanings, which have become naturalized in practice and ideology as narrative events and how our texts think through/beyond those taxonomies of power, coercion and abridgment in order to neutralize them. The texts are loosely linked in these categories: exile and diaspora; memory as a form of resistance; the depiction of public and private traumas; focalization and narrative structure; and history and historical representation. This course requires mandatory weekly discussion board posts, frequent short writing assignments, independent and collaborative work, and active class participation. Students will also utilize digital research methods and tools to gain deeper understanding of the literature and its context. Critical essays by bell hooks, Hazel Carby, Patricia Hill Collins, Mae Henderson and Hortense Spillers will supplement the in-class and online

work. Authors will include but are not limited to Edwidge Danticat, Octavia Butler, Michelle Cliff, Toni Morrison and Audre Lorde.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
ASH 111

HACU-0157-1

Self Made Men: Masculinity and the American Novel

DR

Distribution Area: IND

Scott Branson

The history of the novel in America has always been intertwined with the production of an image of the American man. From Hawthorne's attempt to best the "mobs of scribbling women" to the idealized loner cowboy, from the hard-boiled journalistic prose of Hemingway to the misogynist rantings of Roth, we might say that the epitome of the American self-made man is the novelistic protagonist. In this course, we will combine literary study and gender theory to begin to examine the myth of the American man, considering both how it is constructed and undermined in American literature. We will pay particular attention to the function of sexual and racial difference - and its erasure - in the idealization of the male protagonist (and author). Readings will draw from a range of texts from the 19th-century to the present, including short stories and novels by Melville, Hemingway, Cather, Wright, Baldwin, Roth, Diaz, Welch and Kushner.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
EDH 5

HACU-0165-1

Seeing Ourselves

DR

Distribution Area: IND

Claudio Nolasco

In this course, students will learn to evaluate and interpret images by considering their social and cultural function and examining their potential to create meaning and communicate ideas. Students will consider how they currently create and consume images, and thereby explore the influence of images on their lives. Via lectures, readings and discussions, and engaging with topics spanning the history of photography, critical theory, mass and social media, and contemporary photographic practice, students will explore the possibilities of the image as language, and as an art form capable of articulating their personal vision. In relation to this wider context students will produce a visual journal using a variety of image making devices and will utilize content sharing sites like Instagram and Tumblr as a vehicle to curate and present a personal narrative for class discussion and critique.

Cumulative Skills: IND

W 09:00AM-11:50AM TH 05:00PM-07:00PM

JLC 120

HACU-0167-1

Making an Argument that Matters

DR

Distribution Area: WRI

Daniel Block

Convince. Debate. Respond. Foster consensus. Reason. Move your reader. Find a voice. Inspire action.

This writing-intensive course develops the powers of persuasive writing and effective oral communication. Starting from the premise that writing well means engaging in conversation with others, students enter into dialogue with their peers about the self-selected topics that matter most to them. The semester builds toward a final in-class debate that dramatizes the give-and-take of academic arguments. Toward this end, we study essays by well-regarded writers and develop a shared vocabulary for analyzing the elements of an essay. Subsequent class meetings address the communication skills that are necessary for college-level work, including comparing and contrasting alternative viewpoints, experimenting with different ways to respond, assembling a critical conversation, seeing the other side's point of view, assessing an argument's effectiveness, and speaking with authority, credibility, and confidence.

Cumulative Skills: WRI

MW 09:00AM-10:20AM

EDH 2

HACU-0173-1

Sex, Science, and the Victorian Body

DR

Distribution Area: IND

Lise Sanders, Pamela Stone

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, sexology, hysteria, and other topics relating to science and the body, alongside novels, poetry, and prose by major Victorian writers. The writings of Freud, Foucault, and other theorists will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. Several shorter papers and a longer research project will be required.

Cumulative Skills: IND

MW 01:00PM-02:20PM

FPH 108

DR = Satisfies Division I distribution requirements

HACU-0175-1

Abundance: Installation Based Art

DR

Distribution Area: IND

Kara Lynch

This course will focus on installation and performance in conversation with diverse media and the local ecosystem. The thematic focus of the seminar will critically engage in the question: How can we create a sustainable environment in which to pursue and create artistic, agricultural, ecological, and socio-economic equity? Aware of our daily investments in settler-colonialism, how will we in our practices steward this land with seven generations at the forefront? As a class we will draft a mission statement and plans of action through installation to approach these questions. This hands-on, project based course will look at relationships built between artists, activists, agriculturalists, and communities to build a sustainable past, present, and future. We will collaborate with Hampshire's own Farm Center as well as forge lasting relationship with local artists, farmers, community organizers, and environmentalists and research national and international initiatives that meet and inspire our mission and action plan. This course will introduce students to a variety of visual art media and time-based art production. We will also participate in the fall harvest at the Farm Center. This course is ideal for students interested in art, agriculture, collaboration and community engagement and willing to put in a few hours of farm work each week.

Cumulative Skills: IND

F 09:00AM-11:50AM F 01:00PM-03:00PM

LIB KIVA

HACU-0176-1

Religious Experience and Literary Form

DR

Distribution Area: WRI

Alan Hodder

Meditation, vision, conversion, mysticism, devotion, ecstasy, prayer: these are just some of the forms through which people of faith around the world have conceived of religious or spiritual meaning. The purpose of this course is to introduce students to the study of world religions through a consideration of several modalities of religious experience as represented in texts variously drawn from Buddhist, Christian, Hindu, Jewish, and Native American sources. Adopting for our methodological framework a typology of religious psychology suggested by William James, we examine each of these writings in their respective religious, historical, and literary contexts. Our basic concern will be to understand the problems of representing private, interior, or ineffable experiences in written forms. What can we understand of religious experience from its literary representations? What, for example, is the relationship between religious conversion and an allegory of faith? Is poetry better equipped than narrative for the expression or recreation of meditative experience? In addition to James's *The Varieties of Religious Experience*, our reading will include Bunyan's *The Pilgrim's Progress*, Jayadeva's *Gitagovinda*,

Black Elk Speaks, Elie Wiesel's Souls on Fire, the Buddhacarita, the Autobiography of St. Teresa of Avila, The Way of a Pilgrim, and Basho's The Narrow Road to the Deep North.

Cumulative Skills: WRI
MW 01:00PM-02:20PM
FPH 104

HACU-0182-1

The Buddha's Buddhism

DR

Distribution Area: IND

Rafal Stepien

This course serves as a thorough introduction to Buddhism through the life, times, and teachings of its founder: Siddhartha Gautama; the Enlightened One; the Buddha. We will read a selection of the Buddha's own discourses - the original Buddhist sutras/suttas - from the Pali canon on themes such as the human condition, karma and rebirth, the path to liberation, meditation, and mindfulness. In the course of these readings, all the core teachings of the Buddha's Buddhism will be examined, including the four noble truths, the eightfold path, the middle way, dependent co-origination, no-self, and nirva?a. The Buddha's life story will be read in detail, from his miraculous birth and wanton youth through to his renunciation of worldly pleasures and eventual realization. We will also read about his previous lives (the Jataka tales), during which the eventual Buddha attained each of the ten perfections required for traversing, and teaching, the path to enlightenment.

Cumulative Skills: IND
WF 01:00PM-02:20PM
EDH 4

HACU-0186-1

Urban Imagination in Literature and Film

DR

Distribution

Area: IND

Jennifer Bajorek

This course will interrogate concepts of the city and of urban imagination through literature and film set in or featuring cities both real and fictive. We will explore the city's paradoxical claims to modernity, as well as its postmodern and postcolonial transformations. Specific themes and problems will include the relationship between the city and capital; figures of the masses and the crowd; circulation and control; boredom and novelty; the aesthetic, psychosocial, and political significance of architectural structures; the rise of the megacity and post-industrial dystopias. Readings will be loosely organized around four cities--Paris, New York, Dakar, and Johannesburg--and may include Charles Baudelaire, Walter Benjamin, Giannina Braschi, Italo Calvino, Nafissatou Diallo, Langston Hughes, Ishmael Reed, Kgebetli Moele, Ivan

Vladislavic, Walt Whitman. Films by Djibril Diop Mambety and Ousmane Sembene, District 9, and King Kong (1933).

Cumulative Skills: IND
MW 01:00PM-02:20PM
EDH 5

HACU-0191-1

Feminist Philosophy: the Mysterious, the Playful, the

DR

Distribution Area: IND

Monique Roelofs
Working with contemporary feminist approaches to questions

Cumulative Skills: IND
TTH 12:30PM-01:50PM
EDH 2

HACU-0192-1

Jazz Ensemble Seminar I

DR

Distribution Area: IND

Thomas Randall
Jazz Ensemble Seminar I: In this performance-based introductory class, students will begin to develop the skills and techniques of jazz performance, including ensemble playing and improvisation. Students will study the forms and concepts of jazz composition and theory and apply them in the composition and performance of repertoire. They will learn to compose elements of jazz pieces and will present their original work in a spring concert performance. There will be assigned readings and a short, final paper. This course is open to all instrumentalists and vocalists who want to acquire proficiency in the basic elements of jazz. Students are expected to have a basic music theory background (Fundamentals of Music [HACU 119] or equivalent) and reasonable proficiency on their instrument, including basic scales and rudimentary reading ability.

Cumulative Skills: IND
M 06:30PM-09:20PM
MDB RECITAL

HACU-0205-1

American Strings: Old Time and Bluegrass

DR

Distribution

Area: WRI

Rebecca Miller

American Strings: Old Time and Bluegrass: This course focuses on American southern old-time string band music, bluegrass, and early country song. We will draw on cultural theory to explore the growth of these musics throughout the 20th century as well as the influences of gender, music revivalism, and African-American musical expression. We will consider old time and bluegrass both from an historical perspective and as vital forms in communities today. There will be an off-campus fieldwork, weekly reading and listening assignments, and regular written assignments. This course also has a performance component: students will learn to play old time music by ear and develop a repertoire of dance music. Prior experience with old time and bluegrass is not necessary, but a basic working knowledge of one of the following instruments is required: fiddle (violin), banjo, guitar, upright bass, mandolin, harmonica, and other appropriate instruments. A painless audition in the first week of class will determine eligibility. There is an every-other week film series attached to American Strings on Wednesday evenings from 7:30 - 8:30 pm in ASH auditorium.

Cumulative Skills: WRI

TTH 02:00PM-03:20PM

MDB RECITAL

HACU-0206-1

Writing the Civil War

DR

Distribution Area: MCP

Susan Tracy, William Ryan

This course will explore the questions surrounding the coming of the American Civil War (1861-1865), the war itself, Reconstruction (1866-1877) and how we have come to remember those events today. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict produced: letters, journals, diaries, and autobiographies. We will study poetry, short stories and novels; biographies and scholarly monographs and articles on the various debates surrounding the war. These forms of writing will also serve as models for student written work. Students will be expected to participate in class discussion and complete four writing assignments.

Cumulative Skills: MCP

TTH 02:00PM-03:20PM

FPH 105

HACU-0206-1

Writing the Civil War

DR

Distribution Area: WRI

Susan Tracy, William Ryan

This course will explore the questions surrounding the coming of the American Civil War (1861-1865), the war itself, Reconstruction (1866-1877) and how we have come to remember those events today. As

much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict produced: letters, journals, diaries, and autobiographies. We will study poetry, short stories and novels; biographies and scholarly monographs and articles on the various debates surrounding the war. These forms of writing will also serve as models for student written work. Students will be expected to participate in class discussion and complete four writing assignments.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
FPH 105

HACU-0220-1

Abstraction and Non-Representational Painting

DR

Distribution Area: IND

Daniel Schrade

The significance of artistic practice is not that it empowers the artist to create the illusion of reality. Art is teaching us to reinterpret the world. This course offers to explore abstraction and non-representational painting and will also investigate the indistinct border between painting and installation art. Students are encouraged, through readings, digital image lectures, and assignments, to develop an individual approach to the subject matter. This course will address issues such as alternative methods of image making, composition and color theory, while exploring transcultural abstract art in its various manifestations. We will also investigate abstract art in relation to political activism. This course is open to students who completed a painting class on an introductory level in addition to an art theory course.

Cumulative Skills: IND
MW 01:00PM-03:50PM
ARB STUDIO 1

HACU-0230-1

Writing and Speaking about Art and Architecture

DR

Distribution Area: IND

Sura Levine

Writing and Speaking About Art & Architectural History: This writing-intensive course is designed for Division I and Division II students who would like to explore the methods of art history and who want an opportunity to do independent written projects in art, architectural history, and/or visual culture. In consultation with the faculty, students will be asked to develop and write increasingly advanced papers, based on objects on display in the Five Colleges, a visual or historical issue of their choosing, or to create an in-depth proposal and catalogue for a virtual exhibition in consultation with the professor. Students

will be required to "workshop" their writing and they will present their projects to the class at the end of term.

Cumulative Skills: IND
W 01:00PM-03:50PM
EDH 2

HACU-0241-1

"Musicking" or the Critical Study of Music Otherwise

DR

Distribution Area: IND

Daniel Warner

Beginning with Christopher Small's book of the same name, "Musicking," this course will consider music as a an action that relates us to the world. In addition to the "musical relations" within music as object or performance, we know, feel, and transform ourselves and the world as "musickers." Moving through and beyond categories of identity, we will consider performers such as Kathleen Hanna, Laurie Anderson, Freddie Mercury (Queen), Parliament-Funkadelic, Sun Ra, and Gang of Four, as well as readings in Feminist, Queer, and Afrological musicology, contemporary philosophical writings on music and emotion, political economies of music, and social change.

Cumulative Skills: IND
M 01:00PM-03:50PM
MDB RECITAL

HACU-0281-1

The Art of Being Jewish in (Post) Modern Times

DR

Distribution

Area: IND

Rachel Rubinstein

What happens when an identity that was assumed to be singular and inherited becomes a matter of choice and self-fashioning? Jewish experiences, identities, and cultures changed dramatically after the Second World War. Today's "new Jews" can be secular or spiritual, rooted or transnational, radical or reactionary, Zionist or anti-Zionist, fans of Sacha Baron Cohen, Balkan Beat Box, or the transgender punk-klezmer group Schmekel. Jews globally are experimenting with new ways of expressing, performing, and questioning Jewishness. This course draws upon a range of well-known and less-known writers and artists as well as popular culture, film, television, history, and sociology in exploring the new Jewish identities that emerge in global postmodernity. We will explore Jewishness in relation to such topics as: visual culture and performance, ethnic and cultural revival and reclamation, race and racialization, Israel and diaspora, queer and feminist politics, new spiritual practices, and a host of other surprising, "new-ish" Jewish phenomena.

Cumulative Skills: IND
MW 01:00PM-02:20PM
FPH 102

HACU-121T-1

The Body in Modern and Contemporary Art

DR

Distribution

Area: MCP

Sura Levine

The Body in Modern and Contemporary Art: The representation of the human body is central to the history of art. This course will explore this crucial subject as it has been portrayed over the past two centuries. The course begins with readings on anatomy and the shift from Jacques-Louis David's virile masculinity in the 1780s to a more androgynous and even feminized male as rendered by his followers. It then will explore the spectacle of a modern city in which prostitutes/ Venus/ femme fatales/other kinds of working women, often were favored over the domestic sphere. After examining art from the period of World War I where various assaults on traditional mimesis took place among avant-garde artists, this course will explore contemporary investigations of bodily representation, from the body sculpting projects of Orlan to identity politics and the ways that bodily representation have been developed.

Cumulative Skills: MCP
TTH 09:00AM-10:20AM
ASH 111

HACU-127T-1

The Language of Architecture

DR

Distribution Area: IND

Gabriel Arboleda

This introductory course focuses on the tools used to communicate and discuss ideas in architectural practice and theory. We study both the practical tools, from sketching to parallel drawing, to the theoretical ones, from the historical to the critical perspectives. Connecting both, we cover the formal analysis elements necessary to "read" and critique built works. Class activities include field trips, guest presentations, sketching and drawing, small design exercises, discussion of readings, and short written responses. Through these activities, at the end of the semester the student will understand in general terms what the dealings and challenges of architecture as a discipline are.

Cumulative Skills: IND
MW 10:30AM-11:50AM MW 10:30AM-11:50AM
EDH 4

HACU-132T-1

Filmmakers as Photographers: Photographers as Filmmakers

DR

Distribution Area: IND

Abraham Ravett

Starting with the pioneering work of Eadweard J. Muybridge and Etienne Jules Marey and continuing into the 20th century with Paul Strand and Charles Sheeler, photographers combined their interest in the single image presented sequentially with a tandem interest in making motion picture films. The tradition of working in both mediums continued with Man Ray, Weegee, Helen Levitt, Robert Frank, Danny Lyon, Gordon Parks, William Klein, Andy Warhol, and more recently with Shirin Neshat, among others. Adding to this list one would also consider the photographic work of such filmmakers as Rudy Burckhardt, Stanley Kubrick, Wim Wenders, Sharon Lockhart and Tacita Dean. Rather than thinking of mediums discreetly, the goal of this workshop is to have students engage in the evolving histories of both mediums, move effortlessly between analog and digital technologies, and develop a body of work that embraces the links between the still and moving image.

Cumulative Skills: IND

F 10:30AM-12:00PM F 01:00PM-02:20PM

JLC 120

HACU-133T-1

The Politics of Popular Culture

DR

Distribution Area: IND

Susana Loza

This course examines the fraught intersection of politics and popular culture. In this class, we ask: What is popular culture? How does it differ from other cultural expressions? How does popular culture connect to other aspects of social, economic and political experience? What differences, if any, are there between "high" and "low" culture? Is consuming pop culture products a form of political action? How do explicit political themes both enrich and detract from consumption? What economic imperatives drive popular culture production? What are the relationships between commerce, politics, and art? How does popular culture act as a vehicle for the appropriation or exploitation of other cultures? Particular attention will be paid to: the racialized construction of masculinity and femininity in popular culture; the appropriation of racial and gender identities; the role of global capitalism and the market in the production of popular culture. This course is reading-, writing-, and theory-intensive.

Cumulative Skills: IND

TTH 09:00AM-10:20AM

EDH 2

HACU-135T-1

World Literature: Lost in Translation

DR

Distribution Area: IND

Norman Holland

This tutorial considers the forces unleashed by political instability and economic and technological change by examining novels from around the world. We will read novels by Manuel Puig, Caio Fernando Abreu, Hector Tobar, William Gibson, China Mieville and Haruki Murakami. These contemporary novels follow their protagonists' attempts to define themselves as they move between strangely familiar and yet beautifully alien environments. The tutorial aims to make students engage critically with the multiple notions of national, cultural, racial, and ideological identity that have emerged in this altered landscape. The notions of self that emerge across interacting economies and cultures seem more and more influenced by the processes of translation. The class also explores what it means to be human when we are lost in translation.

Cumulative Skills: IND

TTH 09:00AM-10:20AM

EDH 4

HACU-138T-1

Tributaries in American Music

DR

Distribution Area: WRI

Martin Ehrlich

Duke Ellington spoke of certain musicians and the music they made as being "beyond category." How can we listen to music across the breadth and length of American music to hear this? Our listening and reading will move backwards and forwards in historical time, and will question easily defined ideas of musical style and genre. Our curiosity will be aimed at how these musical streams cross and interact. We will look to engage the sense of radical possibility the artists themselves brought to their work. Along the way, we will ask some critical questions about the expressive power of music. How does a work of art function within its historical moment (politics and culture), how does it function within itself (aesthetics and philosophy), and how do all these forces interact? We will engage a number of different approaches to writing about music in the class assignments. A background in music performance is not required for this course, but music making may well become part of it.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

MDB 102

HACU-162T-1

Chicken

DR

Distribution Area: IND

Sara Rafferty

This course is a foundational art-making course, an update of a traditional optical color theory course in 2D foundations. Added to that, we will cover digital tools and basics for working with images. In addition to the basics of color theory, we will consider the cultural and conceptual meanings of specific colors, and their use in art. Instead of approaching these subjects from a formal angle of relations, we will investigate how colors can be approached on the level of psychology, anthropology, literature, history, and art history. We will discuss artmaking in college and in the 21st century. Projects will consist of physical and conceptual color theory exercises, and practical assignments aimed to get Division I students ready for success in college, specifically those interested in the visual arts and art studies. Students will be expected to make artworks weekly outside of class in addition to reading, approximately 6-8 hours per week, while in class time will be devoted to in class exercises, material demonstrations, artist presentations, critiques, museum visits, collaborative projects, and introductions to facilities, faculty, and staff around campus.

Cumulative Skills: IND

W 09:00AM-12:00PM

ARB STUDIO 2

HACU-1IND-1

Independent Study - 100 Level

DR

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

HACU-121T-1

The Body in Modern and Contemporary Art

FY

Distribution

Area: IND

Sura Levine

The Body in Modern and Contemporary Art: The representation of the human body is central to the history of art. This course will explore this crucial subject as it has been portrayed over the past two centuries. The course begins with readings on anatomy and the shift from Jacques-Louis David's virile masculinity in the 1780s to a more androgynous and even feminized male as rendered by his followers. It then will explore the spectacle of a modern city in which prostitutes/ Venus/ femme fatales/other

DR = Satisfies Division I distribution requirements

kinds of working women, often were favored over the domestic sphere. After examining art from the period of World War I where various assaults on traditional mimesis took place among avant-garde artists, this course will explore contemporary investigations of bodily representation, from the body sculpting projects of Orlan to identity politics and the ways that bodily representation have been developed.

Cumulative Skills: IND
TTH 09:00AM-10:20AM
ASH 111

HACU-127T-1

The Language of Architecture

FY

Distribution Area: WRI

Gabriel Arboleda

This introductory course focuses on the tools used to communicate and discuss ideas in architectural practice and theory. We study both the practical tools, from sketching to parallel drawing, to the theoretical ones, from the historical to the critical perspectives. Connecting both, we cover the formal analysis elements necessary to "read" and critique built works. Class activities include field trips, guest presentations, sketching and drawing, small design exercises, discussion of readings, and short written responses. Through these activities, at the end of the semester the student will understand in general terms what the dealings and challenges of architecture as a discipline are.

Cumulative Skills: WRI
MW 10:30AM-11:50AM MW 10:30AM-11:50AM
EDH 3

HACU-132T-1

Filmmakers as Photographers: Photographers as Filmmakers

FY

Distribution Area: WRI

Abraham Ravett

Starting with the pioneering work of Eadweard J. Muybridge and Etienne Jules Marey and continuing into the 20th century with Paul Strand and Charles Sheeler, photographers combined their interest in the single image presented sequentially with a tandem interest in making motion picture films. The tradition of working in both mediums continued with Man Ray, Weegee, Helen Levitt, Robert Frank, Danny Lyon, Gordon Parks, William Klein, Andy Warhol, and more recently with Shirin Neshat, among others. Adding to this list one would also consider the photographic work of such filmmakers as Rudy Burckhardt, Stanley Kubrick, Wim Wenders, Sharon Lockhart and Tacita Dean. Rather than thinking of mediums discreetly, the goal of this workshop is to have students engage in the evolving histories of

both mediums, move effortlessly between analog and digital technologies, and develop a body of work that embraces the links between the still and moving image.

Cumulative Skills: WRI

F 10:30AM-12:00PM F 01:00PM-02:20PM

JLC 131

HACU-133T-1

The Politics of Popular Culture

FY

Distribution Area: WRI

Susana Loza

This course examines the fraught intersection of politics and popular culture. In this class, we ask: What is popular culture? How does it differ from other cultural expressions? How does popular culture connect to other aspects of social, economic and political experience? What differences, if any, are there between "high" and "low" culture? Is consuming pop culture products a form of political action? How do explicit political themes both enrich and detract from consumption? What economic imperatives drive popular culture production? What are the relationships between commerce, politics, and art? How does popular culture act as a vehicle for the appropriation or exploitation of other cultures? Particular attention will be paid to: the racialized construction of masculinity and femininity in popular culture; the appropriation of racial and gender identities; the role of global capitalism and the market in the production of popular culture. This course is reading-, writing-, and theory-intensive.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

EDH 2

HACU-135T-1

World Literature: Lost in Translation

FY

Distribution Area: MCP

Norman Holland

This tutorial considers the forces unleashed by political instability and economic and technological change by examining novels from around the world. We will read novels by Manuel Puig, Caio Fernando Abreu, Hector Tobar, William Gibson, China Mieville and Haruki Murakami. These contemporary novels follow their protagonists' attempts to define themselves as they move between strangely familiar and yet beautifully alien environments. The tutorial aims to make students engage critically with the multiple notions of national, cultural, racial, and ideological identity that have emerged in this altered landscape. The notions of self that emerge across interacting economies and cultures seem more and more influenced by the processes of translation. The class also explores what it means to be human when we are lost in translation.

Cumulative Skills: MCP
TTH 09:00AM-10:20AM
EDH 4

HACU-138T-1

Tributaries in American Music

FY

Distribution Area: MCP

Martin Ehrlich

Duke Ellington spoke of certain musicians and the music they made as being "beyond category." How can we listen to music across the breadth and length of American music to hear this? Our listening and reading will move backwards and forwards in historical time, and will question easily defined ideas of musical style and genre. Our curiosity will be aimed at how these musical streams cross and interact. We will look to engage the sense of radical possibility the artists themselves brought to their work. Along the way, we will ask some critical questions about the expressive power of music. How does a work of art function within its historical moment (politics and culture), how does it function within itself (aesthetics and philosophy), and how do all these forces interact? We will engage a number of different approaches to writing about music in the class assignments. A background in music performance is not required for this course, but music making may well become part of it.

Cumulative Skills: MCP
TTH 09:00AM-10:20AM
MDB 102

HACU-162T-1

Color Foundations in Paint and Pixels: The Sun's Not Yellow It's

FY

Distribution Area: IND

Sara Rafferty

This course is a foundational art-making course, an update of a traditional optical color theory course in 2D foundations. Added to that, we will cover digital tools and basics for working with images. In addition to the basics of color theory, we will consider the cultural and conceptual meanings of specific colors, and their use in art. Instead of approaching these subjects from a formal angle of relations, we will investigate how colors can be approached on the level of psychology, anthropology, literature, history, and art history. We will discuss artmaking in college and in the 21st century. Projects will consist of physical and conceptual color theory exercises, and practical assignments aimed to get Division I students ready for success in college, specifically those interested in the visual arts and art studies. Students will be expected to make artworks weekly outside of class in addition to reading, approximately 6-8 hours per week, while in class time will be devoted to in class exercises, material demonstrations, artist presentations, critiques, museum visits, collaborative projects, and introductions to facilities, faculty, and staff around campus.

DR = Satisfies Division I distribution requirements

Cumulative Skills: IND
W 09:00AM-12:00PM
ARB STUDIO 2

HACU-0101-1

Chorus

MIX

Distribution Area: MCP

Elaine Ginsberg

The chorus is a performing ensemble in which students will learn skills of choral singing and sight-singing. They will be exposed to a wide variety of choral literature through rehearsal and performance, including a cappella and accompanied music, medieval through 20th century, ethnic, world music and folk. Several performances are given throughout the year. While this course is open to all and the ability to read music is not required, students are expected to have reasonable proficiency in aural learning (e.g. ability to sing on pitch).

Cumulative Skills: MCP
MW 04:00PM-06:00PM
MDB RECITAL

HACU-0105-1

Globalizing Contemporary Art

MIX

Distribution Area: MCP

Alex Seggerman

This course will challenge the Euro-American-centrism of modern and contemporary art history through an analysis of contemporary artwork produced in the so-called "periphery." We will investigate contemporary art movements in South Korea, Senegal, South African, Pakistan and Egypt, employing new scholarship in the field of "global modernism" to guide us, from scholars Joan Kee, Elizabeth Harney, John Pepper, and Iftikhar Dadi. We will address such questions as: Is there such thing as a unified, global contemporary art movement? What is the role of national or ethnic identity in the global art market? Is globalization in art new, or did we just notice it? How do economic and political globalization impact art production? At the course's conclusion, students will have developed skills of critical looking and will be conversant in the vocabulary of global contemporary art.

Cumulative Skills: MCP
TTH 12:30PM-01:50PM
FPH 107

HACU-0105-1

Globalizing Contemporary Art

MIX

Distribution Area: WRI

Alex Seggerman

This course will challenge the Euro-American-centrism of modern and contemporary art history through an analysis of contemporary artwork produced in the so-called "periphery." We will investigate contemporary art movements in South Korea, Senegal, South African, Pakistan and Egypt, employing new scholarship in the field of "global modernism" to guide us, from scholars Joan Kee, Elizabeth Harney, John Pepper, and Iftikhar Dadi. We will address such questions as: Is there such thing as a unified, global contemporary art movement? What is the role of national or ethnic identity in the global art market? Is globalization in art new, or did we just notice it? How do economic and political globalization impact art production? At the course's conclusion, students will have developed skills of critical looking and will be conversant in the vocabulary of global contemporary art.

Cumulative Skills: WRI

TTH 12:30PM-01:50PM

FPH 107

HACU-0106-1

Introduction to Painting on Paper, Board, Canvas, and Wall

MIX

Distribution Area: IND

Andrea Dezso

Students will gain experience in the fundamentals of painting, including color, composition, materials and technical considerations. We will explore a range of painting surfaces, sizes, materials and artistic approaches. Assignments will include color mixing, landscape, self-portrait, figure painting, conceptual painting, narrative painting, and work inspired by street art and graffiti. Assigned readings, artist research, individual critique, group discussions, slide presentations and film screenings will round out the experience.

Cumulative Skills: IND

F 01:00PM-05:00PM

ARB STUDIO 2

HACU-0119-1

Fundamentals of Music

MIX

Distribution Area: MCP

Rebecca Miller

Fundamentals of Music [formerly Musical Beginnings]: This course focuses on the broad fundamentals of western music and music theory, including music literacy (how to read western music notation). We will learn theoretical concepts such as pitch, rhythm, timbral nuances, texture, intervals, chords (triads and sevenths), harmony, etc. We will also develop our sense of aural music cognition through ear training. This course will connect music to theory by teaching students how to compose music; students

will also develop analytical writing skills through attending two concerts and writing a report on each. Students are required to attend a weekly ear training class (either Monday or Thursday evening, 7:00 - 8:30 pm). No prior music training or literacy is required. (A placement test will be offered at the beginning of fall semester for students who might be able to place into the next level of music theory.)

Cumulative Skills: MCP
TTH 10:30AM-11:50AM
MDB RECITAL

HACU-0119-1

Fundamentals of Music

MIX

Distribution Area: QUA

Rebecca Miller

Fundamentals of Music [formerly Musical Beginnings]: This course focuses on the broad fundamentals of western music and music theory, including music literacy (how to read western music notation). We will learn theoretical concepts such as pitch, rhythm, timbral nuances, texture, intervals, chords (triads and sevenths), harmony, etc. We will also develop our sense of aural music cognition through ear training. This course will connect music to theory by teaching students how to compose music; students will also develop analytical writing skills through attending two concerts and writing a report on each. Students are required to attend a weekly ear training class (either Monday or Thursday evening, 7:00 - 8:30 pm). No prior music training or literacy is required. (A placement test will be offered at the beginning of fall semester for students who might be able to place into the next level of music theory.)

Cumulative Skills: QUA
TTH 10:30AM-11:50AM
MDB RECITAL

HACU-0119-1

Fundamentals of Music

MIX

Distribution Area: WRI

Rebecca Miller

Fundamentals of Music [formerly Musical Beginnings]: This course focuses on the broad fundamentals of western music and music theory, including music literacy (how to read western music notation). We will learn theoretical concepts such as pitch, rhythm, timbral nuances, texture, intervals, chords (triads and sevenths), harmony, etc. We will also develop our sense of aural music cognition through ear training. This course will connect music to theory by teaching students how to compose music; students will also develop analytical writing skills through attending two concerts and writing a report on each. Students are required to attend a weekly ear training class (either Monday or Thursday evening, 7:00 - 8:30 pm). No prior music training or literacy is required. (A placement test will be offered at the beginning of fall semester for students who might be able to place into the next level of music theory.)

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
MDB RECITAL

HACU-0120-1

The Anatomy of Pictures

MIX

Distribution Area: IND

Lorne Falk

Images dominate our imaginations with such intensity cultural theorists describe their affect in pathological terms: "the hypertrophy of visual stimulation" (Martin Jay), "a topographical amnesia" (Paul Virilio), "excremental culture" (Arthur and Mary Louise Kroker), "our narcotic modernity" (Avital Ronell). Visual culture is so influential we risk remaining "forever trapped inside the image" (Jacques Ranciere). To challenge these causes and effects, this course will build students' conceptual rigor and visual literacy by devoting most of the course time to group analysis and discussion of a strategic selection of images from photography, video, new media and other visual media. By focusing on one or two images per class, students will experience and learn how to go deep in all the ways that images can be unpacked. Selected readings will support this process by addressing some of the theoretical, social and cultural issues influencing the formation of visual culture in 2015.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
FPH 105

HACU-0120-1

The Anatomy of Pictures

MIX

Distribution Area: MCP

Lorne Falk

Images dominate our imaginations with such intensity cultural theorists describe their affect in pathological terms: "the hypertrophy of visual stimulation" (Martin Jay), "a topographical amnesia" (Paul Virilio), "excremental culture" (Arthur and Mary Louise Kroker), "our narcotic modernity" (Avital Ronell). Visual culture is so influential we risk remaining "forever trapped inside the image" (Jacques Ranciere). To challenge these causes and effects, this course will build students' conceptual rigor and visual literacy by devoting most of the course time to group analysis and discussion of a strategic selection of images from photography, video, new media and other visual media. By focusing on one or two images per class, students will experience and learn how to go deep in all the ways that images can be unpacked. Selected readings will support this process by addressing some of the theoretical, social and cultural issues influencing the formation of visual culture in 2015.

Cumulative Skills: MCP
TTH 10:30AM-11:50AM
FPH 105

HACU-0122-1

Dancing Modern I

MIX

Distribution Area: IND

Deborah Goffe

Dancing Modern 1 is a beginning level modern dance technique course, which will introduce students to "modern" and "contemporary" dance practices. Establishing the studio as a kind of the laboratory, students will be invited to embody a wide variety of movement sequences designed to bring attention to the body's capacity for articulation, spatial awareness, musicality, interpretation and personal expression. How does this capacity change throughout the semester-long process? What might the refinement of these skills prepare us for? What is the relationship between our in-class practice and the art form's manifestation in performance contexts? By viewing choreographic works by experienced choreographers, students will learn to read, discuss and write about a diverse range of dance performance. Students will be expected to approach class work with openness and a commitment to rigor, to develop dance literacy by attending live performances throughout the semester, and to use the written word as a way to record and process various aspects of the experience.

Cumulative Skills: IND
MW 10:30AM-11:50AM
MDB MAIN

HACU-0140-1

Fiction

MIX

Distribution Area: IND

Alicia Ellis

This is an interdisciplinary seminar that introduces the diverse concerns of contemporary literature, criticism and theory written by a selection of black women throughout the African Diaspora. Students in this course will learn to think and write about meanings, which have become naturalized in practice and ideology as narrative events and how our texts think through/beyond those taxonomies of power, coercion and abridgment in order to neutralize them. The texts are loosely linked in these categories: exile and diaspora; memory as a form of resistance; the depiction of public and private traumas; focalization and narrative structure; and history and historical representation. This course requires mandatory weekly discussion board posts, frequent short writing assignments, independent and collaborative work, and active class participation. Students will also utilize digital research methods and tools to gain deeper understanding of the literature and its context. Critical essays by bell hooks, Hazel Carby, Patricia Hill Collins, Mae Henderson and Hortense Spillers will supplement the in-class and online

work. Authors will include but are not limited to Edwidge Danticat, Octavia Butler, Michelle Cliff, Toni Morrison and Audre Lorde.

Cumulative Skills: IND
MW 09:00AM-10:20AM
ASH 111

HACU-0140-1

Fiction

MIX

Distribution Area: MCP

Alicia Ellis

This is an interdisciplinary seminar that introduces the diverse concerns of contemporary literature, criticism and theory written by a selection of black women throughout the African Diaspora. Students in this course will learn to think and write about meanings, which have become naturalized in practice and ideology as narrative events and how our texts think through/beyond those taxonomies of power, coercion and abridgment in order to neutralize them. The texts are loosely linked in these categories: exile and diaspora; memory as a form of resistance; the depiction of public and private traumas; focalization and narrative structure; and history and historical representation. This course requires mandatory weekly discussion board posts, frequent short writing assignments, independent and collaborative work, and active class participation. Students will also utilize digital research methods and tools to gain deeper understanding of the literature and its context. Critical essays by bell hooks, Hazel Carby, Patricia Hill Collins, Mae Henderson and Hortense Spillers will supplement the in-class and online work. Authors will include but are not limited to Edwidge Danticat, Octavia Butler, Michelle Cliff, Toni Morrison and Audre Lorde.

Cumulative Skills: MCP
MW 09:00AM-10:20AM
ASH 111

HACU-0157-1

Self Made Men: Masculinity and the American Novel

MIX

Distribution Area: MCP

Scott Branson

The history of the novel in America has always been intertwined with the production of an image of the American man. From Hawthorne's attempt to best the "mobs of scribbling women" to the idealized loner cowboy, from the hard-boiled journalistic prose of Hemingway to the misogynist rantings of Roth, we might say that the epitome of the American self-made man is the novelistic protagonist. In this course, we will combine literary study and gender theory to begin to examine the myth of the American man, considering both how it is constructed and undermined in American literature. We will pay

particular attention to the function of sexual and racial difference - and its erasure - in the idealization of the male protagonist (and author). Readings will draw from a range of texts from the 19th-century to the present, including short stories and novels by Melville, Hemingway, Cather, Wright, Baldwin, Roth, Diaz, Welch and Kushner.

Cumulative Skills: MCP
TTH 10:30AM-11:50AM
EDH 5

HACU-0157-1

Self Made Men: Masculinity and the American Novel

MIX

Distribution Area: WRI

Scott Branson

The history of the novel in America has always been intertwined with the production of an image of the American man. From Hawthorne's attempt to best the "mobs of scribbling women" to the idealized loner cowboy, from the hard-boiled journalistic prose of Hemingway to the misogynist rantings of Roth, we might say that the epitome of the American self-made man is the novelistic protagonist. In this course, we will combine literary study and gender theory to begin to examine the myth of the American man, considering both how it is constructed and undermined in American literature. We will pay particular attention to the function of sexual and racial difference - and its erasure - in the idealization of the male protagonist (and author). Readings will draw from a range of texts from the 19th-century to the present, including short stories and novels by Melville, Hemingway, Cather, Wright, Baldwin, Roth, Diaz, Welch and Kushner.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
EDH 5

HACU-0165-1

Seeing Ourselves

MIX

Distribution Area: IND

Claudio Nolasco

In this course, students will learn to evaluate and interpret images by considering their social and cultural function and examining their potential to create meaning and communicate ideas. Students will consider how they currently create and consume images, and thereby explore the influence of images on their lives. Via lectures, readings and discussions, and engaging with topics spanning the history of photography, critical theory, mass and social media, and contemporary photographic practice, students will explore the possibilities of the image as language, and as an art form capable of articulating their personal vision. In relation to this wider context students will produce a visual journal using a variety of

image making devices and will utilize content sharing sites like Instagram and Tumblr as a vehicle to curate and present a personal narrative for class discussion and critique.

Cumulative Skills: IND

W 09:00AM-11:50AM TH 05:00PM-07:00PM

JLC 201

HACU-0167-1

Making an Argument that Matters

MIX

Distribution Area: WRI

Daniel Block

Convince. Debate. Respond. Foster consensus. Reason. Move your reader. Find a voice. Inspire action.

This writing-intensive course develops the powers of persuasive writing and effective oral communication. Starting from the premise that writing well means engaging in conversation with others, students enter into dialogue with their peers about the self-selected topics that matter most to them. The semester builds toward a final in-class debate that dramatizes the give-and-take of academic arguments. Toward this end, we study essays by well-regarded writers and develop a shared vocabulary for analyzing the elements of an essay. Subsequent class meetings address the communication skills that are necessary for college-level work, including comparing and contrasting alternative viewpoints, experimenting with different ways to respond, assembling a critical conversation, seeing the other side's point of view, assessing an argument's effectiveness, and speaking with authority, credibility, and confidence.

Cumulative Skills: WRI

MW 09:00AM-10:20AM

EDH 2

HACU-0173-1

Sex, Science, and the Victorian Body

MIX

Distribution Area: QUA

Lise Sanders, Pamela Stone

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, sexology, hysteria, and other topics relating to science and the body, alongside novels, poetry, and prose by major Victorian writers. The writings of Freud, Foucault, and other theorists will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. Several shorter papers and a longer research project will be required.

Cumulative Skills: QUA
MW 01:00PM-02:20PM
FPH 108

HACU-0173-1

Sex, Science, and the Victorian Body

MIX

Distribution Area: WRI

Lise Sanders, Pamela Stone

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, sexology, hysteria, and other topics relating to science and the body, alongside novels, poetry, and prose by major Victorian writers. The writings of Freud, Foucault, and other theorists will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. Several shorter papers and a longer research project will be required.

Cumulative Skills: WRI
MW 01:00PM-02:20PM
FPH 108

HACU-0175-1

Abundance: Installation Based Art

MIX

Distribution Area: MCP

Kara Lynch

This course will focus on installation and performance in conversation with diverse media and the local ecosystem. The thematic focus of the seminar will critically engage in the question: How can we create a sustainable environment in which to pursue and create artistic, agricultural, ecological, and socio-economic equity? Aware of our daily investments in settler-colonialism, how will we in our practices steward this land with seven generations at the forefront? As a class we will draft a mission statement and plans of action through installation to approach these questions. This hands-on, project based course will look at relationships built between artists, activists, agriculturalists, and communities to build a sustainable past, present, and future. We will collaborate with Hampshire's own Farm Center as well as forge lasting relationship with local artists, farmers, community organizers, and environmentalists and research national and international initiatives that meet and inspire our mission and action plan. This course will introduce students to a variety of visual art media and time-based art production. We will also participate in the fall harvest at the Farm Center. This course is ideal for students interested in art, agriculture, collaboration and community engagement and willing to put in a few hours of farm work each week.

Cumulative Skills: MCP

F 09:00AM-11:50AM F 01:00PM-03:00PM

LIB B3

HACU-0176-1

Religious Experience and Literary Form

MIX

Distribution Area: IND

Alan Hodder

Meditation, vision, conversion, mysticism, devotion, ecstasy, prayer: these are just some of the forms through which people of faith around the world have conceived of religious or spiritual meaning. The purpose of this course is to introduce students to the study of world religions through a consideration of several modalities of religious experience as represented in texts variously drawn from Buddhist, Christian, Hindu, Jewish, and Native American sources. Adopting for our methodological framework a typology of religious psychology suggested by William James, we examine each of these writings in their respective religious, historical, and literary contexts. Our basic concern will be to understand the problems of representing private, interior, or ineffable experiences in written forms. What can we understand of religious experience from its literary representations? What, for example, is the relationship between religious conversion and an allegory of faith? Is poetry better equipped than narrative for the expression or recreation of meditative experience? In addition to James's *The Varieties of Religious Experience*, our reading will include Bunyan's *The Pilgrim's Progress*, Jayadeva's *Gitagovinda*, *Black Elk Speaks*, Elie Wiesel's *Souls on Fire*, the *Buddhacarita*, the *Autobiography of St. Teresa of Avila*, *The Way of a Pilgrim*, and Basho's *The Narrow Road to the Deep North*.

Cumulative Skills: IND

MW 01:00PM-02:20PM

FPH 104

HACU-0176-1

Religious Experience and Literary Form

MIX

Distribution Area: MCP

Alan Hodder

Meditation, vision, conversion, mysticism, devotion, ecstasy, prayer: these are just some of the forms through which people of faith around the world have conceived of religious or spiritual meaning. The purpose of this course is to introduce students to the study of world religions through a consideration of several modalities of religious experience as represented in texts variously drawn from Buddhist, Christian, Hindu, Jewish, and Native American sources. Adopting for our methodological framework a typology of religious psychology suggested by William James, we examine each of these writings in their respective religious, historical, and literary contexts. Our basic concern will be to understand the problems of representing private, interior, or ineffable experiences in written forms. What can we understand of religious experience from its literary representations? What, for example, is the

relationship between religious conversion and an allegory of faith? Is poetry better equipped than narrative for the expression or recreation of meditative experience? In addition to James's *The Varieties of Religious Experience*, our reading will include Bunyan's *The Pilgrim's Progress*, Jayadeva's *Gitagovinda*, *Black Elk Speaks*, Elie Wiesel's *Souls on Fire*, the *Buddhacarita*, the *Autobiography of St. Teresa of Avila*, *The Way of a Pilgrim*, and Basho's *The Narrow Road to the Deep North*.

Cumulative Skills: MCP
MW 01:00PM-02:20PM
FPH 104

HACU-0182-1

The Buddha's Buddhism

MIX

Distribution Area: MCP

Rafal Stepien

This course serves as a thorough introduction to Buddhism through the life, times, and teachings of its founder: Siddhartha Gautama; the Enlightened One; the Buddha. We will read a selection of the Buddha's own discourses - the original Buddhist sutras/suttas - from the Pali canon on themes such as the human condition, karma and rebirth, the path to liberation, meditation, and mindfulness. In the course of these readings, all the core teachings of the Buddha's Buddhism will be examined, including the four noble truths, the eightfold path, the middle way, dependent co-origination, no-self, and nirvaṇa. The Buddha's life story will be read in detail, from his miraculous birth and wanton youth through to his renunciation of worldly pleasures and eventual realization. We will also read about his previous lives (the Jataka tales), during which the eventual Buddha attained each of the ten perfections required for traversing, and teaching, the path to enlightenment.

Cumulative Skills: MCP
WF 01:00PM-02:20PM
EDH 4

HACU-0182-1

The Buddha's Buddhism

MIX

Distribution Area: WRI

Rafal Stepien

This course serves as a thorough introduction to Buddhism through the life, times, and teachings of its founder: Siddhartha Gautama; the Enlightened One; the Buddha. We will read a selection of the Buddha's own discourses - the original Buddhist sutras/suttas - from the Pali canon on themes such as the human condition, karma and rebirth, the path to liberation, meditation, and mindfulness. In the course of these readings, all the core teachings of the Buddha's Buddhism will be examined, including the four noble truths, the eightfold path, the middle way, dependent co-origination, no-self, and nirvaṇa. The Buddha's life story will be read in detail, from his miraculous birth and wanton youth

through to his renunciation of worldly pleasures and eventual realization. We will also read about his previous lives (the Jataka tales), during which the eventual Buddha attained each of the ten perfections required for traversing, and teaching, the path to enlightenment.

Cumulative Skills: WRI
WF 01:00PM-02:20PM
EDH 4

HACU-0186-1

Urban Imagination in Literature and Film

MIX

Distribution

Area: MCP

Jennifer Bajorek

This course will interrogate concepts of the city and of urban imagination through literature and film set in or featuring cities both real and fictive. We will explore the city's paradoxical claims to modernity, as well as its postmodern and postcolonial transformations. Specific themes and problems will include the relationship between the city and capital; figures of the masses and the crowd; circulation and control; boredom and novelty; the aesthetic, psychosocial, and political significance of architectural structures; the rise of the megacity and post-industrial dystopias. Readings will be loosely organized around four cities--Paris, New York, Dakar, and Johannesburg--and may include Charles Baudelaire, Walter Benjamin, Giannina Braschi, Italo Calvino, Nafissatou Diallo, Langston Hughes, Ishmael Reed, Kgebetli Moele, Ivan Vladislavic, Walt Whitman. Films by Djibril Diop Mambety and Ousmane Sembene, District 9, and King Kong (1933).

Cumulative Skills: MCP
MW 01:00PM-02:20PM
EDH 5

HACU-0186-1

Urban Imagination in Literature and Film

MIX

Distribution

Area: WRI

Jennifer Bajorek

This course will interrogate concepts of the city and of urban imagination through literature and film set in or featuring cities both real and fictive. We will explore the city's paradoxical claims to modernity, as well as its postmodern and postcolonial transformations. Specific themes and problems will include the relationship between the city and capital; figures of the masses and the crowd; circulation and control; boredom and novelty; the aesthetic, psychosocial, and political significance of architectural structures; the rise of the megacity and post-industrial dystopias. Readings will be loosely organized around four cities--Paris, New York, Dakar, and Johannesburg--and may include Charles Baudelaire, Walter Benjamin,

Giannina Braschi, Italo Calvino, Nafissatou Diallo, Langston Hughes, Ishmael Reed, Kgebetli Moele, Ivan Vladislavic, Walt Whitman. Films by Djibril Diop Mambety and Ousmane Sembene, District 9, and King Kong (1933).

Cumulative Skills: WRI
MW 01:00PM-02:20PM
EDH 5

HACU-0191-1

Funny, the Useless, the Intimate, and the Indifferent

MIX

Distribution Area: MCP

Monique Roelofs
Working with contemporary feminist approaches to questions

Cumulative Skills: MCP
TTH 12:30PM-01:50PM
EDH 2

HACU-0191-1

Funny, the Useless, the Intimate, and the Indifferent

MIX

Distribution Area: WRI

Monique Roelofs
Working with contemporary feminist approaches to questions

Cumulative Skills: WRI
TTH 12:30PM-01:50PM
EDH 2

HACU-0192-1

Jazz Ensemble Seminar I

MIX

Distribution Area: IND

Thomas Randall
Jazz Ensemble Seminar I: In this performance-based introductory class, students will begin to develop the skills and techniques of jazz performance, including ensemble playing and improvisation. Students will study the forms and concepts of jazz composition and theory and apply them in the composition and performance of repertoire. They will learn to compose elements of jazz pieces and will present their original work in a spring concert performance. There will be assigned readings and a short, final paper. This course is open to all instrumentalists and vocalists who want to acquire proficiency in the basic

elements of jazz. Students are expected to have a basic music theory background (Fundamentals of Music [HACU 119] or equivalent) and reasonable proficiency on their instrument, including basic scales and rudimentary reading ability.

Cumulative Skills: IND
M 06:30PM-09:20PM
MDB RECITAL

HACU-0202-1

Video II: Surveillance, Sousveillance, Artveillance

MIX

Distribution Area: IND

Hope Tucker

Pigeons, balloons, kites, aircraft, satellites, telephones, webcams, carcams, and bodycams have been used to record moving images of regions, communities, and people. In this intermediate level video production workshop, we will look back at these images -- contemporary and historic examples produced by individuals, corporations, and international government surveillance programs-- that observe, track, and survey as we discuss secrecy, technology, and shifting attitudes towards privacy. Working both individually and in groups, students will create work in response using devices that document from the ground, the sky, and the body. Hands on workshops will introduce students to modes of aerial image acquisition, as well as skills such as lighting, editing, sound recording and design. We will follow a workflow that includes research and development of an idea (designing, planning, and scheduling), production (building, testing, recording) and post-production (editing and revision). Readings will include historical, theoretical, and literary texts. There are required weekly screenings and workshops.

Cumulative Skills: IND
W 01:00PM-05:00PM
JLC 120

HACU-0203-1

Group Improvisation: Introduction to Creative Dance

MIX

Distribution Area: IND

Christine Goehring

Group Improvisation: Introduction to Creative Dance: Dance Pioneer Barbara Mettler said, "To create means to make up something new." In this course students explore the elements of dance through a series of creative problems solved in improvisations by individuals and groups. Directed exercises are used to heighten awareness of the body and its movement potential. Studies using the sounds of voice, hands and feet develop skills in accompaniment. Based on the principle that dance is a human need this

work invites people of all ages and abilities to come together in movement and to make dance an element of their lives.

Cumulative Skills: IND
TTH 02:00PM-03:20PM
MDB MAIN

HACU-0205-1

American Strings: Old Time and Bluegrass

MIX

Distribution

Area: MCP

Rebecca Miller

American Strings: Old Time and Bluegrass: This course focuses on American southern old-time string band music, bluegrass, and early country song. We will draw on cultural theory to explore the growth of these musics throughout the 20th century as well as the influences of gender, music revivalism, and African-American musical expression. We will consider old time and bluegrass both from an historical perspective and as vital forms in communities today. There will be an off-campus fieldwork, weekly reading and listening assignments, and regular written assignments. This course also has a performance component: students will learn to play old time music by ear and develop a repertoire of dance music. Prior experience with old time and bluegrass is not necessary, but a basic working knowledge of one of the following instruments is required: fiddle (violin), banjo, guitar, upright bass, mandolin, harmonica, and other appropriate instruments. A painless audition in the first week of class will determine eligibility. There is an every-other week film series attached to American Strings on Wednesday evenings from 7:30 - 8:30 pm in ASH auditorium.

Cumulative Skills: MCP
TTH 02:00PM-03:20PM
MDB RECITAL

HACU-0206-1

Writing the Civil War

MIX

Distribution Area: IND

Susan Tracy, William Ryan

This course will explore the questions surrounding the coming of the American Civil War (1861-1865), the war itself, Reconstruction (1866-1877) and how we have come to remember those events today. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict produced: letters, journals, diaries, and autobiographies. We will study poetry, short stories and novels; biographies and scholarly monographs and articles on the various debates surrounding the war. These forms of writing will also serve as models for student written work. Students will be expected to participate in class discussion and complete four writing assignments.

Cumulative Skills: IND
TTH 02:00PM-03:20PM
FPH 105

HACU-0209-1

Video I: Live!

MIX

Distribution Area: MCP

Kara Lynch

This course will focus on live-ness in time-based media. The thematic focus of the seminar will critically engage issues of presence, process, technology, the body, and site. Of importance is the nature of video as an immediate, electronic technology as it engages with both performance and installation. This is a rigorous theory/practice workshop class designed specifically for upper division students. In this seminar, students will develop their skills within their specific media and work collaboratively throughout the semester to produce work that engages questions of site, space, time, experience and vision within an historical context. We will challenge traditional modes of production and presentation collectively. Students will focus in on their critical skills and be required to produce written responses, two visual projects, and a research project/presentation. This course will encourage students to broaden their perspective of artistic production. This will be a challenging course for serious students in the media arts.

Cumulative Skills: MCP

W 02:30PM-05:20PM W 07:00PM-09:00PM

JLC 115

HACU-0209-2

Video I: Live!

MIX

Distribution Area: MCP

Kara Lynch

This course will focus on live-ness in time-based media. The thematic focus of the seminar will critically engage issues of presence, process, technology, the body, and site. Of importance is the nature of video as an immediate, electronic technology as it engages with both performance and installation. This is a rigorous theory/practice workshop class designed specifically for upper division students. In this seminar, students will develop their skills within their specific media and work collaboratively throughout the semester to produce work that engages questions of site, space, time, experience and vision within an historical context. We will challenge traditional modes of production and presentation collectively. Students will focus in on their critical skills and be required to produce written responses, two visual projects, and a research project/presentation. This course will encourage students to broaden their perspective of artistic production. This will be a challenging course for serious students in the media arts.

Cumulative Skills: MCP

W 02:30PM-05:20PM W 07:00PM-09:00PM

JLC 115

HACU-0210-1

Film Workshop I

MIX

Distribution Area: IND

Hope Tucker

This course teaches the basic skills of film production, including camera work, sound recording, editing, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes that represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will draw on the material of 16mm, through hand-processing, camera-less techniques, direct animation, and alternative approaches to image design and acquisition. Video formats plus digital image processing and non-linear editing will also be introduced. Prerequisite: 100-level course in media art. (Introduction to Media Arts, Hampshire Media Arts, or equivalent and must be completed and not concurrent with this course.)

Cumulative Skills: IND

TH 09:00AM-11:50AM TH 07:00PM-09:00PM

JLC 120

HACU-0210-2

Film Workshop I

MIX

Distribution Area: IND

Hope Tucker

This course teaches the basic skills of film production, including camera work, sound recording, editing, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes that represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will draw on the material of 16mm, through hand-processing, camera-less techniques, direct animation, and alternative approaches to image design and acquisition. Video formats plus digital image processing and non-linear editing will also be introduced. Prerequisite: 100-level course in media art. (Introduction to Media Arts, Hampshire Media Arts, or equivalent and must be completed and not concurrent with this course.)

Cumulative Skills: IND
TH 09:00AM-11:50AM TH 07:00PM-09:00PM
JLC 120

HACU-0211-1

Large Formats

MIX

Distribution Area: IND

Kane Stewart

Still Photography Workshop I: Black and White Analog-Medium/Large Format: This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing in the black and white darkroom; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. This course will be taught using medium and large format cameras. Cameras will be available through media services. Students will have weekly photographing and printing assignments and, in addition, will complete a portfolio by the end of the semester.

Cumulative Skills: IND
T 09:00AM-11:50AM WTH 06:00PM-07:30PM
JLC 135

HACU-0211-2

Large Formats

MIX

Distribution Area: IND

Kane Stewart

Still Photography Workshop I: Black and White Analog-Medium/Large Format: This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing in the black and white darkroom; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. This course will be taught using medium and large format cameras. Cameras will be available through media services. Students will have weekly photographing and printing assignments and, in addition, will complete a portfolio by the end of the semester.

Cumulative Skills: IND
T 09:00AM-11:50AM WTH 06:00PM-07:30PM
JLC 135

HACU-0214-1

Literature and Theories of Radical Change
Area: IND

MIX

Distribution

DR = Satisfies Division I distribution requirements

Jennifer Bajorek

A famous philosopher once defined literature as the institution that allows one to "say everything." This definition brings together two qualities of literature that we expect to be at odds: its apparent non-seriousness and therefore, we assume, political impotence and its subtle yet unmistakable association with freedom and risk-with free speech, democracy, and inventive and open-ended forms of imagination that make new things sayable, thinkable, and even possible. This course will explore these tensions through literary texts and various accounts of literature in an effort to deepen our understanding of the complex place of literature and literary elements in theories of how we change the world. Readings will touch on theories of censorship, performativity, and terror and may include texts by Plato, Nietzsche, Marx, Charles Baudelaire, Bertolt Brecht, Gustave Flaubert, James Joyce, Franz Kafka, and Jean Paulhan.

Cumulative Skills: IND

MW 04:00PM-05:20PM

EDH 2

HACU-0214-1

Literature and Theories of Radical Change

MIX

Distribution

Area: MCP

Jennifer Bajorek

A famous philosopher once defined literature as the institution that allows one to "say everything." This definition brings together two qualities of literature that we expect to be at odds: its apparent non-seriousness and therefore, we assume, political impotence and its subtle yet unmistakable association with freedom and risk-with free speech, democracy, and inventive and open-ended forms of imagination that make new things sayable, thinkable, and even possible. This course will explore these tensions through literary texts and various accounts of literature in an effort to deepen our understanding of the complex place of literature and literary elements in theories of how we change the world. Readings will touch on theories of censorship, performativity, and terror and may include texts by Plato, Nietzsche, Marx, Charles Baudelaire, Bertolt Brecht, Gustave Flaubert, James Joyce, Franz Kafka, and Jean Paulhan.

Cumulative Skills: MCP

MW 04:00PM-05:20PM

EDH 2

HACU-0214-1

Literature and Theories of Radical Change

MIX

Distribution

Area: WRI

Jennifer Bajorek

A famous philosopher once defined literature as the institution that allows one to "say everything." This definition brings together two qualities of literature that we expect to be at odds: its apparent non-seriousness and therefore, we assume, political impotence and its subtle yet unmistakable association with freedom and risk-with free speech, democracy, and inventive and open-ended forms of imagination that make new things sayable, thinkable, and even possible. This course will explore these tensions through literary texts and various accounts of literature in an effort to deepen our understanding of the complex place of literature and literary elements in theories of how we change the world. Readings will touch on theories of censorship, performativity, and terror and may include texts by Plato, Nietzsche, Marx, Charles Baudelaire, Bertolt Brecht, Gustave Flaubert, James Joyce, Franz Kafka, and Jean Paulhan.

Cumulative Skills: WRI
MW 04:00PM-05:20PM
EDH 2

HACU-0215-1

Modern-Contemporary Dance Technique 3: Intermediate Level

MIX

Distribution Area: IND

Deborah Goffe

Modern-Contemporary Dance Technique 3 is an intermediate-level class, which will build on students' previous study of modern dance technique. The studio will be our laboratory for a semester-long exploration of a wide range of modern dance concepts with a focus on sensation, initiation, expansive use of space, connectivity and increasingly complex phrase work. Along the way we will give continued attention to alignment, spatial clarity, breath, increasing range of motion and the development of strength and stamina. Ultimately, the goal is for each student to engage in a holistic approach to contemporary/modern dance technique-moving beyond rote mimicry toward dynamic, fully expansive movement exploration. The hope is that this will form the basis of a sustainable and deeply engaged movement practice-one that may inform a lifetime of embodied creative process.

Cumulative Skills: IND
MW 02:30PM-04:00PM
MDB MAIN

HACU-0220-1

Abstraction and Non-Representational Painting

MIX

Distribution Area: MCP

Daniel Schrade

The significance of artistic practice is not that it empowers the artist to create the illusion of reality. Art is teaching us to reinterpret the world. This course offers to explore abstraction and non-representational painting and will also investigate the indistinct border between painting and installation art. Students are encouraged, through readings, digital image lectures, and assignments, to develop an individual approach to the subject matter. This course will address issues such as alternative methods of image making, composition and color theory, while exploring transcultural abstract art in its various manifestations. We will also investigate abstract art in relation to political activism. This course is open to students who completed a painting class on an introductory level in addition to an art theory course.

Cumulative Skills: MCP

MW 01:00PM-03:50PM

ARB STUDIO 1

HACU-0223-1

Chinese Buddhist Philosophy

MIX

Distribution Area: IND

Rafal Stepien

This course provides an introduction to the philosophical literature of Chinese Buddhism. It is structured around the four major Chinese Buddhist philosophical schools: Consciousness Only (Weishi), Flower Garland (Huayan), Heavenly Platform (Tiantai), and Meditation (Chan/Zen). Readings are predominantly drawn from the domains of Ontology, Epistemology, Phenomenology, Philosophy of Mind, and Philosophy of Language. Buddhist topics studied include: Suffering, No-Self, the Perfection of Wisdom, Emptiness, the Bodhisattva Path, Expedient Means, Totality, the Three Truths, and Suchness. Classical primary texts such as the Lotus Sutra, Platform Sutra, Awakening of Faith, Demonstration of Consciousness Only, and Record of Linji are read, as are scholarly articles aimed at providing students with the historical and philosophical contexts in which the classical literature arose. The course includes an introduction to the Indian Buddhist philosophical background and the transmission of Buddhist thought from India to China.

Cumulative Skills: IND

F 09:00AM-11:50AM

EDH 2

HACU-0223-1

Chinese Buddhist Philosophy

MIX

Distribution Area: MCP

Rafal Stepien

This course provides an introduction to the philosophical literature of Chinese Buddhism. It is structured

around the four major Chinese Buddhist philosophical schools: Consciousness Only (Weishi), Flower Garland (Huayan), Heavenly Platform (Tiantai), and Meditation (Chan/Zen). Readings are predominantly drawn from the domains of Ontology, Epistemology, Phenomenology, Philosophy of Mind, and Philosophy of Language. Buddhist topics studied include: Suffering, No-Self, the Perfection of Wisdom, Emptiness, the Bodhisattva Path, Expedient Means, Totality, the Three Truths, and Suchness. Classical primary texts such as the Lotus Sutra, Platform Sutra, Awakening of Faith, Demonstration of Consciousness Only, and Record of Linji are read, as are scholarly articles aimed at providing students with the historical and philosophical contexts in which the classical literature arose. The course includes an introduction to the Indian Buddhist philosophical background and the transmission of Buddhist thought from India to China.

Cumulative Skills: MCP

F 09:00AM-11:50AM

EDH 2

HACU-0223-1

Chinese Buddhist Philosophy

MIX

Distribution Area: WRI

Rafal Stepien

This course provides an introduction to the philosophical literature of Chinese Buddhism. It is structured around the four major Chinese Buddhist philosophical schools: Consciousness Only (Weishi), Flower Garland (Huayan), Heavenly Platform (Tiantai), and Meditation (Chan/Zen). Readings are predominantly drawn from the domains of Ontology, Epistemology, Phenomenology, Philosophy of Mind, and Philosophy of Language. Buddhist topics studied include: Suffering, No-Self, the Perfection of Wisdom, Emptiness, the Bodhisattva Path, Expedient Means, Totality, the Three Truths, and Suchness. Classical primary texts such as the Lotus Sutra, Platform Sutra, Awakening of Faith, Demonstration of Consciousness Only, and Record of Linji are read, as are scholarly articles aimed at providing students with the historical and philosophical contexts in which the classical literature arose. The course includes an introduction to the Indian Buddhist philosophical background and the transmission of Buddhist thought from India to China.

Cumulative Skills: WRI

F 09:00AM-11:50AM

EDH 2

HACU-0226-1

Faulkner, and West to Porter, O'Connor, Oates, and Packer

MIX

Distribution Area: MCP

Joanne Creighton

Studying selected short stories and short novels of major American fiction writers who span the beginning to the end of the twentieth century: Henry James, William Faulkner, Nathanael West, Flannery O'Connor, Katherine Anne Porter, Joyce Carol Oates, Z Z Packer and others, this course traces historical, cultural, and literary contexts and looks comparatively at distinctively American themes and modernist techniques such as unreliable narration, shifting points of view, black humor, grotesqueries, religious symbolism, apocalyptic transformations and other elements which complicate and enrich our reading of these works. Requirements of the course are: close and timely reading of assigned works; completion of on-line assignments, two papers, and a final paper/exam, along with spirited engagement in classroom discussion.

Cumulative Skills: MCP

MW 02:30PM-03:50PM

FPH 105

HACU-0226-1

Twentieth Century American Short Fiction: From James,

MIX

Distribution Area: WRI

Joanne Creighton

Studying selected short stories and short novels of major American fiction writers who span the beginning to the end of the twentieth century: Henry James, William Faulkner, Nathanael West, Flannery O'Connor, Katherine Anne Porter, Joyce Carol Oates, Z Z Packer and others, this course traces historical, cultural, and literary contexts and looks comparatively at distinctively American themes and modernist techniques such as unreliable narration, shifting points of view, black humor, grotesqueries, religious symbolism, apocalyptic transformations and other elements which complicate and enrich our reading of these works. Requirements of the course are: close and timely reading of assigned works; completion of on-line assignments, two papers, and a final paper/exam, along with spirited engagement in classroom discussion.

Cumulative Skills: WRI

MW 02:30PM-03:50PM

FPH 105

HACU-0228-1

Advanced Painting, Reconsidering the Trivial: From Bruegel

MIX

Distribution Area: MCP

Daniel Schrade

Pieter Bruegel the Elder (1525-1569), Jean-Michel Basquiat (1960-1988) and Tania Bruguera (1968-).

We will contextualize the work and the working approach of aforementioned artists and their contemporary's. The goal of this course is to explore more advanced problems in studio arts, with emphasis on the 'everyday life' and its entire complexity. Thematic assignments are designed to have students create and review works on an advanced level. Students will have to work in response to texts, films and work of other artists. Two response papers and one collaborative presentation on an assigned artist will be required. This course is open for students concentrating in the visual arts.

Cumulative Skills: MCP

T 12:30PM-03:20PM

ARB STUDIO 1

HACU-0228-1

to Basquiat and Bruguera

MIX

Distribution Area: IND

Daniel Schrade

Pieter Bruegel the Elder (1525-1569), Jean-Michel Basquiat (1960-1988) and Tania Bruguera (1968-).

We will contextualize the work and the working approach of aforementioned artists and their contemporary's. The goal of this course is to explore more advanced problems in studio arts, with emphasis on the 'everyday life' and its entire complexity. Thematic assignments are designed to have students create and review works on an advanced level. Students will have to work in response to texts, films and work of other artists. Two response papers and one collaborative presentation on an assigned artist will be required. This course is open for students concentrating in the visual arts.

Cumulative Skills: IND

T 12:30PM-03:20PM

ARB STUDIO 1

HACU-0229-1

The Aesthetics of "Social Engagement"

MIX

Distribution Area: IND

Eric Gottesman

In this film, photography and video workshop, students will use multi-media imagemaking to address their core concerns in the world. Each student will craft, execute and present a project that uses social engagement as a form of media production. Recent art movements question the superiority of the art object, the hierarchy of aesthetics over ethics and the role of the artist in social and political life. When an artist chooses to use art to engage with the society that surrounds them, practical questions arise. Who does the artist want to engage with, why and in what capacity? How do the decisions an artist makes make meaning? Who is the audience and how does the artist want the audience to experience these decisions? How can the classroom (or the studio) serve as a productive space for the artist to plot

their interventions/understand their role? Together, we will review current ideas about art as a form of social change and determine how best to use the classroom as productive, discursive space.

Cumulative Skills: IND

F 09:00AM-11:50AM TH 07:00PM-09:00PM

JLC 131

HACU-0229-1

The Aesthetics of "Social Engagement"

MIX

Distribution Area: MCP

Eric Gottesman

In this film, photography and video workshop, students will use multi-media imagemaking to address their core concerns in the world. Each student will craft, execute and present a project that uses social engagement as a form of media production. Recent art movements question the superiority of the art object, the hierarchy of aesthetics over ethics and the role of the artist in social and political life. When an artist chooses to use art to engage with the society that surrounds them, practical questions arise. Who does the artist want to engage with, why and in what capacity? How do the decisions an artist makes make meaning? Who is the audience and how does the artist want the audience to experience these decisions? How can the classroom (or the studio) serve as a productive space for the artist to plot their interventions/understand their role? Together, we will review current ideas about art as a form of social change and determine how best to use the classroom as productive, discursive space.

Cumulative Skills: MCP

F 09:00AM-11:50AM TH 07:00PM-09:00PM

JLC 131

HACU-0230-1

Writing and Speaking about Art and Architecture

MIX

Distribution Area: MCP

Sura Levine

Writing and Speaking About Art & Architectural History: This writing-intensive course is designed for Division I and Division II students who would like to explore the methods of art history and who want an opportunity to do independent written projects in art, architectural history, and/or visual culture. In consultation with the faculty, students will be asked to develop and write increasingly advanced papers, based on objects on display in the Five Colleges, a visual or historical issue of their choosing, or to create an in-depth proposal and catalogue for a virtual exhibition in consultation with the professor. Students will be required to "workshop" their writing and they will present their projects to the class at the end of term.

Cumulative Skills: MCP
W 01:00PM-03:50PM
EDH 2

HACU-0230-1

Writing and Speaking about Art and Architecture

MIX

Distribution Area: WRI

Sura Levine

Writing and Speaking About Art & Architectural History: This writing-intensive course is designed for Division I and Division II students who would like to explore the methods of art history and who want an opportunity to do independent written projects in art, architectural history, and/or visual culture. In consultation with the faculty, students will be asked to develop and write increasingly advanced papers, based on objects on display in the Five Colleges, a visual or historical issue of their choosing, or to create an in-depth proposal and catalogue for a virtual exhibition in consultation with the professor. Students will be required to "workshop" their writing and they will present their projects to the class at the end of term.

Cumulative Skills: WRI
W 01:00PM-03:50PM
EDH 2

HACU-0241-1

"Musicking" or the Critical Study of Music Otherwise

MIX

Distribution Area: MCP

Daniel Warner

Beginning with Christopher Small's book of the same name, "Musicking," this course will consider music as a an action that relates us to the world. In addition to the "musical relations" within music as object or performance, we know, feel, and transform ourselves and the world as "musickers." Moving through and beyond categories of identity, we will consider performers such as Kathleen Hanna, Laurie Anderson, Freddie Mercury (Queen), Parliament-Funkadelic, Sun Ra, and Gang of Four, as well as readings in Feminist, Queer, and Afrological musicology, contemporary philosophical writings on music and emotion, political economies of music, and social change.

Cumulative Skills: MCP
M 01:00PM-03:50PM
MDB RECITAL

HACU-0241-1

"Musicking" or the Critical Study of Music Otherwise

MIX

Distribution Area: WRI

Daniel Warner

Beginning with Christopher Small's book of the same name, "Musicking," this course will consider music as an action that relates us to the world. In addition to the "musical relations" within music as object or performance, we know, feel, and transform ourselves and the world as "musickers." Moving through and beyond categories of identity, we will consider performers such as Kathleen Hanna, Laurie Anderson, Freddie Mercury (Queen), Parliament-Funkadelic, Sun Ra, and Gang of Four, as well as readings in Feminist, Queer, and Afrological musicology, contemporary philosophical writings on music and emotion, political economies of music, and social change.

Cumulative Skills: WRI

M 01:00PM-03:50PM

MDB RECITAL

HACU-0242-1

Brecht and World Cinema

MIX

Distribution Area: MCP

Barton Byg

Investigation of the influence of the German playwright, poet and theorist Bertolt Brecht on international cinema, particularly since the 1960s. Reading of key Brecht texts (both literature and theory), screening of film and video works from European New Waves, New German Cinema, U.S. feminist film/video, as well as Asian, Latin American and African films. Artists include: Glauber Rocha, Ousmane Sembene, Jean Rouch, Jean-Luc Godard, Rainer Werner Fassbinder, Yvonne Rainer, Helke Sander, Harun Farocki, Pedro Costa, Djibril Diop Mambety, Jutta Brueckner, Martha Rosler, Hans Juergen Syberberg, Daniele Huillet and Jean-Marie Straub. Major critical question is the continued relevance of "political modernism" (D.N. Rodowick) in cinema. By the end of the semester, I hope to have discussed the most controversial and "unfinished" issues related to Brecht and film: "Brechtian" theory in the post-Cold-War era; Brecht's appropriation of Asian theatrical forms; Brechtian aesthetics and gender; and the question of avant-garde vs. "popular" aesthetics.

Cumulative Skills: MCP

T 02:00PM-03:20PM M 07:00PM-10:00PM

ASH 112

HACU-0242-1

Brecht and World Cinema

MIX

Distribution Area: WRI

Barton Byg

Investigation of the influence of the German playwright, poet and theorist Bertolt Brecht on international cinema, particularly since the 1960s. Reading of key Brecht texts (both literature and theory), screening of film and video works from European New Waves, New German Cinema, U.S. feminist film/video, as well as Asian, Latin American and African films. Artists include: Glauber Rocha, Ousmane Sembene, Jean Rouch, Jean-Luc Godard, Rainer Werner Fassbinder, Yvonne Rainer, Helke Sander, Harun Farocki, Pedro Costa, Djibril Diop Mambety, Jutta Brueckner, Martha Rosler, Hans Juergen Syberberg, Daniele Huillet and Jean-Marie Straub. Major critical question is the continued relevance of "political modernism" (D.N. Rodowick) in cinema. By the end of the semester, I hope to have discussed the most controversial and "unfinished" issues related to Brecht and film: "Brechtian" theory in the post-Cold-War era; Brecht's appropriation of Asian theatrical forms; Brechtian aesthetics and gender; and the question of avant-garde vs. "popular" aesthetics.

Cumulative Skills: WRI

T 02:00PM-03:20PM M 07:00PM-10:00PM

ASH 112

HACU-0245-1

The American Transcendentalists

MIX

Distribution Area: IND

Alan Hodder

The American Transcendentalists: Even in its heyday in the 1830's and 40's, the Transcendentalist movement never included more than a few dozen vocal supporters, but it fostered several significant cultural precedents, including a couple of America's first utopian communities (Brook Farm and Fruitlands), an early women's rights manifesto (Fuller's *Woman in the Nineteenth Century*), the first enthusiastic appropriation of Asian religious ideas, and, in the travel writings of Thoreau, the nation's earliest influential environmentalism. The Transcendentalists also produced some of the richest and most original literature of the nineteenth century. The purpose of this course is two-fold: to explore in depth the principal writings of the Transcendentalists in their distinctive literary, religious, and historical settings; and to examine these texts reflexively for what they may say to us today. While sampling other writings of the period, we will read extensively in the work of three premier literary and cultural figures: Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. In addition, during the last two weeks of the semester, we will consider selected poetry and prose of the belated Transcendentalist from New York City, Walt Whitman.

Cumulative Skills: IND

TTH 12:30PM-01:50PM

FPH 105

HACU-0245-1

The American Transcendentalists

MIX

Distribution Area: MCP

Alan Hodder

The American Transcendentalists: Even in its heyday in the 1830's and 40's, the Transcendentalist movement never included more than a few dozen vocal supporters, but it fostered several significant cultural precedents, including a couple of America's first utopian communities (Brook Farm and Fruitlands), an early women's rights manifesto (Fuller's Woman in the Nineteenth Century), the first enthusiastic appropriation of Asian religious ideas, and, in the travel writings of Thoreau, the nation's earliest influential environmentalism. The Transcendentalists also produced some of the richest and most original literature of the nineteenth century. The purpose of this course is two-fold: to explore in depth the principal writings of the Transcendentalists in their distinctive literary, religious, and historical settings; and to examine these texts reflexively for what they may say to us today. While sampling other writings of the period, we will read extensively in the work of three premier literary and cultural figures: Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. In addition, during the last two weeks of the semester, we will consider selected poetry and prose of the belated Transcendentalist from New York City, Walt Whitman.

Cumulative Skills: MCP

TTH 12:30PM-01:50PM

FPH 105

HACU-0245-1

The American Transcendentalists

MIX

Distribution Area: WRI

Alan Hodder

The American Transcendentalists: Even in its heyday in the 1830's and 40's, the Transcendentalist movement never included more than a few dozen vocal supporters, but it fostered several significant cultural precedents, including a couple of America's first utopian communities (Brook Farm and Fruitlands), an early women's rights manifesto (Fuller's Woman in the Nineteenth Century), the first enthusiastic appropriation of Asian religious ideas, and, in the travel writings of Thoreau, the nation's earliest influential environmentalism. The Transcendentalists also produced some of the richest and most original literature of the nineteenth century. The purpose of this course is two-fold: to explore in depth the principal writings of the Transcendentalists in their distinctive literary, religious, and historical settings; and to examine these texts reflexively for what they may say to us today. While sampling other writings of the period, we will read extensively in the work of three premier literary and cultural figures: Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. In addition, during the last two weeks of the semester, we will consider selected poetry and prose of the belated Transcendentalist from New York City, Walt Whitman.

Cumulative Skills: WRI
TTH 12:30PM-01:50PM
FPH 105

HACU-0249-1

Great Russian Novels: Writers and Readers

MIX

Distribution

Area: IND

Polina Barskova

We will read works by Tolstoy and Dostoevsky paying close attention not only to the context of these works' creation and their aesthetic qualities, but crucially, to how they were received by their readers used for shaping new literary theories in the 19th and 20th centuries. We will look at Russian Formalism, Bakhtin's Circle Structuralism et al. Intended for close readers, theory fiends and aspiring writers alike-- we'll work on all these skills.

Cumulative Skills: IND
TTH 12:30PM-01:50PM
EDH 5

HACU-0251-1

The Improvisor's Laboratory

MIX

Distribution Area: IND

Martin Ehrlich

The Improvisor's Laboratory: This is a class for musicians interested in developing their expressive and creative skills through improvisation. It is open to all instrumentalists, including voice and electronics. It is open to students from any musical background. You will be challenged to expand your instrumental vocabulary, and to use these languages in a context of collective improvisation. We will look at improvisational music making from a multitude of angles, breaking it down and putting it together again. This is an intensive course, requiring weekly rehearsals outside of class with small groups, listening and reading assignments involving periodic papers, and compositional exercises. Familiarity with traditional musical notation is required, as we will be exploring the role notated elements play in an improvisational work. We will be giving a final concert of the musical pieces you develop during the semester.

Cumulative Skills: IND
T 06:30PM-09:20PM
MDB 110

HACU-0252-1

Making Dances 2: Meaning in Motion

MIX

Distribution Area: IND

Deborah Goffe

Making Dances 2 will build upon students' prior study of dance composition. The studio will be our laboratory as we engage in a series of choreographic experiments, with a particular focus on group forms. Employing the elements of movement (weight, time and space), formal structures and play, each experiment which will provide cumulative insight into how compositional choices/strategies lend themselves to embodied meaning-making and serves to frame each students' unique creative impulse. The insights gathered from these in-class experiments will inform each student's development of a group dance which will be developed outside of class in semester-long weekly rehearsals with a group of dancers you will select by audition. These culminating works may then be submitted for performance in Hampshire's Winter Dance Concert. Together members of the class will support one another in developing a nurturing space for curious investigation, boundary expanding rigor, constructive feedback and playful discovery.

Cumulative Skills: IND

MW 04:00PM-06:00PM

MDB MAIN

HACU-0254-1

Still Photography Workshop II

MIX

Distribution Area: IND

Claudio Nolasco

This class is a forum in which students can develop their creative vision in photography through the acquisition of advanced camera and printing skills. Students can expect bi-weekly assignments, with a focus on long-term project development. Reading and writing assignment will expose students to contemporary photographers and theory. Students will participate in mandatory weekly labs and as well as attend visiting artist lectures, exhibitions and screenings. Instructor Permission required. Photography I is a prerequisite.

Cumulative Skills: IND

T 12:30PM-03:20PM T 05:00PM-07:00PM

JLC 131

HACU-0258-1

Recycled Images

MIX

Distribution Area: IND

Abraham Ravett

Recycled Images: "Through the disorderly fund which his knowledge places at his disposal, the allegorist rummages here and there for a particular piece, holds it next to some other piece, and tests to see if it

fits together-that meaning with this image or this image with that meaning. The result can never be known before-hand, for there is no natural mediation between the two." (Walter Benjamin) From Esther Shub to Joseph Cornell, from Bruce Conner to Abigail Child, filmmakers have explored the use of recycled images and created "found footage films." The allegorical use of archival and discarded footage has provided both inspiration and raw material allowing image makers to "comment on the status of the image in society or to deconstruct cinematic language."(Jacob Proctor) Utilizing a combination of weekly screenings, assigned readings in film history, theory and cultural studies, the course will provide an opportunity to engage in a critical dialogue about this evolving genre and support a forum where students can actively develop their own found footage projects.

Cumulative Skills: IND
W 09:00AM-11:50AM
JLC 131

HACU-0258-1

Recycled Images

MIX

Distribution Area: MCP

Abraham Ravett

Recycled Images: "Through the disorderly fund which his knowledge places at his disposal, the allegorist rummages here and there for a particular piece, holds it next to some other piece, and tests to see if it fits together-that meaning with this image or this image with that meaning. The result can never be known before-hand, for there is no natural mediation between the two." (Walter Benjamin) From Esther Shub to Joseph Cornell, from Bruce Conner to Abigail Child, filmmakers have explored the use of recycled images and created "found footage films." The allegorical use of archival and discarded footage has provided both inspiration and raw material allowing image makers to "comment on the status of the image in society or to deconstruct cinematic language."(Jacob Proctor) Utilizing a combination of weekly screenings, assigned readings in film history, theory and cultural studies, the course will provide an opportunity to engage in a critical dialogue about this evolving genre and support a forum where students can actively develop their own found footage projects.

Cumulative Skills: MCP
W 09:00AM-11:50AM
JLC 131

HACU-0258-1

Recycled Images

MIX

Distribution Area: WRI

Abraham Ravett

Recycled Images: "Through the disorderly fund which his knowledge places at his disposal, the allegorist rummages here and there for a particular piece, holds it next to some other piece, and tests to see if it

fits together-that meaning with this image or this image with that meaning. The result can never be known before-hand, for there is no natural mediation between the two." (Walter Benjamin) From Esther Shub to Joseph Cornell, from Bruce Conner to Abigail Child, filmmakers have explored the use of recycled images and created "found footage films." The allegorical use of archival and discarded footage has provided both inspiration and raw material allowing image makers to "comment on the status of the image in society or to deconstruct cinematic language."(Jacob Proctor) Utilizing a combination of weekly screenings, assigned readings in film history, theory and cultural studies, the course will provide an opportunity to engage in a critical dialogue about this evolving genre and support a forum where students can actively develop their own found footage projects.

Cumulative Skills: WRI
W 09:00AM-11:50AM
JLC 131

HACU-0259-1

Film Genre: Melodrama and Film Noir

MIX

Distribution Area: IND

Lise Sanders

This course examines classical Hollywood cinema of the 1930s-1950s, focusing on the parallel genres of melodrama and film noir. These genres shared a production context (the Hollywood studio system at its height), an emphasis on gender (for melodrama in the form of the "weepie" or woman's film, and for film noir in its depiction of hard-boiled masculinity and the femme fatale), and an engagement with the pressing social and political issues of the era. In this course we will ask why these genres flourished during this period, how they resonated with contemporary audiences, and whether they transformed over time. We will also consider the genres' formal and stylistic attributes (narrative structure, cinematography, and mise-en-scene). Films to be screened will include All About Eve, Letter from an Unknown Woman, Mildred Pierce, Caught, The Maltese Falcon, Out of the Past, Kiss Me Deadly, and Sunset Boulevard, among others, accompanied by readings in film history, theory, and criticism. Several short essays and a longer research project will be required.

Cumulative Skills: IND
W 09:00AM-11:50AM M 07:00PM-10:00PM
FPH ELH

HACU-0259-1

Film Genre: Melodrama and Film Noir

MIX

Distribution Area: WRI

Lise Sanders

This course examines classical Hollywood cinema of the 1930s-1950s, focusing on the parallel genres of melodrama and film noir. These genres shared a production context (the Hollywood studio system at its

height), an emphasis on gender (for melodrama in the form of the "weepie" or woman's film, and for film noir in its depiction of hard-boiled masculinity and the femme fatale), and an engagement with the pressing social and political issues of the era. In this course we will ask why these genres flourished during this period, how they resonated with contemporary audiences, and whether they transformed over time. We will also consider the genres' formal and stylistic attributes (narrative structure, cinematography, and mise-en-scene). Films to be screened will include All About Eve, Letter from an Unknown Woman, Mildred Pierce, Caught, The Maltese Falcon, Out of the Past, Kiss Me Deadly, and Sunset Boulevard, among others, accompanied by readings in film history, theory, and criticism. Several short essays and a longer research project will be required.

Cumulative Skills: WRI

W 09:00AM-11:50AM M 07:00PM-10:00PM

FPH 101

HACU-0265-1

Tonal Theory II

MIX

Distribution Area: IND

Carl Clements

This class will continue the work done in Tonal Theory I. We will be studying part writing and voice leading, as well as continuing the process of understanding and using basic chromatic harmony. Within this study, we will begin to look at large scale forms and structures. Some composition assignments will be included along the way as we assimilate new theoretical knowledge. Topics and repertoire for study are drawn from European classical traditions as well as jazz, popular, and non-western musics.

Cumulative Skills: IND

MW 10:30AM-11:50AM

MDB CLASS

HACU-0269-1

Encounters

MIX

Distribution Area: MCP

Norman Holland, Polina Barskova

A seemingly straightforward question: "What does it mean to translate?" might be one of the trickiest, most paradoxical, and yet liberating questions in the field of language study. This class aims to prepare students for the task of translation by introducing them to various approaches - as a creative process, as a multifaceted profession, as a political and ethical problem in our world today -- and by encouraging its practice. In class we will discuss leading and competing theories of translation as well as works of fiction that highlight the work of the translator. We will contemplate the place of translation in global writers of the xx-xxi centuries. And, crucially, we will facilitate the students' work on their portfolio of translations

Cumulative Skills: MCP
T 06:00PM-08:50PM
EDH 4

HACU-0269-1

Encounters

MIX

Distribution Area: WRI

Norman Holland, Polina Barskova

A seemingly straightforward question: "What does it mean to translate?" might be one of the trickiest, most paradoxical, and yet liberating questions in the field of language study. This class aims to prepare students for the task of translation by introducing them to various approaches - as a creative process, as a multifaceted profession, as a political and ethical problem in our world today -- and by encouraging its practice. In class we will discuss leading and competing theories of translation as well as works of fiction that highlight the work of the translator. We will contemplate the place of translation in global writers of the xx-xxi centuries. And, crucially, we will facilitate the students' work on their portfolio of translations

Cumulative Skills: WRI
T 06:00PM-08:50PM
EDH 4

HACU-0269-1

Translations and Translators: A Workshop on Cross-Cultural

MIX

Distribution Area: IND

Norman Holland, Polina Barskova

A seemingly straightforward question: "What does it mean to translate?" might be one of the trickiest, most paradoxical, and yet liberating questions in the field of language study. This class aims to prepare students for the task of translation by introducing them to various approaches - as a creative process, as a multifaceted profession, as a political and ethical problem in our world today -- and by encouraging its practice. In class we will discuss leading and competing theories of translation as well as works of fiction that highlight the work of the translator. We will contemplate the place of translation in global writers of the xx-xxi centuries. And, crucially, we will facilitate the students' work on their portfolio of translations

Cumulative Skills: IND
T 06:00PM-08:50PM
EDH 4

HACU-0272-1

Dance and Culture: The Power of Dance

MIX

Distribution

Area: MCP

Daphne Lowell

This course will examine dance through the lens of culture and culture through dance. We'll study past and current examples from around the world to consider the many roles dance plays, and the ways dance embodies, creates, transmits, changes and is bound by culture. Students will investigate dance's role in religion, rites of passage, politics, war, identity formation, medicine and social relations, and will discuss such issues as ownership and appropriation, tradition and change, influence and fusion. Students will hone skills of dance description and analysis informed by awareness of cultural biases and preferences, and will practice a variety of methodologies for dance research. Although some dances will be discussed in depth, the course is designed as a survey, hoping to serve as a foundation for future research or creative projects. While not a studio course, it will include bodily approaches to the material, but requires no experience in dance.

Cumulative Skills: MCP

TTH 10:30AM-11:50AM

MDB SMALL

HACU-0272-1

Dance and Culture: The Power of Dance

MIX

Distribution

Area: WRI

Daphne Lowell

This course will examine dance through the lens of culture and culture through dance. We'll study past and current examples from around the world to consider the many roles dance plays, and the ways dance embodies, creates, transmits, changes and is bound by culture. Students will investigate dance's role in religion, rites of passage, politics, war, identity formation, medicine and social relations, and will discuss such issues as ownership and appropriation, tradition and change, influence and fusion. Students will hone skills of dance description and analysis informed by awareness of cultural biases and preferences, and will practice a variety of methodologies for dance research. Although some dances will be discussed in depth, the course is designed as a survey, hoping to serve as a foundation for future research or creative projects. While not a studio course, it will include bodily approaches to the material, but requires no experience in dance.

Cumulative Skills: WRI

TTH 10:30AM-11:50AM

MDB SMALL

HACU-0276-1

Artist's Sketchbook

MIX

Distribution Area: IND

Andrea Dezso

Sketchbooks are places of safety and freedom, where artists can do whatever they please: explore unproven paths, go against the grain, experiment with unfamiliar techniques, document the world in deeply personal ways or just doodle without any pressure that out of this engagement a masterpiece will be born... and yet from working in sketchbooks regularly artists develop a discipline of engaging with the world and from the lack of pressure often new directions, new bodies of work are born. Using a range of materials and approaches students will explore the creative possibilities of sketchbooks. Regular hands-on work will include sketchbook entries responding to prompts and self-assignments designed by students. We'll also examine artists' sketchbooks and notebooks including those of artists from non-Western traditions.

Cumulative Skills: IND

TH 01:00PM-03:50PM

ARB STUDIO 1

HACU-0276-1

Division II Studio Seminar: A Place of Freedom: The

MIX

Distribution Area: IND

Andrea Dezso

Sketchbooks are places of safety and freedom, where artists can do whatever they please: explore unproven paths, go against the grain, experiment with unfamiliar techniques, document the world in deeply personal ways or just doodle without any pressure that out of this engagement a masterpiece will be born... and yet from working in sketchbooks regularly artists develop a discipline of engaging with the world and from the lack of pressure often new directions, new bodies of work are born. Using a range of materials and approaches students will explore the creative possibilities of sketchbooks. Regular hands-on work will include sketchbook entries responding to prompts and self-assignments designed by students. We'll also examine artists' sketchbooks and notebooks including those of artists from non-Western traditions.

Cumulative Skills: IND

TH 01:00PM-03:50PM

ARB STUDIO 1

HACU-0277-1

Learning from African Photography

MIX

Distribution Area: IND

Eric Gottesman

In this photography workshop, each student will use African photographic practices as inspiration for their own photographic work during the semester. It has long been presumed that Europeans and Americans introduced the practices of early photography around the world - as explorers, merchants, colonizers, scholars, archaeologists, anthropologists and tourists. Yet we are increasingly aware of photography produced by people on the African continent. This photography workshop will investigate the many ways photographers (mostly African but also non-African) have made photographs in Africa and will use these practices as blueprints for reimagining the possibilities of what a camera can do. Some questions we will address include: What are the historic relationships between the camera, nationalism, race, the outsider and agency? How can artists glean tools from faraway and use them for their own purposes in a very different context? What else can you do with a camera? Using examples from around the continent and throughout photographic history that vary in form, technique and concept, we will create a framework that takes practices developed in Africa as an origin of photographic inquiry.

Cumulative Skills: IND

TH 09:00AM-11:50AM T 07:00PM-09:00PM

JLC 120

HACU-0277-1

Learning from African Photography

MIX

Distribution Area: MCP

Eric Gottesman

In this photography workshop, each student will use African photographic practices as inspiration for their own photographic work during the semester. It has long been presumed that Europeans and Americans introduced the practices of early photography around the world - as explorers, merchants, colonizers, scholars, archaeologists, anthropologists and tourists. Yet we are increasingly aware of photography produced by people on the African continent. This photography workshop will investigate the many ways photographers (mostly African but also non-African) have made photographs in Africa and will use these practices as blueprints for reimagining the possibilities of what a camera can do. Some questions we will address include: What are the historic relationships between the camera, nationalism, race, the outsider and agency? How can artists glean tools from faraway and use them for their own purposes in a very different context? What else can you do with a camera? Using examples from around the continent and throughout photographic history that vary in form, technique and concept, we will create a framework that takes practices developed in Africa as an origin of photographic inquiry.

Cumulative Skills: MCP

TH 09:00AM-11:50AM T 07:00PM-09:00PM

JLC 120

HACU-0279-1

Media and the Middle East

MIX

Distribution Area: MCP

Viveca Greene, Omar Dahi

The global media landscape has undergone significant changes in just over a decade. In this course we will examine how US and international media sources are covering the Middle East. Some questions we will explore are: How did US entertainment and news media respond to the attacks of 9/11? How do US media represent the daily lives and political struggles of Arabs and Muslims? What has been the political and social impact of Middle East-based channels with a global reach like Al Jazeera? How have new media influenced social movements as well as perceptions of historical events such as the Arab Uprisings? The course will feature guest speakers, film screenings, and student presentations. Students will be expected to keep up with a heavy reading load and to develop individualized research projects.

Cumulative Skills: MCP

W 01:00PM-03:50PM

FPH 107

HACU-0279-1

Media and the Middle East

MIX

Distribution Area: WRI

Viveca Greene, Omar Dahi

The global media landscape has undergone significant changes in just over a decade. In this course we will examine how US and international media sources are covering the Middle East. Some questions we will explore are: How did US entertainment and news media respond to the attacks of 9/11? How do US media represent the daily lives and political struggles of Arabs and Muslims? What has been the political and social impact of Middle East-based channels with a global reach like Al Jazeera? How have new media influenced social movements as well as perceptions of historical events such as the Arab Uprisings? The course will feature guest speakers, film screenings, and student presentations. Students will be expected to keep up with a heavy reading load and to develop individualized research projects.

Cumulative Skills: WRI

W 01:00PM-03:50PM

FPH 107

HACU-0280-1

Green Cities

MIX

Distribution Area: IND

Michelle Darling

Green Cities refers to nature within the urban environment - the integration of designed natural environments, the preservation and interpretation of nature, and the celebration of nature in public art. Surrounding green spaces within our cities is an infrastructure of community support, outreach, and

political action that are necessary for their survival. "Green" also refers to the sustainable processes of cities in our evolving built environments. It is important for the language of this course that we look at Green Cities through the lens of the creators: architects, landscape architects, planners, artists and performers. Critical analysis is a first step to understanding, assessing and developing creative solutions. The seminar is structured through international case studies, both historical and contemporary. Each case study will be investigated through three primary ideas: 1. transformation and evolution of the space 2. Context - physical, ecological, social and political and 3. Design approach, strategy and process.

Cumulative Skills: IND
MW 09:00AM-10:20AM
EDH 4

HACU-0280-1

Green Cities

MIX

Distribution Area: WRI

Michelle Darling

Green Cities refers to nature within the urban environment - the integration of designed natural environments, the preservation and interpretation of nature, and the celebration of nature in public art. Surrounding green spaces within our cities is an infrastructure of community support, outreach, and political action that are necessary for their survival. "Green" also refers to the sustainable processes of cities in our evolving built environments. It is important for the language of this course that we look at Green Cities through the lens of the creators: architects, landscape architects, planners, artists and performers. Critical analysis is a first step to understanding, assessing and developing creative solutions. The seminar is structured through international case studies, both historical and contemporary. Each case study will be investigated through three primary ideas: 1. transformation and evolution of the space 2. Context - physical, ecological, social and political and 3. Design approach, strategy and process.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
EDH 4

HACU-0281-1

The Art of Being Jewish in (Post) Modern Times
Area: MCP

MIX

Distribution

Rachel Rubinstein

What happens when an identity that was assumed to be singular and inherited becomes a matter of choice and self-fashioning? Jewish experiences, identities, and cultures changed dramatically after the Second World War. Today's "new Jews" can be secular or spiritual, rooted or transnational, radical or reactionary, Zionist or anti-Zionist, fans of Sacha Baron Cohen, Balkan Beat Box, or the transgender

punk-klezmer group Schmekel. Jews globally are experimenting with new ways of expressing, performing, and questioning Jewishness. This course draws upon a range of well-known and less-known writers and artists as well as popular culture, film, television, history, and sociology in exploring the new Jewish identities that emerge in global postmodernity. We will explore Jewishness in relation to such topics as: visual culture and performance, ethnic and cultural revival and reclamation, race and racialization, Israel and diaspora, queer and feminist politics, new spiritual practices, and a host of other surprising, "new-ish" Jewish phenomena.

Cumulative Skills: MCP
MW 01:00PM-02:20PM
FPH 102

HACU-0281-1

The Art of Being Jewish in (Post) Modern Times

MIX

Distribution

Area: WRI

Rachel Rubinstein

What happens when an identity that was assumed to be singular and inherited becomes a matter of choice and self-fashioning? Jewish experiences, identities, and cultures changed dramatically after the Second World War. Today's "new Jews" can be secular or spiritual, rooted or transnational, radical or reactionary, Zionist or anti-Zionist, fans of Sacha Baron Cohen, Balkan Beat Box, or the transgender punk-klezmer group Schmekel. Jews globally are experimenting with new ways of expressing, performing, and questioning Jewishness. This course draws upon a range of well-known and less-known writers and artists as well as popular culture, film, television, history, and sociology in exploring the new Jewish identities that emerge in global postmodernity. We will explore Jewishness in relation to such topics as: visual culture and performance, ethnic and cultural revival and reclamation, race and racialization, Israel and diaspora, queer and feminist politics, new spiritual practices, and a host of other surprising, "new-ish" Jewish phenomena.

Cumulative Skills: WRI
MW 01:00PM-02:20PM
FPH 102

HACU-0285-1

Art Questions

MIX

Distribution Area: IND

Karen Koehler

Investigating works of literature, art, architecture, sound, performance and film, alongside selected texts in philosophy and critical theory, this class will probe the enduring question: "What is Art?" We will debate concepts such as authenticity, appropriation, imitation, forgery, and dissidence. Is art the

product of the gifted intellect, instinct and talent, or of practice and tradition? Or, does the creative process require radical thinking and an avant-garde? Is art intentional, or can it be found in the everyday or even the natural world? We will look at artworks as diverse as the earliest cave markings, agit-prop posters, abstract paintings, ritual objects, Renaissance drawings, portrait photography, illustrated books, and graffiti art. We will study artists and writers as varied as Ana Mendieta, Shakespeare, Coetzee, Joyce, Zola, Warhol, Herzog, Kandinsky, Eisenstein, Picasso, Arbus, Banksy, and Ai Wei Wei. We will consider readings on the meaning of art by Plato, Sontag, Nietzsche, Adorno, Sartre, Tolstoy and others. This is a intensive course; we will use the modes of inquiry explored in the class to help frame your Division II in any area or interdisciplinary mix, as you develop a project of your own based on Hampshire's collections of art, books, music, photography, and film. The course requires dedication: some assignments are experimental in nature; the reading is broad; there are film screenings on campus and at Amherst Cinema; there are museum visits in the Five Colleges and a field trip to New York.

Cumulative Skills: IND

F 10:30AM-01:00PM M 07:00PM-09:00PM

FPH 102

HACU-0285-1

Art Questions

MIX

Distribution Area: MCP

Karen Koehler

Investigating works of literature, art, architecture, sound, performance and film, alongside selected texts in philosophy and critical theory, this class will probe the enduring question: "What is Art?" We will debate concepts such as authenticity, appropriation, imitation, forgery, and dissidence. Is art the product of the gifted intellect, instinct and talent, or of practice and tradition? Or, does the creative process require radical thinking and an avant-garde? Is art intentional, or can it be found in the everyday or even the natural world? We will look at artworks as diverse as the earliest cave markings, agit-prop posters, abstract paintings, ritual objects, Renaissance drawings, portrait photography, illustrated books, and graffiti art. We will study artists and writers as varied as Ana Mendieta, Shakespeare, Coetzee, Joyce, Zola, Warhol, Herzog, Kandinsky, Eisenstein, Picasso, Arbus, Banksy, and Ai Wei Wei. We will consider readings on the meaning of art by Plato, Sontag, Nietzsche, Adorno, Sartre, Tolstoy and others. This is a intensive course; we will use the modes of inquiry explored in the class to help frame your Division II in any area or interdisciplinary mix, as you develop a project of your own based on Hampshire's collections of art, books, music, photography, and film. The course requires dedication: some assignments are experimental in nature; the reading is broad; there are film screenings on campus and at Amherst Cinema; there are museum visits in the Five Colleges and a field trip to New York.

Cumulative Skills: MCP

F 10:30AM-01:00PM M 07:00PM-09:00PM

FPH WLH

DR = Satisfies Division I distribution requirements

HACU-0285-1

Art Questions

MIX

Distribution Area: WRI

Karen Koehler

Investigating works of literature, art, architecture, sound, performance and film, alongside selected texts in philosophy and critical theory, this class will probe the enduring question: "What is Art?" We will debate concepts such as authenticity, appropriation, imitation, forgery, and dissidence. Is art the product of the gifted intellect, instinct and talent, or of practice and tradition? Or, does the creative process require radical thinking and an avant-garde? Is art intentional, or can it be found in the everyday or even the natural world? We will look at artworks as diverse as the earliest cave markings, agit-prop posters, abstract paintings, ritual objects, Renaissance drawings, portrait photography, illustrated books, and graffiti art. We will study artists and writers as varied as Ana Mendieta, Shakespeare, Coetzee, Joyce, Zola, Warhol, Herzog, Kandinsky, Eisenstein, Picasso, Arbus, Banksy, and Ai Wei Wei. We will consider readings on the meaning of art by Plato, Sontag, Nietzsche, Adorno, Sartre, Tolstoy and others. This is an intensive course; we will use the modes of inquiry explored in the class to help frame your Division II in any area or interdisciplinary mix, as you develop a project of your own based on Hampshire's collections of art, books, music, photography, and film. The course requires dedication: some assignments are experimental in nature; the reading is broad; there are film screenings on campus and at Amherst Cinema; there are museum visits in the Five Colleges and a field trip to New York.

Cumulative Skills: WRI

F 10:30AM-01:00PM M 07:00PM-09:00PM

FPH WLH

HACU-0286-1

Performance and Directing for Film, Video, and Installation

MIX

Distribution Area: IND

Baba Hillman

This is an advanced production/theory course for video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Vera Chytilova, Pedro Costa, Nagisa Oshima, John Cassavetes, Ousmane Sembene, Wong Kar Wai, Eija Liisa Ahtila and the Wooster Group among others. Students will complete three projects.

DR = Satisfies Division I distribution requirements

Cumulative Skills: IND

T 09:00AM-11:50AM M 07:00PM-09:00PM

JLC 120

HACU-0286-1

Performance and Directing for Film, Video, and Installation

MIX

Distribution Area: MCP

Baba Hillman

This is an advanced production/theory course for video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Vera Chytilova, Pedro Costa, Nagisa Oshima, John Cassavetes, Ousmane Sembene, Wong Kar Wai, Eija Liisa Ahtila and the Wooster Group among others. Students will complete three projects.

Cumulative Skills: MCP

T 09:00AM-11:50AM M 07:00PM-09:00PM

JLC 120

HACU-0288-1

Shakespeare and Woolf

MIX

Distribution Area: WRI

L. Brown Kennedy

"Lovers and madmen have such seething brains/ Such shaping phantasies, that apprehend/ More than cool reason ever comprehends." (A Midsummer Night's Dream) In this class we will set in dialogue texts of Shakespeare (five plays) and Virginia Woolf (four novels and selected essays). Our main focus will be on the texts, reading them with close attention to language and form as well as to their widely different literary and cultural assumptions. However, one thread tying together our work on these two authors will be their common interest in the ways human beings lose their frames of reference and their sense of themselves in madness, lose and find themselves in love or in sexuality, and find or make both self and world in the shaping act of the imagination. The method of the course will include directed close reading, discussion, and periodic lectures. Frequent short pieces of student writing are expected, together with two short essays and a developed longer paper

DR = Satisfies Division I distribution requirements

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
EDH 4

HACU-0290-1

Computer Music 1

MIX

Distribution Area: IND

Daniel Warner

This is a composition course that will also survey the history, theory, and practice of electro-acoustic music. The course will introduce the musical, technical, and theoretical issues of electro-acoustic music, broadly construed to include the Classical avant-garde, Electronica, DJ culture, Re-mixes, Ambient, etc. Digital recording, editing, and mixing will be covered using the Audacity and ProTools programs. Students will also work with sampling techniques using Ableton Live and mixing skills with ProTools. Other topics to be covered include basic acoustics and synthesis techniques. Students will be expected to complete three composition projects during the course of the semester.

Cumulative Skills: IND
TH 12:30PM-03:20PM
LIB B9

HACU-0291-1

Reading Generically: Weird Fictions

MIX

Distribution Area: IND

Alicia Ellis

This is an advanced seminar, which looks at the construction of the genre of science fiction (broadly defined). We will read texts that range from the 19th century to the present - short prose and novels. Our intellectual concerns: What constitutes science fiction? How do we classify those works of science fiction that have no science? What are the perimeters of the form and its style? What kinds of historical, ethical, cultural and philosophical questions and themes emerge from close readings of weird fictions and how are they different from, or similar to, those arising in competing fictional modes; and how does mainstream literary scholarship make sense of science fiction? In addition, we will read texts that function as hybrid and complementary permutations of science fiction such as magical realism, speculative fiction and utopian/dystopian fictions. Authors may include but are not limited to Erna Brodber, Octavia Butler, Italo Calvino, Samuel Delany, ETA Hoffmann, Franz Kafka, Juan Rulfo, Bram Stoker and Sarah Waters. Weekly discussion board posts, frequent writing assignments and class presentations. This is a reading, writing and theory intensive seminar. This is not a course in film or television.

Cumulative Skills: IND
MW 02:30PM-03:50PM
EDH 5

HACU-0291-1

Reading Generically: Weird Fictions

MIX

Distribution Area: WRI

Alicia Ellis

This is an advanced seminar, which looks at the construction of the genre of science fiction (broadly defined). We will read texts that range from the 19th century to the present - short prose and novels. Our intellectual concerns: What constitutes science fiction? How do we classify those works of science fiction that have no science? What are the perimeters of the form and its style? What kinds of historical, ethical, cultural and philosophical questions and themes emerge from close readings of weird fictions and how are they different from, or similar to, those arising in competing fictional modes; and how does mainstream literary scholarship make sense of science fiction? In addition, we will read texts that function as hybrid and complementary permutations of science fiction such as magical realism, speculative fiction and utopian/dystopian fictions. Authors may include but are not limited to Erna Brodber, Octavia Butler, Italo Calvino, Samuel Delany, ETA Hoffmann, Franz Kafka, Juan Rulfo, Bram Stoker and Sarah Waters. Weekly discussion board posts, frequent writing assignments and class presentations. This is a reading, writing and theory intensive seminar. This is not a course in film or television.

Cumulative Skills: WRI
MW 02:30PM-03:50PM
EDH 5

HACU-0292-1

The Bioapparatus

MIX

Distribution Area: IND

Lorne Falk

The bioapparatus is a term coined by two Canadian media artists, Nell Tenhaaf and Catherine Richards, to cover a wide range of issues concerning the technologized body. This course will explore the relationship of the mind and body to technology in contemporary art and culture. We will consider the resonance and currency of the bioapparatus in relation to the cyborg, the posthuman, bionics, and transgenics. We will discuss issues such as the nature of the apparatus, re-embodiment, designing the social, natural artifice, cyborg fictions, subjectivities, perfect bodies, virtual environments, the real interface, art machines and bioart. Division II and III students will have the opportunity to develop an independent paper or portion of their thesis in this course.

Cumulative Skills: IND
TH 07:00PM-10:00PM
FPH 105

HACU-0292-1

The Bioapparatus

MIX

Distribution Area: MCP

Lorne Falk

The bioapparatus is a term coined by two Canadian media artists, Nell Tenhaaf and Catherine Richards, to cover a wide range of issues concerning the technologized body. This course will explore the relationship of the mind and body to technology in contemporary art and culture. We will consider the resonance and currency of the bioapparatus in relation to the cyborg, the posthuman, bionics, and transgenics. We will discuss issues such as the nature of the apparatus, re-embodiment, designing the social, natural artifice, cyborg fictions, subjectivities, perfect bodies, virtual environments, the real interface, art machines and bioart. Division II and III students will have the opportunity to develop an independent paper or portion of their thesis in this course.

Cumulative Skills: MCP
TH 07:00PM-10:00PM
FPH 105

HACU-0292-1

The Bioapparatus

MIX

Distribution Area: WRI

Lorne Falk

The bioapparatus is a term coined by two Canadian media artists, Nell Tenhaaf and Catherine Richards, to cover a wide range of issues concerning the technologized body. This course will explore the relationship of the mind and body to technology in contemporary art and culture. We will consider the resonance and currency of the bioapparatus in relation to the cyborg, the posthuman, bionics, and transgenics. We will discuss issues such as the nature of the apparatus, re-embodiment, designing the social, natural artifice, cyborg fictions, subjectivities, perfect bodies, virtual environments, the real interface, art machines and bioart. Division II and III students will have the opportunity to develop an independent paper or portion of their thesis in this course.

Cumulative Skills: WRI
TH 07:00PM-10:00PM
FPH 105

HACU-0293-1

Race, Gender, and Sexuality in the Digital Age

MIX

Distribution

Area: IND

Susana Loza

This seminar will explore the interface of technology with gender and race, how the concepts of gender, race, and sexuality are embodied in technologies, and conversely, how technologies shape our notions of gender, race, and sexuality. It will examine how contemporary products - such as film, TV, video games, science fiction, social networking technologies, and biotech - reflect and mediate long-standing but ever-shifting anxieties about race, gender, and sexuality. The course will consider the following questions: How do cybertechnologies enter into our personal, social, and work lives? Do these technologies offer new perspectives on cultural difference? How does cyberculture reinscribe or rewrite gender, racial, and sexual dichotomies? Does it open up room for alternative identities, cultures, and communities? Does it offer the possibility of transcending the sociocultural limits of the body? Finally, what are the political implications of these digital technologies? This course is reading-, writing-, and theory-intensive.

Cumulative Skills: IND

TTH 10:30AM-11:50AM

EDH 2

HACU-0293-1

Race, Gender, and Sexuality in the Digital Age

MIX

Distribution

Area: MCP

Susana Loza

This seminar will explore the interface of technology with gender and race, how the concepts of gender, race, and sexuality are embodied in technologies, and conversely, how technologies shape our notions of gender, race, and sexuality. It will examine how contemporary products - such as film, TV, video games, science fiction, social networking technologies, and biotech - reflect and mediate long-standing but ever-shifting anxieties about race, gender, and sexuality. The course will consider the following questions: How do cybertechnologies enter into our personal, social, and work lives? Do these technologies offer new perspectives on cultural difference? How does cyberculture reinscribe or rewrite gender, racial, and sexual dichotomies? Does it open up room for alternative identities, cultures, and communities? Does it offer the possibility of transcending the sociocultural limits of the body? Finally, what are the political implications of these digital technologies? This course is reading-, writing-, and theory-intensive.

Cumulative Skills: MCP

TTH 10:30AM-11:50AM

EDH 2

HACU-0293-1

Race, Gender, and Sexuality in the Digital Age

MIX

Distribution

Area: WRI

Susana Loza

This seminar will explore the interface of technology with gender and race, how the concepts of gender, race, and sexuality are embodied in technologies, and conversely, how technologies shape our notions of gender, race, and sexuality. It will examine how contemporary products - such as film, TV, video games, science fiction, social networking technologies, and biotech - reflect and mediate long-standing but ever-shifting anxieties about race, gender, and sexuality. The course will consider the following questions: How do cybertechnologies enter into our personal, social, and work lives? Do these technologies offer new perspectives on cultural difference? How does cyberculture reinscribe or rewrite gender, racial, and sexual dichotomies? Does it open up room for alternative identities, cultures, and communities? Does it offer the possibility of transcending the sociocultural limits of the body? Finally, what are the political implications of these digital technologies? This course is reading-, writing-, and theory-intensive.

Cumulative Skills: WRI

TTH 10:30AM-11:50AM

EDH 2

HACU-0296-1

Politics

MIX

Distribution Area: IND

Monique Roelofs

Contemporary art, theory, and culture invite reflection on the status of aesthetic desire. Broadening and renewing aesthetics, theorists situate aesthetic desire and distaste in practices of commodification and their dynamics of novelty and obsolescence. Exploring the politics of art and culture, feminist, postcolonial, queer, and critical race theorists highlight pleasures, ambivalences, and oppressive facets of aesthetic phenomena, but also investigate uncanny conversions they imply. Artists investigate the role of aesthetic desire in a neoliberal, racial and gendered division of labor and in transnational flows of images that reconfigure space and time, memory and futurity. What concepts enable us to understand these forces and might help us to turn them into desirable directions? Through texts by, among others, Marx, Freud, Adorno, Barthes, Sarduy, Ranciere, Spivak, Bhabha, hooks, Groys, and Richard, novels by Lispector and Eltit, and other cultural productions, this course examines contemporary figurations of aesthetic desire and distaste.

Cumulative Skills: IND

W 06:00PM-09:00PM

EDH 4

HACU-0296-1

Politics

MIX

Distribution Area: MCP

Monique Roelofs

Contemporary art, theory, and culture invite reflection on the status of aesthetic desire. Broadening and renewing aesthetics, theorists situate aesthetic desire and distaste in practices of commodification and their dynamics of novelty and obsolescence. Exploring the politics of art and culture, feminist, postcolonial, queer, and critical race theorists highlight pleasures, ambivalences, and oppressive facets of aesthetic phenomena, but also investigate uncanny conversions they imply. Artists investigate the role of aesthetic desire in a neoliberal, racial and gendered division of labor and in transnational flows of images that reconfigure space and time, memory and futurity. What concepts enable us to understand these forces and might help us to turn them into desirable directions? Through texts by, among others, Marx, Freud, Adorno, Barthes, Sarduy, Ranciere, Spivak, Bhabha, hooks, Groys, and Richard, novels by Lispector and Eltit, and other cultural productions, this course examines contemporary figurations of aesthetic desire and distaste.

Cumulative Skills: MCP

W 06:00PM-09:00PM

EDH 4

HACU-0311-1

The Round Table: Research in Dance

MIX

Distribution Area:

Daphne Lowell

In this seminar students will pursue advanced independent dance research and writing projects supported by a community of fellow student scholars. In class we will first consider contexts for this work by surveying in broad strokes the terrain of dance scholarship to register past and current interests, questions and debates. We'll note prominent and missing voices, and key professional organizations and journals. We'll also briefly review the history of dance's climb into higher education, and imagine the future of dance studies. We'll look for new sites for and modes of discourse within the field, including those in which students might aim to publish in the future. Out of class students will develop and revise projects that should serve a diverse range of Division III or II or senior project research goals. Students might begin with a project in mind or not.

Cumulative Skills:

W 08:30AM-10:20AM F 08:30AM-10:20AM

MDB CLASS

HACU-0332-1

Text, Image, Culture, Structure: HACU Research Seminar

MIX

Distribution Area: IND

Karen Koehler

This course is an upper level theory and research seminar geared towards students in the Division III/senior thesis process, or in the final semester of Division II. The primary purpose of the seminar is to provide a supportive and stimulating intellectual community in which students will produce and refine their independent project, write a working outline, and understand the state of the research on their project. How do you find and narrow your topic? What is your thesis really about? What is your stake in your project? How do you sustain interest? We will develop research strategies, learn how to find and use primary and secondary sources, refine our research questions, and learn how to structure an argument. We will examine diverse critical methodologies and interpretive approaches through shared readings and scholarly events. The class will be organized around students' projects in any area of humanistic inquiry (Literature, Architectural Studies, History, American Studies, Art History, Performance Studies, Classics, Philosophy, Cultural Studies, Religion, Media Studies, Critical Theory, etc.) as well as hybrid projects that combine written inquiry with some form of creative writing, music, performance, visual arts or design. Students will suggest readings, peer edit each other's texts, work in groups on common topics, and present their topics and texts-in-progress.

Cumulative Skills: IND

W 06:00PM-09:00PM

FPH 102

HACU-0332-1

Text, Image, Culture, Structure: HACU Research Seminar

MIX

Distribution Area: WRI

Karen Koehler

This course is an upper level theory and research seminar geared towards students in the Division III/senior thesis process, or in the final semester of Division II. The primary purpose of the seminar is to provide a supportive and stimulating intellectual community in which students will produce and refine their independent project, write a working outline, and understand the state of the research on their project. How do you find and narrow your topic? What is your thesis really about? What is your stake in your project? How do you sustain interest? We will develop research strategies, learn how to find and use primary and secondary sources, refine our research questions, and learn how to structure an argument. We will examine diverse critical methodologies and interpretive approaches through shared readings and scholarly events. The class will be organized around students' projects in any area of humanistic inquiry (Literature, Architectural Studies, History, American Studies, Art History, Performance Studies, Classics, Philosophy, Cultural Studies, Religion, Media Studies, Critical Theory, etc.) as well as hybrid projects that combine written inquiry with some form of creative writing, music,

DR = Satisfies Division I distribution requirements

performance, visual arts or design. Students will suggest readings, peer edit each other's texts, work in groups on common topics, and present their topics and texts-in-progress.

Cumulative Skills: WRI
W 06:00PM-09:00PM
FPH 102

HACU-0340-1

Division III Studio Arts Concentrators Seminar: From **MIX**
Distribution Area: IND

Sara Rafferty

While students work on their Division III portfolios and exhibitions, the class will come together around all questions big and small, surrounding students' capstone projects. Classes will include focus on installation, writing, publicity, curating, post-Division III realities, and exhibition strategies. Students will be expected to work approximately 10 hours a week outside of class time in addition to regular Division III workload. We will also take one field trip to NYC on a Friday later in the semester.

Cumulative Skills: IND
W 01:00PM-03:50PM
ARB STUDIO 3

HACU-0340-1

Hardware to Hard Choices **MIX** **Distribution Area: IND**

Sara Rafferty

While students work on their Division III portfolios and exhibitions, the class will come together around all questions big and small, surrounding students' capstone projects. Classes will include focus on installation, writing, publicity, curating, post-Division III realities, and exhibition strategies. Students will be expected to work approximately 10 hours a week outside of class time in addition to regular Division III workload. We will also take one field trip to NYC on a Friday later in the semester.

Cumulative Skills: IND
W 01:00PM-03:50PM
ARB STUDIO 3

HACU-121T-1

The Body in Modern and Contemporary Art **MIX** **Distribution**
Area: WRI

Sura Levine

The Body in Modern and Contemporary Art: The representation of the human body is central to the history of art. This course will explore this crucial subject as it has been portrayed over the past two centuries. The course begins with readings on anatomy and the shift from Jacques-Louis David's virile masculinity in the 1780s to a more androgynous and even feminized male as rendered by his followers. It then will explore the spectacle of a modern city in which prostitutes/ Venus/ femme fatales/other kinds of working women, often were favored over the domestic sphere. After examining art from the period of World War I where various assaults on traditional mimesis took place among avant-garde artists, this course will explore contemporary investigations of bodily representation, from the body sculpting projects of Orlan to identity politics and the ways that bodily representation have been developed.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

ASH 111

HACU-127T-1

The Language of Architecture

MIX

Distribution Area: IND

Gabriel Arboleda

This introductory course focuses on the tools used to communicate and discuss ideas in architectural practice and theory. We study both the practical tools, from sketching to parallel drawing, to the theoretical ones, from the historical to the critical perspectives. Connecting both, we cover the formal analysis elements necessary to "read" and critique built works. Class activities include field trips, guest presentations, sketching and drawing, small design exercises, discussion of readings, and short written responses. Through these activities, at the end of the semester the student will understand in general terms what the dealings and challenges of architecture as a discipline are.

Cumulative Skills: IND

MW 10:30AM-11:50AM MW 10:30AM-11:50AM

EDH 4

HACU-132T-1

Filmmakers as Photographers: Photographers as Filmmakers

MIX

Distribution Area: MCP

Abraham Ravett

Starting with the pioneering work of Eadweard J. Muybridge and Etienne Jules Marey and continuing into the 20th century with Paul Strand and Charles Sheeler, photographers combined their interest in the single image presented sequentially with a tandem interest in making motion picture films. The

tradition of working in both mediums continued with Man Ray, Weegee, Helen Levitt, Robert Frank, Danny Lyon, Gordon Parks, William Klein, Andy Warhol, and more recently with Shirin Neshat, among others. Adding to this list one would also consider the photographic work of such filmmakers as Rudy Burckhardt, Stanley Kubrick, Wim Wenders, Sharon Lockhart and Tacita Dean. Rather than thinking of mediums discreetly, the goal of this workshop is to have students engage in the evolving histories of both mediums, move effortlessly between analog and digital technologies, and develop a body of work that embraces the links between the still and moving image.

Cumulative Skills: MCP

F 10:30AM-12:00PM F 01:00PM-02:20PM

JLC 131

HACU-133T-1

The Politics of Popular Culture

MIX

Distribution Area: MCP

Susana Loza

This course examines the fraught intersection of politics and popular culture. In this class, we ask: What is popular culture? How does it differ from other cultural expressions? How does popular culture connect to other aspects of social, economic and political experience? What differences, if any, are there between "high" and "low" culture? Is consuming pop culture products a form of political action? How do explicit political themes both enrich and detract from consumption? What economic imperatives drive popular culture production? What are the relationships between commerce, politics, and art? How does popular culture act as a vehicle for the appropriation or exploitation of other cultures? Particular attention will be paid to: the racialized construction of masculinity and femininity in popular culture; the appropriation of racial and gender identities; the role of global capitalism and the market in the production of popular culture. This course is reading-, writing-, and theory-intensive.

Cumulative Skills: MCP

TTH 09:00AM-10:20AM

EDH 2

HACU-135T-1

World Literature: Lost in Translation

MIX

Distribution Area: WRI

Norman Holland

This tutorial considers the forces unleashed by political instability and economic and technological change by examining novels from around the world. We will read novels by Manuel Puig, Caio Fernando Abreu, Hector Tobar, William Gibson, China Mieville and Haruki Murakami. These contemporary novels follow their protagonists' attempts to define themselves as they move between strangely familiar and yet beautifully alien environments. The tutorial aims to make students engage critically with the multiple

notions of national, cultural, racial, and ideological identity that have emerged in this altered landscape. The notions of self that emerge across interacting economies and cultures seem more and more influenced by the processes of translation. The class also explores what it means to be human when we are lost in translation.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
EDH 4

HACU-138T-1

Tributaries in American Music

MIX

Distribution Area: WRI

Martin Ehrlich

Duke Ellington spoke of certain musicians and the music they made as being "beyond category." How can we listen to music across the breadth and length of American music to hear this? Our listening and reading will move backwards and forwards in historical time, and will question easily defined ideas of musical style and genre. Our curiosity will be aimed at how these musical streams cross and interact. We will look to engage the sense of radical possibility the artists themselves brought to their work. Along the way, we will ask some critical questions about the expressive power of music. How does a work of art function within its historical moment (politics and culture), how does it function within itself (aesthetics and philosophy), and how do all these forces interact? We will engage a number of different approaches to writing about music in the class assignments. A background in music performance is not required for this course, but music making may well become part of it.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
MDB 102

HACU-162T-1

Chicken

MIX

Distribution Area: IND

Sara Rafferty

This course is a foundational art-making course, an update of a traditional optical color theory course in 2D foundations. Added to that, we will cover digital tools and basics for working with images. In addition to the basics of color theory, we will consider the cultural and conceptual meanings of specific colors, and their use in art. Instead of approaching these subjects from a formal angle of relations, we will investigate how colors can be approached on the level of psychology, anthropology, literature, history, and art history. We will discuss artmaking in college and in the 21st century. Projects will consist of physical and conceptual color theory exercises, and practical assignments aimed to get Division I students ready for success in college, specifically those interested in the visual arts and art studies.

Students will be expected to make artworks weekly outside of class in addition to reading, approximately 6-8 hours per week, while in class time will be devoted to in class exercises, material demonstrations, artist presentations, critiques, museum visits, collaborative projects, and introductions to facilities, faculty, and staff around campus.

Cumulative Skills: IND
W 09:00AM-12:00PM
ARB STUDIO 2

HACU-1IND-1

Independent Study - 100 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

HACU-2IND-1

Independent Study - 200 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

HACU-3IND-1

Independent Study - 300 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

DR = Satisfies Division I distribution requirements

Cumulative Skills:

-

HACU-0209-1

Video I: Live!

NO5C

Distribution Area: IND

Kara Lynch

This course will focus on live-ness in time-based media. The thematic focus of the seminar will critically engage issues of presence, process, technology, the body, and site. Of importance is the nature of video as an immediate, electronic technology as it engages with both performance and installation. This is a rigorous theory/practice workshop class designed specifically for upper division students. In this seminar, students will develop their skills within their specific media and work collaboratively throughout the semester to produce work that engages questions of site, space, time, experience and vision within an historical context. We will challenge traditional modes of production and presentation collectively. Students will focus in on their critical skills and be required to produce written responses, two visual projects, and a research project/presentation. This course will encourage students to broaden their perspective of artistic production. This will be a challenging course for serious students in the media arts.

Cumulative Skills: IND

W 02:30PM-05:20PM W 07:00PM-09:00PM

JLC 131

HACU-0210-1

Film Workshop I

NO5C

Distribution Area: IND

Hope Tucker

This course teaches the basic skills of film production, including camera work, sound recording, editing, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes that represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will draw on the material of 16mm, through hand-processing, camera-less techniques, direct animation, and alternative approaches to image design and acquisition. Video formats plus digital image processing and non-linear editing will also be introduced. Prerequisite: 100-level course in media art. (Introduction to Media Arts, Hampshire Media Arts, or equivalent and must be completed and not concurrent with this course.)

Cumulative Skills: IND
TH 09:00AM-11:50AM TH 07:00PM-09:00PM
JLC 131

HACU-0211-1

**Still Photography Workshop I: B&W Analog with Medium and
Distribution Area: IND**

NO5C

Kane Stewart

Still Photography Workshop I: Black and White Analog-Medium/Large Format: This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing in the black and white darkroom; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. This course will be taught using medium and large format cameras. Cameras will be available through media services. Students will have weekly photographing and printing assignments and, in addition, will complete a portfolio by the end of the semester.

Cumulative Skills: IND
T 09:00AM-11:50AM WTH 06:00PM-07:30PM
JLC 131

HACU-121T-1

**The Body in Modern and Contemporary Art
Area: WRI**

NO5C

Distribution

Sura Levine

The Body in Modern and Contemporary Art: The representation of the human body is central to the history of art. This course will explore this crucial subject as it has been portrayed over the past two centuries. The course begins with readings on anatomy and the shift from Jacques-Louis David's virile masculinity in the 1780s to a more androgynous and even feminized male as rendered by his followers. It then will explore the spectacle of a modern city in which prostitutes/ Venus/ femme fatales/other kinds of working women, often were favored over the domestic sphere. After examining art from the period of World War I where various assaults on traditional mimesis took place among avant-garde artists, this course will explore contemporary investigations of bodily representation, from the body sculpting projects of Orlan to identity politics and the ways that bodily representation have been developed.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
ASH 111

HACU-127T-1

The Language of Architecture

NO5C

Distribution Area: IND

Gabriel Arboleda

This introductory course focuses on the tools used to communicate and discuss ideas in architectural practice and theory. We study both the practical tools, from sketching to parallel drawing, to the theoretical ones, from the historical to the critical perspectives. Connecting both, we cover the formal analysis elements necessary to "read" and critique built works. Class activities include field trips, guest presentations, sketching and drawing, small design exercises, discussion of readings, and short written responses. Through these activities, at the end of the semester the student will understand in general terms what the dealings and challenges of architecture as a discipline are.

Cumulative Skills: IND

MW 10:30AM-11:50AM MW 10:30AM-11:50AM

EDH 4

HACU-132T-1

Filmmakers as Photographers: Photographers as Filmmakers

NO5C

Distribution Area: WRI

Abraham Ravett

Starting with the pioneering work of Eadweard J. Muybridge and Etienne Jules Marey and continuing into the 20th century with Paul Strand and Charles Sheeler, photographers combined their interest in the single image presented sequentially with a tandem interest in making motion picture films. The tradition of working in both mediums continued with Man Ray, Weegee, Helen Levitt, Robert Frank, Danny Lyon, Gordon Parks, William Klein, Andy Warhol, and more recently with Shirin Neshat, among others. Adding to this list one would also consider the photographic work of such filmmakers as Rudy Burckhardt, Stanley Kubrick, Wim Wenders, Sharon Lockhart and Tacita Dean. Rather than thinking of mediums discreetly, the goal of this workshop is to have students engage in the evolving histories of both mediums, move effortlessly between analog and digital technologies, and develop a body of work that embraces the links between the still and moving image.

Cumulative Skills: WRI

F 10:30AM-12:00PM F 01:00PM-02:20PM

JLC 131

HACU-133T-1

The Politics of Popular Culture

NO5C

Distribution Area: WRI

Susana Loza

This course examines the fraught intersection of politics and popular culture. In this class, we ask: What is popular culture? How does it differ from other cultural expressions? How does popular culture connect to other aspects of social, economic and political experience? What differences, if any, are there between "high" and "low" culture? Is consuming pop culture products a form of political action? How do explicit political themes both enrich and detract from consumption? What economic imperatives drive popular culture production? What are the relationships between commerce, politics, and art? How does popular culture act as a vehicle for the appropriation or exploitation of other cultures? Particular attention will be paid to: the racialized construction of masculinity and femininity in popular culture; the appropriation of racial and gender identities; the role of global capitalism and the market in the production of popular culture. This course is reading-, writing-, and theory-intensive.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

EDH 2

HACU-135T-1

World Literature: Lost in Translation

NO5C

Distribution Area: WRI

Norman Holland

This tutorial considers the forces unleashed by political instability and economic and technological change by examining novels from around the world. We will read novels by Manuel Puig, Caio Fernando Abreu, Hector Tobar, William Gibson, China Mieville and Haruki Murakami. These contemporary novels follow their protagonists' attempts to define themselves as they move between strangely familiar and yet beautifully alien environments. The tutorial aims to make students engage critically with the multiple notions of national, cultural, racial, and ideological identity that have emerged in this altered landscape. The notions of self that emerge across interacting economies and cultures seem more and more influenced by the processes of translation. The class also explores what it means to be human when we are lost in translation.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

EDH 4

HACU-138T-1

Tributaries in American Music

NO5C

Distribution Area: WRI

Martin Ehrlich

Duke Ellington spoke of certain musicians and the music they made as being "beyond category." How can we listen to music across the breadth and length of American music to hear this? Our listening and

reading will move backwards and forwards in historical time, and will question easily defined ideas of musical style and genre. Our curiosity will be aimed at how these musical streams cross and interact. We will look to engage the sense of radical possibility the artists themselves brought to their work. Along the way, we will ask some critical questions about the expressive power of music. How does a work of art function within its historical moment (politics and culture), how does it function within itself (aesthetics and philosophy), and how do all these forces interact? We will engage a number of different approaches to writing about music in the class assignments. A background in music performance is not required for this course, but music making may well become part of it.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
MDB 102

HACU-162T-1

Chicken

NO5C

Distribution Area: IND

Sara Rafferty

This course is a foundational art-making course, an update of a traditional optical color theory course in 2D foundations. Added to that, we will cover digital tools and basics for working with images. In addition to the basics of color theory, we will consider the cultural and conceptual meanings of specific colors, and their use in art. Instead of approaching these subjects from a formal angle of relations, we will investigate how colors can be approached on the level of psychology, anthropology, literature, history, and art history. We will discuss artmaking in college and in the 21st century. Projects will consist of physical and conceptual color theory exercises, and practical assignments aimed to get Division I students ready for success in college, specifically those interested in the visual arts and art studies. Students will be expected to make artworks weekly outside of class in addition to reading, approximately 6-8 hours per week, while in class time will be devoted to in class exercises, material demonstrations, artist presentations, critiques, museum visits, collaborative projects, and introductions to facilities, faculty, and staff around campus.

Cumulative Skills: IND
W 09:00AM-12:00PM
ARB STUDIO 2

HACU-0296-1

Aesthetic Desire and Distaste: Art, Consumption, Markets,

TRCOM

Distribution Area: WRI

Monique Roelofs

Contemporary art, theory, and culture invite reflection on the status of aesthetic desire. Broadening

and renewing aesthetics, theorists situate aesthetic desire and distaste in practices of commodification and their dynamics of novelty and obsolescence. Exploring the politics of art and culture, feminist, postcolonial, queer, and critical race theorists highlight pleasures, ambivalences, and oppressive facets of aesthetic phenomena, but also investigate uncanny conversions they imply. Artists investigate the role of aesthetic desire in a neoliberal, racial and gendered division of labor and in transnational flows of images that reconfigure space and time, memory and futurity. What concepts enable us to understand these forces and might help us to turn them into desirable directions? Through texts by, among others, Marx, Freud, Adorno, Barthes, Sarduy, Ranciere, Spivak, Bhabha, hooks, Groys, and Richard, novels by Lispector and Eltit, and other cultural productions, this course examines contemporary figurations of aesthetic desire and distaste.

Cumulative Skills: WRI
W 06:00PM-09:00PM
EDH 4

HACU-0209-1

Video I: Live!

V1

Distribution Area: MCP

Kara Lynch

This course will focus on live-ness in time-based media. The thematic focus of the seminar will critically engage issues of presence, process, technology, the body, and site. Of importance is the nature of video as an immediate, electronic technology as it engages with both performance and installation. This is a rigorous theory/practice workshop class designed specifically for upper division students. In this seminar, students will develop their skills within their specific media and work collaboratively throughout the semester to produce work that engages questions of site, space, time, experience and vision within an historical context. We will challenge traditional modes of production and presentation collectively. Students will focus in on their critical skills and be required to produce written responses, two visual projects, and a research project/presentation. This course will encourage students to broaden their perspective of artistic production. This will be a challenging course for serious students in the media arts.

Cumulative Skills: MCP
W 02:30PM-05:20PM W 07:00PM-09:00PM
JLC 115

HACU-0210-1

Film Workshop I

V1

Distribution Area: IND

Hope Tucker

This course teaches the basic skills of film production, including camera work, sound recording, editing,

and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes that represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will draw on the material of 16mm, through hand-processing, camera-less techniques, direct animation, and alternative approaches to image design and acquisition. Video formats plus digital image processing and non-linear editing will also be introduced. Prerequisite: 100-level course in media art. (Introduction to Media Arts, Hampshire Media Arts, or equivalent and must be completed and not concurrent with this course.)

Cumulative Skills: IND

TH 09:00AM-11:50AM TH 07:00PM-09:00PM

JLC 120

HACU-0211-1

Large Formats

V1

Distribution Area: IND

Kane Stewart

Still Photography Workshop I: Black and White Analog-Medium/Large Format: This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing in the black and white darkroom; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. This course will be taught using medium and large format cameras. Cameras will be available through media services. Students will have weekly photographing and printing assignments and, in addition, will complete a portfolio by the end of the semester.

Cumulative Skills: IND

T 09:00AM-11:50AM WTH 06:00PM-07:30PM

JLC 135

IA-0103-1

Introduction to Writing

DR

Distribution Area: WRI

Ellie Siegel, William Ryan

This course will explore the work of scholars, essayists, and creative writers in order to use their prose as models for our own. We'll analyze scholarly explication and argument, and we'll appreciate the artistry in our finest personal essays and short fiction. Students will complete a series of critical essays in the humanities and natural sciences and follow with a personal essay and a piece of short fiction. Students will have an opportunity to submit their work for peer review and discussion; students will also meet

individually with the instructors. Frequent, enthusiastic revision is an expectation. Limited to Division One Students.

Cumulative Skills: WRI
WF 01:00PM-02:20PM
GRN WRC

IA-0112-1

Directing Via Personal and Communal History

DR

Distribution

Area: IND

Mei Teo

This introductory theatre course on directing uses material from students' personal and communal history as a starting point to learn the basic craft of story-telling. Through working from a deeply personal place, students will explore how to use space and time to engage with an audience. Major topics include: form, text, staging principles and composition, entrances and exits, the public and private space, and character development. Multidisciplinary work is encouraged.

Cumulative Skills: IND
TTH 01:00PM-03:20PM
EDH 104

IA-0114-1

Where Are the Dressing Rooms? Designing Spaces for

DR

Distribution Area: IND

Peter Kallok

Designers, choreographers, and performers frequently face a traditional empty space or, as is often the case, face a nontraditional space and then question how to "fill" or design within it. What elements help create the functionality and appropriateness of a performance space? We will explore a variety of spaces, western, non-western, traditional, non-traditional, and the "performers" who use or have used them. We will then look at the theatre design disciplines, such as scenery, lighting and costumes, and examine the ways they serve the text and/or vision of a performance piece within a particular performing space.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
EDH 104

IA-0115-1

Everyone's a Critic!

DR

Distribution Area: WRI

Talya Kingston

This course will explore the possibilities and purposes for writing about live performance. Students will read different styles of criticism and arguments about the critic's role in contemporary theatre. At the heart of the course is attendance at six live performances. Upon seeing the performances, students will be expected to write reviews and often have opportunities to speak to and interview the artists involved. Students should expect to be confronted with a wide variety of performance genres which will enable them to broaden their artistic vocabulary, sharpen their written voice and engage with the theatrical community within the five colleges and beyond.

Cumulative Skills: WRI

TTH 10:30AM-11:50AM

FPH 103

IA-0116-1

Creative Electronics

DR

Distribution Area: IND

Charles Malloch

This course will familiarize the student with some of the basic creative applications of electronics. A central element in this process will be examining and modifying common electronic devices. This approach focuses on the physical and functional aspects of electronics and encourages an understanding of application through hands on experience rather than a study of theory. This also encourages the student to look to pre existing devices for artistic materials rather than building everything from scratch. This will be a project based course and most in class time will be spent experimenting and building. Prior experience with electronics is not necessary, but the student should be comfortable using simple hand tools. Each student will be supplied with a course kit. This will include all the necessary tools as well as a variety of common and useful electrical components.

Cumulative Skills: IND

TH 12:30PM-03:50PM

LCD SHOP

IA-0122-1

Intro to Social Entrepreneurship

DR

Distribution Area: IND

Daniel Ross

Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurship as a vehicle for change, and the different forms and structures social entrepreneurship

can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies, guest speakers, some tasty snacks (for educational purposes only), and at least one field trip. The course will culminate in a session where students will pitch their ideas to real social impact investors.

Cumulative Skills: IND
MW 09:00AM-10:20AM
FPH 106

IA-0142-1

Innovations for Change: Problem Solving for the Future

DR

Distribution Area: IND

Jana Silver, Sarah Partan

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include guest lectures from experts in the field of climate change and sustainability. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Cumulative Skills: IND

-

FPH WLH

IA-0148-1

Women's Design and Fabrication

DR

Distribution Area: IND

Patricia Bennett

The intent of this course is to provide a supportive space for female students to acquire hands-on fabrication shop skills. Students will be introduced to the basic tools, equipment, machinery and resources available through the Lemelson Center. We will cover basic elements of design and project

DR = Satisfies Division I distribution requirements

planning. Students will be expected to participate in discussions of their own and each other's work. Upon completion of the course, participants will have start-to-finish experience with several projects, a working knowledge of many tools in the shop, and the skills needed to go forward with their own ideas.

Cumulative Skills: IND

W 04:00PM-05:20PM M 07:00PM-09:20PM

LCD 113

IA-0157-1

Teaching Art to Children

DR

Distribution Area: MCP

Jana Silver

This course will explore methods for teaching art to children in grades k-12. We will plan lessons and units of study, which focus on both art education and arts integration while learning theoretical and practical approaches relevant to the teaching of visual arts. Working in groups and individually students will apply creative and critical thinking to explore structured and experimental approaches to teaching through the arts. This is a hands-on class, which will include art teaching observations and exploration of visual arts teaching methods and materials. Teaching Art to Children is recommended for anyone with an interest in teaching children using the visual arts as a form of therapy, in general k-12 education or specifically focusing on art education.

Cumulative Skills: MCP

MW 04:00PM-05:20PM

FPH 102

IA-0160-1

Drawing Foundation

DR

Distribution Area: IND

William Brayton

This course provides initial preparation for work in drawing and other areas of the visual arts. Students will develop their ability to perceive and construct visual images and forms across diverse subject matter. Projects address both the two-dimensional picture plane and three-dimensional space from a broad array of observed and imagined sources. Multiple media will be used to explore the body, found and imagined objects, collage, and structures in the natural and built environment. Visual presentations and group critiques will provide students with historical and conceptual contexts for the development their own work. This course satisfies Division I distribution requirements and prepares students to complete independent work.

Cumulative Skills: IND

TTH 01:00PM-03:20PM

ARB STUDIO 3

DR = Satisfies Division I distribution requirements

IA-0178-1

Long Live The New Flesh: Cybernetic Art in New Media

DR

Distribution Area: IND

Conor Peterson

Does interactive art even need a human participant? This studio course offers a survey of hardware-centric computer art against the greater backdrop of new media. Using cybernetics as a loose framework, students will study and produce works of art that explore our relationship to technology - utopian, dystopian, or somewhere in between. Topics to be covered include arduino, basic electronics and simple computer programming. Outside of the studio, students will respond to selections drawn from Weiner's seminal text, the writings of Rebecca Solnit and Ray Ascott and science fiction films from the twilight of the 20th century.

Cumulative Skills: IND

TTH 10:30AM-11:50AM

ARB STUDIO 2

IA-0194-1

Classroom Drama: Theatre Education K-12

DR

Distribution

Area: IND

Natalie Sowell

This course focuses on strategies and techniques for teaching creative drama and theatre with young people in primary and secondary school settings including afterschool programming. Throughout the semester we will answer questions such as - What tools and skills are required to design and implement theatre curriculum? How is youth theatre implemented in schools? How can readers theatre and oral interpretation of literature be utilized in classrooms? In addition, students in this course will focus on building their facilitation skills and establishing their teaching philosophy. The intersections of critical pedagogy and creative pedagogy will be central to this component of the course. Guest artist educators and community engaged learning experiences will provide practical examples of theatre education. Prerequisite: Some coursework in theatre and/or education.

Cumulative Skills: IND

M 02:30PM-05:20PM

FPH 108

IA-0199-1

High Spirits: Reading and Writing About Spirituality

DR

Distribution Area: MCP

Deborah Gorlin

The age-old search for the Divine, the Sacred, the Great Spirit, the Source, the Goddess, the Ancestors, among other names, has been the subject of countless literary texts, whether it is the Buddhist-inspired poetry of the Beats, the gothic Catholicism of Flannery O'Connor's short stories, the visions of Black Elk, the confessions of Augustine. In this analytical and creative writing course we'll examine varieties of spiritual experience as they are represented in both past and present literature, including poetry, fiction, memoir, and biography. You'll be asked to do all sorts of writing pertinent to the topic: close readings and literary analyses of texts, personal essays and memoirs based on your own spiritual encounters, and out- in-the-field non-fiction pieces.

Cumulative Skills: MCP
TTH 12:30PM-01:50PM
GRN WRC

IA-0212-1

Entrepreneurial Approaches to Food Systems Change

DR

Distribution Area: MCP

Daniel Ross

Food is about subsistence but is also so much more - the food system impacts our health, environment, economics, and cultural expression. In this class students will learn about the good, bad, and ugly of the current food system, and develop ideas to make a positive difference, on campus and beyond. Students will practice social entrepreneurship principles and skills by developing systems change ideas all the way to "pitch" presentations to real investors & decision-makers. In particular, students will explore the 100% Local Challenge Hampshire College is tackling, understand its obstacles, and opportunities, and develop entrepreneurial solutions. No prior entrepreneurship or agriculture experience is necessary, but there will be some spreadsheets and basic math. Class includes case studies, accomplished social entrepreneur speakers visiting and skying in from around the world, some tasty snacks (for educational purposes only), and at least one field trip.

Cumulative Skills: MCP
M 02:30PM-05:20PM
LCD 113

IA-0212-1

Entrepreneurial Approaches to Food Systems Change

DR

Distribution Area: QUA

Daniel Ross

Food is about subsistence but is also so much more - the food system impacts our health, environment,

economics, and cultural expression. In this class students will learn about the good, bad, and ugly of the current food system, and develop ideas to make a positive difference, on campus and beyond. Students will practice social entrepreneurship principles and skills by developing systems change ideas all the way to "pitch" presentations to real investors & decision-makers. In particular, students will explore the 100% Local Challenge Hampshire College is tackling, understand its obstacles, and opportunities, and develop entrepreneurial solutions. No prior entrepreneurship or agriculture experience is necessary, but there will be some spreadsheets and basic math. Class includes case studies, accomplished social entrepreneur speakers visiting and skyping in from around the world, some tasty snacks (for educational purposes only), and at least one field trip.

Cumulative Skills: QUA
M 02:30PM-05:20PM
LCD 113

IA-0212-1

Entrepreneurial Approaches to Food Systems Change

DR

Distribution Area: WRI

Daniel Ross

Food is about subsistence but is also so much more - the food system impacts our health, environment, economics, and cultural expression. In this class students will learn about the good, bad, and ugly of the current food system, and develop ideas to make a positive difference, on campus and beyond. Students will practice social entrepreneurship principles and skills by developing systems change ideas all the way to "pitch" presentations to real investors & decision-makers. In particular, students will explore the 100% Local Challenge Hampshire College is tackling, understand its obstacles, and opportunities, and develop entrepreneurial solutions. No prior entrepreneurship or agriculture experience is necessary, but there will be some spreadsheets and basic math. Class includes case studies, accomplished social entrepreneur speakers visiting and skyping in from around the world, some tasty snacks (for educational purposes only), and at least one field trip.

Cumulative Skills: WRI
M 02:30PM-05:20PM
LCD 113

IA-0219-1

Devising and Conceiving Original Performance

DR

Distribution

Area: IND

Mei Teo

This theatre course identifies the potential sources of artistic impulse and provides tools to develop

artistic practice. From discovering the multiplicity of sources of inspiration, students will develop their own creative process from scratch to a final performance. The course challenges the creator to continually return to the articulation of the investigation in various ways, learn strategies to dealing with roadblocks, and encourages innovation and experimentation with rigor and social conscience.

Cumulative Skills: IND
TTH 09:00AM-10:20AM
EDH 104

IA-0229-1

Object & Environment

DR

Distribution Area: IND

Gregory Kline

In this course students will explore the sculptural object as a self contained form and as an element within a found or created environment. Traditional materials such as steel, wood, plaster and concrete will be taught concurrently with more ephemeral materials including paper, wire mesh and found materials. Ideas originating within the traditions of modernism, postmodernism, minimalism, post minimalism, installation art and public art will be introduced through slide lectures, readings and independent research. The course will culminate in an independent project. An introductory level course in sculpture is strongly recommended.

Cumulative Skills: IND
MW 01:00PM-03:20PM
ARB SCULPT

IA-0230-1

Intermediate Creative Writing: Fiction and Non-fiction

DR

Distribution Area: IND

Uzma Khan

This is an intermediate creative writing course divided into two segments. The first will focus on creative non-fiction, including but not limited to the lyric essay, memoir, and travel writing. As a transition to the second segment, we'll explore the boundary between non-fiction and fiction. For instance, is the former more thesis-driven, argumentative? Does it leave room for elements of fiction to be drawn, such as humor and characterization? Finally, we'll discuss which you prefer to read and write, fiction or non-fiction, and why. For both parts, the focus will be on critical reading and writing, as well as on creative writing, for which you will need to do research. NOTE: Students MUST attend the first day of class in order to be considered for enrollment.

Cumulative Skills: IND
W 02:30PM-05:20PM
EDH 4

IA-0234-1

In Search of Character

DR

Distribution Area: IND

Thomas Haxo

Through sculpture and drawing projects students will investigate the form and expression of the human head. Assignments will cover the study of the head in clay, the creation of masks, experiments in basic proportional systems, drawing from life and imagination, and more. Class discussions will draw from numerous cultural and historic points of view. The class will conclude with a major independent project of the student's own related to this subject. Students will have the option to work with either traditional or digital media. Significant outside work will be expected. Students will provide most drawing materials.

Cumulative Skills: IND
TTH 01:00PM-03:20PM
ARB STUDIO 2

IA-0236-1

The Practice of Literary Journalism

DR

Distribution Area: IND

Michael Lesy

Literary Journalism encompasses a variety of genres, including portrait/biography, memoir, and investigation of the social landscape. Literary journalism uses such devices as plot, character, and dialogue to tell true stories about a variety of real worlds. By combining evocation with analysis, immersion with investigation, literary journalism tries to reproduce the complex surfaces and depth of people, places, and events. Books to be read will include: The JOHN McPHEE READER, Dexter Filkin's THE FOREVER WAR, and Mircea Eliade's COSMOS AND HISTORY. Students will be asked to produce weekly, non-fiction narratives based on encounters with local scenes, situations and people. Mid-term and Final writing projects will be based on the fieldwork and short, non-fiction narratives that students will produce, week after week. Fieldwork will demand initiative, patience, curiosity, empathy, and guts. The writing itself will have to be excellent. Core requirements are: (1) Meeting weekly deadlines and (2) Being scrupulously well-read and well-prepared for class.

Cumulative Skills: IND
MW 09:00AM-10:20AM
FPH 103

IA-0243-1

Opening the Instrument

DR

Distribution Area: WRI

Djola Branner

This introductory course examines and applies principles of acting to contemporary monologues and scenes. Techniques include relaxation and focus, sense memory, physical awareness, vocal expression, improvisation, imagination and critical analysis. The principles are examined in at least two written assignments as well, including one theatre review, and one substantial character analysis. Due to the highly collaborative and experiential nature of this studio course, attendance and punctuality are essential: two absences, but no late arrivals will be permitted.

Cumulative Skills: WRI

MW 01:00PM-03:20PM

EDH 104

IA-0262-1

Creative Reuse: Tinkering Meets Repurposing

DR

Distribution

Area: IND

Colin Twitchell

Recycling, remanufacturing, refurbishing, repurposing and up-cycling are all ways to add value, reduce waste and lower the environmental impact of used objects. Through the notion of tinkering, we will explore how discarded objects can be creatively reused for utilitarian and artistic purposes. Through this process participants in the course will enhance their technological creativity and designing capacity. Using projects and experiential means (e.g. tinkering) students in this course will gain a deeper understanding of their creative process, improve their understanding of mechanical objects, explore the relationship between discarded and reused, acquire basic fabrication and design skills and do some intuitive engineering.

Cumulative Skills: IND

WF 02:30PM-03:50PM

LCD 113

IA-0292-1

Primacy of Character in Historical Fiction

DR

Distribution

Area: MCP

Uzma Khan

Through reading novels and short stories in a range of styles and from a range of places, we will look at how fictional characters shape and are shaped by history. What are the tools writers use to create their characters, and how do we talk about character in historical fiction? Are we looking for a portrayal that

in some way complements our understanding of a time and place, one that challenges it, or both? The focus will be on critical reading and writing, as well as on creating your own original works of fiction, for which you will need to do research, all while keeping in mind that you are not writing a text book but a narrative. Fact checking the background of your character(s) by doing some basic homework while at the same time remaining true to your imagining of the story is one of the many challenges this course will embrace. NOTE: Students must attend the first day of class in order to be considered for enrollment.

Cumulative Skills: MCP
TH 12:30PM-03:20PM
EDH 4

IA-119T-1

Sequential Imagery

DR

Distribution Area: IND

Thomas Haxo

This course provides preparation for work in the arts and other fields where visual ideas are presented sequentially. Sequential skills will be built through assignments that may utilize drawing, digital work and sculpture. Assignments addressing linear and nonlinear sequence with line, tone, color, space, and light will facilitate the development of personal imagery. Narrative and non-narrative themes will be discussed. A wide range of tools and techniques will be employed in exploration of subject matter.

Cumulative Skills: IND
TTH 09:30AM-11:50AM
ARB STUDIO 1

IA-138T-1

(Re)Telling the Tale: Dramatizing Myth & Fable

DR

Distribution

Area: WRI

Djola Branner

This introductory course explores principles of playwriting by reimagining familiar fairytales, classic myths and personal narrative. Primary considerations are creating clear narrative arcs, rewriting traditional archetypes, developing dynamic characters, and cultivating a vocabulary for the critical analysis of dramatic literature. Assignments will include writing at least three original short plays, and one critical essay centering on the adaption of a classic parable for the contemporary stage. Research and revision are vital aspects of the curriculum.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
EDH 5

DR = Satisfies Division I distribution requirements

IA-176T-1

The Photography of History

DR

Distribution Area: MCP

Michael Lesy

This course has two goals: First, to prepare students to unlock the mysteries of archives-in particular the hidden-in-plain-sight mysteries of on-line photo archives. Second, to give students a way to use words and photographs to "write" a new kind of American history. The course will begin with two writing and sequencing assignments: One based on the prompt, "The First Photograph I Ever Really Saw"; the other, based on images from a collection of photographs in the Museum of Modern Art. Books to be read during the semester will include: a collection of elegantly simple essays about looking at photographs; an epic poem made from criminal court testimonies; a surreal short story about an encyclopedia that describes an entirely imaginary world; a nonfiction narrative, illustrated with photographs, that pays homage to the poorest of the poor; an historical biography of an American officer who got more than he bargained for. These reading and writing assignments are meant to prepare students to take leave of the present- to immerse themselves in archives of images that, deciphered as documents, bear witness to the contested history of this country. Relentless research, emotional responsiveness, clarity of mind, a good eye, lucid prose, and well-executed, cinematic photo sequences will be the basis of this course's Midterm and Final projects. "Heart and Mind", " Art and Analysis" will be the mottos of this course. The work may prove difficult. The results, revealing.

Cumulative Skills: MCP

TTH 09:00AM-10:20AM

FPH 103

IA-180T-1

Design Fundamentals

DR

Distribution Area: IND

Donna Cohn

This tutorial level design class will begin with a series of guided activities and culminate in a final independent project. We will work with tools, materials and resources available in the Center for Design fabrication shop (metal, plastics, cardboard). Students will become familiar with a range of basic design tools and skills - hand sketching, SketchUp (computer 3D modeling) and prototyping in materials such as cardboard, metal and plastic. We will also consider aesthetics, manufacturability and usability of the objects we create. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. There will be a selection of readings and media viewings; students are encouraged to make suggestions of this content.

Cumulative Skills: IND

MW 10:30AM-11:50AM

LCD 113

IA-1IND-1

Independent Study - 100 Level

DR

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

IA-119T-1

Sequential Imagery

FY

Distribution Area: IND

Thomas Haxo

This course provides preparation for work in the arts and other fields where visual ideas are presented sequentially. Sequential skills will be built through assignments that may utilize drawing, digital work and sculpture. Assignments addressing linear and nonlinear sequence with line, tone, color, space, and light will facilitate the development of personal imagery. Narrative and non-narrative themes will be discussed. A wide range of tools and techniques will be employed in exploration of subject matter.

Cumulative Skills: IND

TTH 09:30AM-11:50AM

ARB STUDIO 1

IA-138T-1

(Re)Telling the Tale: Dramatizing Myth & Fable

FY

Distribution

Area: WRI

Djola Branner

This introductory course explores principles of playwriting by reimagining familiar fairytales, classic myths and personal narrative. Primary considerations are creating clear narrative arcs, rewriting traditional archetypes, developing dynamic characters, and cultivating a vocabulary for the critical analysis of dramatic literature. Assignments will include writing at least three original short plays, and one critical essay centering on the adaption of a classic parable for the contemporary stage. Research and revision are vital aspects of the curriculum.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
EDH 5

IA-176T-1

The Photography of History

FY

Distribution Area: IND

Michael Lesy

This course has two goals: First, to prepare students to unlock the mysteries of archives-in particular the hidden-in-plain-sight mysteries of on-line photo archives. Second, to give students a way to use words and photographs to "write" a new kind of American history. The course will begin with two writing and sequencing assignments: One based on the prompt, "The First Photograph I Ever Really Saw"; the other, based on images from a collection of photographs in the Museum of Modern Art. Books to be read during the semester will include: a collection of elegantly simple essays about looking at photographs; an epic poem made from criminal court testimonies; a surreal short story about an encyclopedia that describes an entirely imaginary world; a nonfiction narrative, illustrated with photographs, that pays homage to the poorest of the poor; an historical biography of an American officer who got more than he bargained for. These reading and writing assignments are meant to prepare students to take leave of the present- to immerse themselves in archives of images that, deciphered as documents, bear witness to the contested history of this country. Relentless research, emotional responsiveness, clarity of mind, a good eye, lucid prose, and well-executed, cinematic photo sequences will be the basis of this course's Midterm and Final projects. "Heart and Mind", " Art and Analysis" will be the mottos of this course. The work may prove difficult. The results, revealing.

Cumulative Skills: IND
TTH 09:00AM-10:20AM
FPH 103

IA-180T-1

Design Fundamentals

FY

Distribution Area: IND

Donna Cohn

This tutorial level design class will begin with a series of guided activities and culminate in a final independent project. We will work with tools, materials and resources available in the Center for Design fabrication shop (metal, plastics, cardboard). Students will become familiar with a range of basic design tools and skills - hand sketching, SketchUp (computer 3D modeling) and prototyping in materials such as cardboard, metal and plastic. We will also consider aesthetics, manufacturability and usability of the objects we create. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. There will be a selection of readings and media viewings; students are encouraged to make suggestions of this content.

Cumulative Skills: IND
MW 10:30AM-11:50AM
LCD 113

IA-0103-1

Introduction to Writing

MIX

Distribution Area: WRI

Ellie Siegel, William Ryan

This course will explore the work of scholars, essayists, and creative writers in order to use their prose as models for our own. We'll analyze scholarly explication and argument, and we'll appreciate the artistry in our finest personal essays and short fiction. Students will complete a series of critical essays in the humanities and natural sciences and follow with a personal essay and a piece of short fiction. Students will have an opportunity to submit their work for peer review and discussion; students will also meet individually with the instructors. Frequent, enthusiastic revision is an expectation. Limited to Division One Students.

Cumulative Skills: WRI
WF 01:00PM-02:20PM
GRN WRC

IA-0112-1

Directing Via Personal and Communal History

MIX

Distribution

Area: MCP

Mei Teo

This introductory theatre course on directing uses material from students' personal and communal history as a starting point to learn the basic craft of story-telling. Through working from a deeply personal place, students will explore how to use space and time to engage with an audience. Major topics include: form, text, staging principles and composition, entrances and exits, the public and private space, and character development. Multidisciplinary work is encouraged.

Cumulative Skills: MCP
TTH 01:00PM-03:20PM
EDH 104

IA-0112-1

Directing Via Personal and Communal History

MIX

Distribution

Area: WRI

Mei Teo

This introductory theatre course on directing uses material from students' personal and communal history as a starting point to learn the basic craft of story-telling. Through working from a deeply personal place, students will explore how to use space and time to engage with an audience. Major topics include: form, text, staging principles and composition, entrances and exits, the public and private space, and character development. Multidisciplinary work is encouraged.

Cumulative Skills: WRI

TTH 01:00PM-03:20PM

EDH 104

IA-0114-1

Performance

MIX

Distribution Area: IND

Peter Kallok

Designers, choreographers, and performers frequently face a traditional empty space or, as is often the case, face a nontraditional space and then question how to "fill" or design within it. What elements help create the functionality and appropriateness of a performance space? We will explore a variety of spaces, western, non-western, traditional, non-traditional, and the "performers" who use or have used them. We will then look at the theatre design disciplines, such as scenery, lighting and costumes, and examine the ways they serve the text and/or vision of a performance piece within a particular performing space.

Cumulative Skills: IND

TTH 10:30AM-11:50AM

EDH 104

IA-0115-1

Everyone's a Critic!

MIX

Distribution Area: WRI

Talya Kingston

This course will explore the possibilities and purposes for writing about live performance. Students will read different styles of criticism and arguments about the critic's role in contemporary theatre. At the heart of the course is attendance at six live performances. Upon seeing the performances, students will be expected to write reviews and often have opportunities to speak to and interview the artists involved. Students should expect to be confronted with a wide variety of performance genres which will enable them to broaden their artistic vocabulary, sharpen their written voice and engage with the theatrical community within the five colleges and beyond.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
FPH 103

IA-0116-1

Creative Electronics

MIX

Distribution Area: IND

Charles Malloch

This course will familiarize the student with some of the basic creative applications of electronics. A central element in this process will be examining and modifying common electronic devices. This approach focuses on the physical and functional aspects of electronics and encourages an understanding of application through hands on experience rather than a study of theory. This also encourages the student to look to pre existing devices for artistic materials rather than building everything from scratch. This will be a project based course and most in class time will be spent experimenting and building. Prior experience with electronics is not necessary, but the student should be comfortable using simple hand tools. Each student will be supplied with a course kit. This will include all the necessary tools as well as a variety of common and useful electrical components.

Cumulative Skills: IND
TH 12:30PM-03:50PM
LCD SHOP

IA-0122-1

Intro to Social Entrepreneurship

MIX

Distribution Area: MCP

Daniel Ross

Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurship as a vehicle for change, and the different forms and structures social entrepreneurship can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies, guest speakers, some tasty snacks (for educational purposes only), and at least one field trip. The course will culminate in a session where students will pitch their ideas to real social impact investors.

Cumulative Skills: MCP
MW 09:00AM-10:20AM
FPH 106

IA-0122-1

Intro to Social Entrepreneurship

MIX

Distribution Area: QUA

Daniel Ross

Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurship as a vehicle for change, and the different forms and structures social entrepreneurship can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies, guest speakers, some tasty snacks (for educational purposes only), and at least one field trip. The course will culminate in a session where students will pitch their ideas to real social impact investors.

Cumulative Skills: QUA

MW 09:00AM-10:20AM

FPH 106

IA-0122-1

Intro to Social Entrepreneurship

MIX

Distribution Area: WRI

Daniel Ross

Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurship as a vehicle for change, and the different forms and structures social entrepreneurship can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies, guest speakers, some tasty snacks (for educational purposes only), and at least one field trip. The course will culminate in a session where students will pitch their ideas to real social impact investors.

Cumulative Skills: WRI

MW 09:00AM-10:20AM

FPH 106

IA-0142-1

Innovations for Change: Problem Solving for the Future

MIX

Distribution Area: IND

Jana Silver, Sarah Partan

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include guest lectures from experts in the field of climate change and sustainability. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Cumulative Skills: IND

-

FPH WLH

IA-0148-1

Women's Design and Fabrication

MIX

Distribution Area: IND

Patricia Bennett

The intent of this course is to provide a supportive space for female students to acquire hands-on fabrication shop skills. Students will be introduced to the basic tools, equipment, machinery and resources available through the Lemelson Center. We will cover basic elements of design and project planning. Students will be expected to participate in discussions of their own and each other's work. Upon completion of the course, participants will have start-to-finish experience with several projects, a working knowledge of many tools in the shop, and the skills needed to go forward with their own ideas.

Cumulative Skills: IND

W 04:00PM-05:20PM M 07:00PM-09:20PM

LCD SHOP

IA-0157-1

Teaching Art to Children

MIX

Distribution Area: IND

Jana Silver

This course will explore methods for teaching art to children in grades k-12. We will plan lessons and

units of study, which focus on both art education and arts integration while learning theoretical and practical approaches relevant to the teaching of visual arts. Working in groups and individually students will apply creative and critical thinking to explore structured and experimental approaches to teaching through the arts. This is a hands-on class, which will include art teaching observations and exploration of visual arts teaching methods and materials. Teaching Art to Children is recommended for anyone with an interest in teaching children using the visual arts as a form of therapy, in general k-12 education or specifically focusing on art education.

Cumulative Skills: IND
MW 04:00PM-05:20PM
FPH 102

IA-0160-1

Drawing Foundation

MIX

Distribution Area: IND

William Brayton

This course provides initial preparation for work in drawing and other areas of the visual arts. Students will develop their ability to perceive and construct visual images and forms across diverse subject matter. Projects address both the two-dimensional picture plane and three-dimensional space from a broad array of observed and imagined sources. Multiple media will be used to explore the body, found and imagined objects, collage, and structures in the natural and built environment. Visual presentations and group critiques will provide students with historical and conceptual contexts for the development their own work. This course satisfies Division I distribution requirements and prepares students to complete independent work.

Cumulative Skills: IND
TTH 01:00PM-03:20PM
ARB STUDIO 3

IA-0178-1

Long Live The New Flesh: Cybernetic Art in New Media

MIX

Distribution Area: IND

Conor Peterson

Does interactive art even need a human participant? This studio course offers a survey of hardware-centric computer art against the greater backdrop of new media. Using cybernetics as a loose framework, students will study and produce works of art that explore our relationship to technology - utopian, dystopian, or somewhere in between. Topics to be covered include arduino, basic electronics and simple computer programming. Outside of the studio, students will respond to selections drawn

from Weiner's seminal text, the writings of Rebecca Solnit and Ray Ascott and science fiction films from the twilight of the 20th century.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
ARB STUDIO 2

IA-0194-1

Classroom Drama: Theatre Education K-12

MIX

Distribution

Area: MCP

Natalie Sowell

This course focuses on strategies and techniques for teaching creative drama and theatre with young people in primary and secondary school settings including afterschool programming. Throughout the semester we will answer questions such as - What tools and skills are required to design and implement theatre curriculum? How is youth theatre implemented in schools? How can readers theatre and oral interpretation of literature be utilized in classrooms? In addition, students in this course will focus on building their facilitation skills and establishing their teaching philosophy. The intersections of critical pedagogy and creative pedagogy will be central to this component of the course. Guest artist educators and community engaged learning experiences will provide practical examples of theatre education. Prerequisite: Some coursework in theatre and/or education.

Cumulative Skills: MCP
M 02:30PM-05:20PM
FPH 108

IA-0199-1

High Spirits: Reading and Writing About Spirituality

MIX

Distribution Area: WRI

Deborah Gorlin

The age-old search for the Divine, the Sacred, the Great Spirit, the Source, the Goddess, the Ancestors, among other names, has been the subject of countless literary texts, whether it is the Buddhist-inspired poetry of the Beats, the gothic Catholicism of Flannery O'Connor's short stories, the visions of Black Elk, the confessions of Augustine. In this analytical and creative writing course we'll examine varieties of spiritual experience as they are represented in both past and present literature, including poetry, fiction, memoir, and biography. You'll be asked to do all sorts of writing pertinent to the topic: close readings and literary analyses of texts, personal essays and memoirs based on your own spiritual encounters, and out- in-the-field non-fiction pieces.

Cumulative Skills: WRI
TTH 12:30PM-01:50PM
GRN WRC

IA-0200-1

MIX

Distribution Area:

Uzma Khan

Cumulative Skills:

-

IA-0212-1

Entrepreneurial Approaches to Food Systems Change

MIX

Distribution Area: IND

Daniel Ross

Food is about subsistence but is also so much more - the food system impacts our health, environment, economics, and cultural expression. In this class students will learn about the good, bad, and ugly of the current food system, and develop ideas to make a positive difference, on campus and beyond. Students will practice social entrepreneurship principles and skills by developing systems change ideas all the way to "pitch" presentations to real investors & decision-makers. In particular, students will explore the 100% Local Challenge Hampshire College is tackling, understand its obstacles, and opportunities, and develop entrepreneurial solutions. No prior entrepreneurship or agriculture experience is necessary, but there will be some spreadsheets and basic math. Class includes case studies, accomplished social entrepreneur speakers visiting and skyping in from around the world, some tasty snacks (for educational purposes only), and at least one field trip.

Cumulative Skills: IND

M 02:30PM-05:20PM

LCD 113

IA-0219-1

Devising and Conceiving Original Performance

MIX

Distribution

Area: MCP

Mei Teo

This theatre course identifies the potential sources of artistic impulse and provides tools to develop artistic practice. From discovering the multiplicity of sources of inspiration, students will develop their own creative process from scratch to a final performance. The course challenges the creator to continually return to the articulation of the investigation in various ways, learn strategies to dealing with roadblocks, and encourages innovation and experimentation with rigor and social conscience.

Cumulative Skills: MCP

TTH 09:00AM-10:20AM

EDH 104

IA-0219-1

Devising and Conceiving Original Performance

MIX

Distribution

Area: WRI

Mei Teo

This theatre course identifies the potential sources of artistic impulse and provides tools to develop artistic practice. From discovering the multiplicity of sources of inspiration, students will develop their own creative process from scratch to a final performance. The course challenges the creator to continually return to the articulation of the investigation in various ways, learn strategies to dealing with roadblocks, and encourages innovation and experimentation with rigor and social conscience.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

EDH 104

IA-0229-1

Object & Environment

MIX

Distribution Area: IND

Gregory Kline

In this course students will explore the sculptural object as a self contained form and as an element within a found or created environment. Traditional materials such as steel, wood, plaster and concrete will be taught concurrently with more ephemeral materials including paper, wire mesh and found materials. Ideas originating within the traditions of modernism, postmodernism, minimalism, post minimalism, installation art and public art will be introduced through slide lectures, readings and independent research. The course will culminate in an independent project. An introductory level course in sculpture is strongly recommended.

Cumulative Skills: IND

MW 01:00PM-03:20PM

ARB SCULPT

DR = Satisfies Division I distribution requirements

IA-0230-1

Intermediate Creative Writing: Fiction and Non-fiction

MIX

Distribution Area: IND

Uzma Khan

This is an intermediate creative writing course divided into two segments. The first will focus on creative non-fiction, including but not limited to the lyric essay, memoir, and travel writing. As a transition to the second segment, we'll explore the boundary between non-fiction and fiction. For instance, is the former more thesis-driven, argumentative? Does it leave room for elements of fiction to be drawn, such as humor and characterization? Finally, we'll discuss which you prefer to read and write, fiction or non-fiction, and why. For both parts, the focus will be on critical reading and writing, as well as on creative writing, for which you will need to do research. NOTE: Students MUST attend the first day of class in order to be considered for enrollment.

Cumulative Skills: IND

W 02:30PM-05:20PM

EDH 4

IA-0231-1

Designing with Light

MIX

Distribution Area: IND

Peter Kallok

What draws us to the light? What is the depth of our connection? We use light as a mode of artistic expression: to illuminate, to underscore, to surprise or intimidate. Why? We enter our exploration of light through the study and practice of theatre lighting design. After gaining a firm grounding in the process of lighting for the stage, we will consider how light is used in dance, music, and installation art. Through the study of how light defines and reinforces line, movement, texture, scale, and color, we gather skills and techniques that inform our own personal use of lighting design. Students will experiment with light manipulation in class and work on group and individual projects throughout the semester.

Cumulative Skills: IND

MW 10:30AM-11:50AM

EDH 104

IA-0234-1

In Search of Character

MIX

Distribution Area: IND

Thomas Haxo

Through sculpture and drawing projects students will investigate the form and expression of the human head. Assignments will cover the study of the head in clay, the creation of masks, experiments in basic proportional systems, drawing from life and imagination, and more. Class discussions will draw from numerous cultural and historic points of view. The class will conclude with a major independent project of the student's own related to this subject. Students will have the option to work with either traditional or digital media. Significant outside work will be expected. Students will provide most drawing materials.

Cumulative Skills: IND

TTH 01:00PM-03:20PM

ARB STUDIO 2

IA-0236-1

The Practice of Literary Journalism

MIX

Distribution Area: MCP

Michael Lesy

Literary Journalism encompasses a variety of genres, including portrait/biography, memoir, and investigation of the social landscape. Literary journalism uses such devices as plot, character, and dialogue to tell true stories about a variety of real worlds. By combining evocation with analysis, immersion with investigation, literary journalism tries to reproduce the complex surfaces and depth of people, places, and events. Books to be read will include: The JOHN McPHEE READER, Dexter Filkin's THE FOREVER WAR, and Mircea Eliade's COSMOS AND HISTORY. Students will be asked to produce weekly, non-fiction narratives based on encounters with local scenes, situations and people. Mid-term and Final writing projects will be based on the fieldwork and short, non-fiction narratives that students will produce, week after week. Fieldwork will demand initiative, patience, curiosity, empathy, and guts. The writing itself will have to be excellent. Core requirements are: (1) Meeting weekly deadlines and (2) Being scrupulously well-read and well-prepared for class.

Cumulative Skills: MCP

MW 09:00AM-10:20AM

FPH 103

IA-0236-1

The Practice of Literary Journalism

MIX

Distribution Area: WRI

Michael Lesy

Literary Journalism encompasses a variety of genres, including portrait/biography, memoir, and investigation of the social landscape. Literary journalism uses such devices as plot, character, and dialogue to tell true stories about a variety of real worlds. By combining evocation with analysis, immersion with investigation, literary journalism tries to reproduce the complex surfaces and depth of

people, places, and events. Books to be read will include: The JOHN McPHEE READER, Dexter Filkin's THE FOREVER WAR, and Mircea Eliade's COSMOS AND HISTORY. Students will be asked to produce weekly, non-fiction narratives based on encounters with local scenes, situations and people. Mid-term and Final writing projects will be based on the fieldwork and short, non-fiction narratives that students will produce, week after week. Fieldwork will demand initiative, patience, curiosity, empathy, and guts. The writing itself will have to be excellent. Core requirements are: (1) Meeting weekly deadlines and (2) Being scrupulously well-read and well-prepared for class.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
FPH 103

IA-0237-1

Appropriate Technology in the World

MIX

Distribution Area: IND

Donna Cohn

This course will look at the issues involved with design and fabrication in situations where there are limited resources. Students will engage in the hands-on study and design of technologies considered appropriate for less developed and small-scale local economies. Topics will include water quality, human powered cargo transportation, energy production, food storage and preparation, and wheelchair technologies. We will consider factors that make for successful adoption and widespread use of appropriate technologies.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
LCD 113

IA-0243-1

Opening the Instrument

MIX

Distribution Area: WRI

Djola Branner

This introductory course examines and applies principles of acting to contemporary monologues and scenes. Techniques include relaxation and focus, sense memory, physical awareness, vocal expression, improvisation, imagination and critical analysis. The principles are examined in at least two written assignments as well, including one theatre review, and one substantial character analysis. Due to the highly collaborative and experiential nature of this studio course, attendance and punctuality are essential: two absences, but no late arrivals will be permitted.

Cumulative Skills: WRI
MW 01:00PM-03:20PM
EDH 104

DR = Satisfies Division I distribution requirements

IA-0249-1

Investigating the Tangled Ditch: A Prose Poetry Workshop

MIX

Distribution Area: IND

Heather Madden

About the prose poem, poet Campbell McGrath asks, "Do the formal fields end where the valley begins, or does everything that surrounds us emerge from its embrace?" We will explore this well-established (yet liminal) form in workshop. Assignments will include weekly readings and responses to published and peer work, imitations, and writing exercises. Each workshop member is required to maintain a course journal and to complete one formal presentation of the work of a published (prose) poet. Limited to 16 students, this course is suitable for writers who have taken at least one 200-level poetry workshop. Instructor permission is required. STUDENTS MUST ATTEND THE FIRST CLASS MEETING IN ORDER TO BE CONSIDERED FOR ENROLLMENT IN THE WORKSHOP.

Cumulative Skills: IND

F 01:00PM-03:50PM

CSC 101

IA-0250-1

Innovation and New Venture Creation Strategies

MIX

Distribution Area: IND

Herbert Golann

This course explores different strategies for introducing innovations in both for-profit and not-for-profit ventures. Many believe that entrepreneurship only means launching a new business from scratch. But for introducing innovations in for-profit, not-for-profit and social entrepreneurship ventures there are other effective alternatives to starting a new business. Two examples include strategic partnerships and licensing innovations to established organizations. Course topics include defining the value of the innovation, protecting intellectual property and forming partnerships. In addition to exploring alternative strategies for innovations, the course covers techniques for assessing the value and feasibility of new innovations from the perspectives of markets and business plus society and our planet. Students will also investigate the potential of six different models for social entrepreneurship ventures.

Cumulative Skills: IND

TTH 02:00PM-03:20PM

EDH 5

IA-0250-1

Innovation and New Venture Creation Strategies

MIX

Distribution Area: WRI

Herbert Golann

This course explores different strategies for introducing innovations in both for-profit and not-for-profit ventures. Many believe that entrepreneurship only means launching a new business from scratch. But for introducing innovations in for-profit, not-for-profit and social entrepreneurship ventures there are other effective alternatives to starting a new business. Two examples include strategic partnerships and licensing innovations to established organizations. Course topics include defining the value of the innovation, protecting intellectual property and forming partnerships. In addition to exploring alternative strategies for innovations, the course covers techniques for assessing the value and feasibility of new innovations from the perspectives of markets and business plus society and our planet. Students will also investigate the potential of six different models for social entrepreneurship ventures.

Cumulative Skills: WRI

TTH 02:00PM-03:20PM

EDH 5

IA-0258-1

Who's Telling This Story: Point of View For Fiction Writers

MIX

Distribution Area: IND

Nathalie Arnold

Understanding the limits and possibilities of point of view is an essential step in becoming a writer. This reading and workshop course will introduce members to various kinds of literary point of view. Through focused writing exercises, intensive reading of contemporary U.S. and international fiction told in different modes, members will acquire a language for analyzing point of view in fiction, as well as practical experience in using varied points of view themselves. Most importantly, members will refine their ability to read as writers, mining published work for technical insights and guidance. Students will produce 2 pieces of fiction for the workshop and will also write a critical essay about point of view. Prerequisite: At least one college-level intensive creative writing course featuring significant peer critique. Students must view creative writing as a key part of their Division II concentration. Instructor Permission only: NO PERMISSIONS GRANTED UNTIL FIRST WEEK. NO WRITING SAMPLES. ALL INTERESTED STUDENTS MUST ATTEND THE FIRST CLASS.

Cumulative Skills: IND

T 06:00PM-08:50PM

EDH 5

IA-0262-1

Creative Reuse: Tinkering Meets Repurposing

MIX

Distribution

Area: IND

Colin Twitchell

Recycling, remanufacturing, refurbishing, repurposing and up-cycling are all ways to add value, reduce waste and lower the environmental impact of used objects. Through the notion of tinkering, we will explore how discarded objects can be creatively reused for utilitarian and artistic purposes. Through this process participants in the course will enhance their technological creativity and designing capacity. Using projects and experiential means (e.g. tinkering) students in this course will gain a deeper understanding of their creative process, improve their understanding of mechanical objects, explore the relationship between discarded and reused, acquire basic fabrication and design skills and do some intuitive engineering.

Cumulative Skills: IND

WF 02:30PM-03:50PM

LCD 113

IA-0272-1

Getting Into the Story: Reader's Theatre for Children

MIX

Distribution Area: IND

Ellen Donkin, Natalie Sowell

Do you remember being read to as a child? Reading your first book out loud? How can the energy, excitement, and enthusiasm of telling tales, story dramatization, and ultimately reading aloud be harnessed, maintained and encouraged through theatre? The first step in the progression towards theatre is the child's natural tendency towards pretend play and storytelling. This class will examine reader's theatre as a way to engage children in the act and art of literacy. Students in this course will consider how arts integration, theatre education, and critical literacy methodologies that can enhance the storytelling process. We will then examine reader's theatre scripts and finally write and perform reader's theatre pieces with children at a local elementary school. Along the way, students will build upon their abilities to communicate stories theatrically. Prerequisite - some prior work with children, education, theatre preferred.

Cumulative Skills: IND

TTH 10:30AM-11:50AM

FPH WLH

IA-0272-1

Getting Into the Story: Reader's Theatre for Children

MIX

Distribution Area: MCP

Ellen Donkin, Natalie Sowell

Do you remember being read to as a child? Reading your first book out loud? How can the energy, excitement, and enthusiasm of telling tales, story dramatization, and ultimately reading aloud be harnessed, maintained and encouraged through theatre? The first step in the progression towards theatre is the child's natural tendency towards pretend play and storytelling. This class will examine reader's theatre as a way to engage children in the act and art of literacy. Students in this course will consider how arts integration, theatre education, and critical literacy methodologies that can enhance the storytelling process. We will then examine reader's theatre scripts and finally write and perform reader's theatre pieces with children at a local elementary school. Along the way, students will build upon their abilities to communicate stories theatrically. Prerequisite - some prior work with children, education, theatre preferred.

Cumulative Skills: MCP

TTH 10:30AM-11:50AM

FPH WLH

IA-0272-1

Getting Into the Story: Reader's Theatre for Children

MIX

Distribution Area: WRI

Ellen Donkin, Natalie Sowell

Do you remember being read to as a child? Reading your first book out loud? How can the energy, excitement, and enthusiasm of telling tales, story dramatization, and ultimately reading aloud be harnessed, maintained and encouraged through theatre? The first step in the progression towards theatre is the child's natural tendency towards pretend play and storytelling. This class will examine reader's theatre as a way to engage children in the act and art of literacy. Students in this course will consider how arts integration, theatre education, and critical literacy methodologies that can enhance the storytelling process. We will then examine reader's theatre scripts and finally write and perform reader's theatre pieces with children at a local elementary school. Along the way, students will build upon their abilities to communicate stories theatrically. Prerequisite - some prior work with children, education, theatre preferred.

Cumulative Skills: WRI

TTH 10:30AM-11:50AM

FPH WLH

IA-0283-1

Art

MIX

Distribution Area: IND

William Brayton

In this course students will construct a site specific object, a small installation, and a temporary outdoor public art project. Each project will proceed from a proposal outlining parameters such as subject matter, sources, site research, materials, scale, budget, and resources. Artists and collectives who work within these genres will be introduced through slide talks, readings, and a field trip to an area art museum. Group critiques will expose students to the responses of their peers and faculty, helping them clarify and expand the implications of their work. Prerequisite: Hampshire College Sculpture course (Sculpture Foundation or Object and Environment)

Cumulative Skills: IND

TTH 09:30AM-11:50AM

ARB SCULPT

IA-0283-1

Sculpture and Place: Site Specificity, Installation, Public

MIX

Distribution Area: IND

William Brayton

In this course students will construct a site specific object, a small installation, and a temporary outdoor public art project. Each project will proceed from a proposal outlining parameters such as subject matter, sources, site research, materials, scale, budget, and resources. Artists and collectives who work within these genres will be introduced through slide talks, readings, and a field trip to an area art museum. Group critiques will expose students to the responses of their peers and faculty, helping them clarify and expand the implications of their work. Prerequisite: Hampshire College Sculpture course (Sculpture Foundation or Object and Environment)

Cumulative Skills: IND

TTH 09:30AM-11:50AM

ARB SCULPT

IA-0286-1

Lucille Clifton, Poet and Witness

MIX

Distribution Area: IND

John Murillo

When Lucille Clifton passed away in February 2010, American poetry lost one of its brightest and most consistent lights. The author of thirteen poetry collections, as well as many volumes of children's literature, Ms. Clifton was that rare poet whose work could reach into lecture hall, prison dayroom, coffee shop, or community center, and touch anyone who was ready to be annealed. In art and in life,

DR = Satisfies Division I distribution requirements

she has inspired legions of writers and readers and continues to give us much to consider. This semester, an in depth study of Clifton's body of work will provide us ample opportunity to explore the myriad possibilities of the short, plainspoken lyric, as well as such themes as race and gender politics, canon formation, and disenfranchisement in 20th and 21st century America. Required text: The Collected Poems of Lucille Clifton: 1965-2010 (BOA Ltd.)

Cumulative Skills: IND
TH 06:00PM-09:00PM
EDH 4

IA-0286-1

Lucille Clifton, Poet and Witness

MIX

Distribution Area: MCP

John Murillo

When Lucille Clifton passed away in February 2010, American poetry lost one of its brightest and most consistent lights. The author of thirteen poetry collections, as well as many volumes of children's literature, Ms. Clifton was that rare poet whose work could reach into lecture hall, prison dayroom, coffee shop, or community center, and touch anyone who was ready to be annealed. In art and in life, she has inspired legions of writers and readers and continues to give us much to consider. This semester, an in depth study of Clifton's body of work will provide us ample opportunity to explore the myriad possibilities of the short, plainspoken lyric, as well as such themes as race and gender politics, canon formation, and disenfranchisement in 20th and 21st century America. Required text: The Collected Poems of Lucille Clifton: 1965-2010 (BOA Ltd.)

Cumulative Skills: MCP
TH 06:00PM-09:00PM
EDH 4

IA-0289-1

Long Poem & Lyric Essay Workshop

MIX

Distribution Area: IND

Heather Madden

Workshop members should arrive willing to explore and to expand their interests through the long poem and/or the lyric essay. We'll experiment with the "malleability, ingenuity, immediacy, [and] complexity" available in these forms. Workshop members will also keep regular journals, research areas of interest, submit formal (typed) passages and self-contained segments of writing for peer review, and respond to peer and published works. In addition to a portfolio of work that includes a critical introduction, each workshop participant will complete one analytical paper and one formal presentation. Course readings will include work by Claudia Rankine, Eula Biss, WCW, Cornelius Eady, Sherwin Bitsui, and Anne Carson (among others). Limited to 16 students, and designed to offer practice

at developing semester-length/extended creative projects, this workshop is suitable for Div II students who plan to pursue creative writing as a component of Division III. Potential workshop members must have completed at least one college-level creative writing workshop. Instructor permission is required. STUDENTS MUST ATTEND THE FIRST CLASS MEETING IN ORDER TO BE CONSIDERED FOR ENROLLMENT IN THE WORKSHOP.

Cumulative Skills: IND
T 12:30PM-03:20PM
EDH 4

IA-0292-1

Primacy of Character in Historical Fiction

MIX

Distribution

Area: IND

Uzma Khan

Through reading novels and short stories in a range of styles and from a range of places, we will look at how fictional characters shape and are shaped by history. What are the tools writers use to create their characters, and how do we talk about character in historical fiction? Are we looking for a portrayal that in some way complements our understanding of a time and place, one that challenges it, or both? The focus will be on critical reading and writing, as well as on creating your own original works of fiction, for which you will need to do research, all while keeping in mind that you are not writing a text book but a narrative. Fact checking the background of your character(s) by doing some basic homework while at the same time remaining true to your imagining of the story is one of the many challenges this course will embrace. NOTE: Students must attend the first day of class in order to be considered for enrollment.

Cumulative Skills: IND
TH 12:30PM-03:20PM
EDH 4

IA-0302-1

Difficult Women: A Feminist Writing Experiment

MIX

Distribution Area: IND

Nathalie Arnold

This seminar course will take as its starting point the idea that women's lives are complex, valuable, and interesting, and that creative writers can benefit from closely and courageously imagining, exploring, and textualizing them. Our readings will focus on women writers whose work is considered 'difficult' - strange, complicated and provocative; and we will use these writings as a springboard for our own weekly written work. Among the authors to be considered are: Helene Cixous, Clarice Lispector, Toni

Morrison, Janet Frame, Angela Carter, Shirley Jackson, May Sarton, Joyce Carol Oates, Rabih Alamedine, Ramona Ausubel, and others.

Cumulative Skills: IND

F 01:00PM-03:50PM

EDH 5

IA-0332-1

Division III Theatre Seminar

MIX

Distribution Area: IND

Talya Kingston

This seminar is designed for first or second semester Division III students whose project involves some aspect of theatre. Seminar participants will be expected to read some key performance texts and discuss them in relation to their own work, as well as helping to select readings relevant to their area of focus. We will also attend performances and participate in workshops led by theatre practitioners. Considerable time throughout the semester will be devoted to students' presentation of works in progress, peer editing, and sharing strategies for completing large independent projects. Assignments will include brief reaction papers, as well as the creation of an annotated bibliography and an artist statement that could be incorporated into the Division III project. This seminar can be used as an advanced learning activity.

Cumulative Skills: IND

M 02:00PM-05:00PM

MDB 117

IA-0332-1

Division III Theatre Seminar

MIX

Distribution Area: WRI

Talya Kingston

This seminar is designed for first or second semester Division III students whose project involves some aspect of theatre. Seminar participants will be expected to read some key performance texts and discuss them in relation to their own work, as well as helping to select readings relevant to their area of focus. We will also attend performances and participate in workshops led by theatre practitioners. Considerable time throughout the semester will be devoted to students' presentation of works in progress, peer editing, and sharing strategies for completing large independent projects. Assignments will include brief reaction papers, as well as the creation of an annotated bibliography and an artist statement that could be incorporated into the Division III project. This seminar can be used as an advanced learning activity.

Cumulative Skills: WRI
M 02:00PM-05:00PM
MDB 117

IA-0342-1

Shadows and Mayhem: Writing Beyond the Known

MIX

Distribution Area: IND

John Murillo

In this advanced level poetry workshop, students will explore strategies for generating new poems and revising older work, always with the intention of surprising themselves. Drawing primarily from the Afro-Diasporan, Latin American and Caribbean surrealist and magical realist canons, students will be encouraged to break free of their usual processes and practices in order to write the poems they never knew they wanted to write.

Cumulative Skills: IND
W 06:00PM-09:00PM
EDH 2

IA-0342-1

Shadows and Mayhem: Writing Beyond the Known

MIX

Distribution Area: MCP

John Murillo

In this advanced level poetry workshop, students will explore strategies for generating new poems and revising older work, always with the intention of surprising themselves. Drawing primarily from the Afro-Diasporan, Latin American and Caribbean surrealist and magical realist canons, students will be encouraged to break free of their usual processes and practices in order to write the poems they never knew they wanted to write.

Cumulative Skills: MCP
W 06:00PM-09:00PM
EDH 2

IA-119T-1

Sequential Imagery

MIX

Distribution Area: IND

Thomas Haxo

This course provides preparation for work in the arts and other fields where visual ideas are presented

sequentially. Sequential skills will be built through assignments that may utilize drawing, digital work and sculpture. Assignments addressing linear and nonlinear sequence with line, tone, color, space, and light will facilitate the development of personal imagery. Narrative and non-narrative themes will be discussed. A wide range of tools and techniques will be employed in exploration of subject matter.

Cumulative Skills: IND
TTH 09:30AM-11:50AM
ARB STUDIO 1

IA-138T-1

(Re)Telling the Tale: Dramatizing Myth & Fable

MIX

Distribution

Area: WRI

Djola Branner

This introductory course explores principles of playwriting by reimagining familiar fairytales, classic myths and personal narrative. Primary considerations are creating clear narrative arcs, rewriting traditional archetypes, developing dynamic characters, and cultivating a vocabulary for the critical analysis of dramatic literature. Assignments will include writing at least three original short plays, and one critical essay centering on the adaptation of a classic parable for the contemporary stage. Research and revision are vital aspects of the curriculum.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
EDH 5

IA-176T-1

The Photography of History

MIX

Distribution Area: WRI

Michael Lesy

This course has two goals: First, to prepare students to unlock the mysteries of archives-in particular the hidden-in-plain-sight mysteries of on-line photo archives. Second, to give students a way to use words and photographs to "write" a new kind of American history. The course will begin with two writing and sequencing assignments: One based on the prompt, "The First Photograph I Ever Really Saw"; the other, based on images from a collection of photographs in the Museum of Modern Art. Books to be read during the semester will include: a collection of elegantly simple essays about looking at photographs; an epic poem made from criminal court testimonies; a surreal short story about an encyclopedia that describes an entirely imaginary world; a nonfiction narrative, illustrated with photographs, that pays homage to the poorest of the poor; an historical biography of an American officer who got more than he bargained for. These reading and writing assignments are meant to prepare students to take leave of the present- to immerse themselves in archives of images that, deciphered as documents, bear witness

to the contested history of this country. Relentless research, emotional responsiveness, clarity of mind, a good eye, lucid prose, and well-executed, cinematic photo sequences will be the basis of this course's Midterm and Final projects. "Heart and Mind", "Art and Analysis" will be the mottos of this course. The work may prove difficult. The results, revealing.

Cumulative Skills: WRI
TTH 09:00AM-10:20AM
FPH 103

IA-180T-1

Design Fundamentals

MIX

Distribution Area: IND

Donna Cohn

This tutorial level design class will begin with a series of guided activities and culminate in a final independent project. We will work with tools, materials and resources available in the Center for Design fabrication shop (metal, plastics, cardboard). Students will become familiar with a range of basic design tools and skills - hand sketching, SketchUp (computer 3D modeling) and prototyping in materials such as cardboard, metal and plastic. We will also consider aesthetics, manufacturability and usability of the objects we create. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. There will be a selection of readings and media viewings; students are encouraged to make suggestions of this content.

Cumulative Skills: IND
MW 10:30AM-11:50AM
LCD 113

IA-1IND-1

Independent Study - 100 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

IA-2IND-1

Independent Study - 200 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

IA-3IND-1

Independent Study - 300 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

IA-119T-1

Sequential Imagery

NO5C

Distribution Area: IND

Thomas Haxo

This course provides preparation for work in the arts and other fields where visual ideas are presented sequentially. Sequential skills will be built through assignments that may utilize drawing, digital work and sculpture. Assignments addressing linear and nonlinear sequence with line, tone, color, space, and light will facilitate the development of personal imagery. Narrative and non-narrative themes will be discussed. A wide range of tools and techniques will be employed in exploration of subject matter.

Cumulative Skills: IND

TTH 09:30AM-11:50AM

ARB STUDIO 1

IA-138T-1

(Re)Telling the Tale: Dramatizing Myth & Fable

NO5C

Distribution

Area: WRI

Djola Branner

This introductory course explores principles of playwriting by reimagining familiar fairytales, classic myths and personal narrative. Primary considerations are creating clear narrative arcs, rewriting traditional archetypes, developing dynamic characters, and cultivating a vocabulary for the critical analysis of dramatic literature. Assignments will include writing at least three original short plays, and one critical essay centering on the adaptation of a classic parable for the contemporary stage. Research and revision are vital aspects of the curriculum.

Cumulative Skills: WRI

MW 10:30AM-11:50AM

EDH 5

IA-176T-1

The Photography of History

NO5C

Distribution Area: WRI

Michael Lesy

This course has two goals: First, to prepare students to unlock the mysteries of archives-in particular the hidden-in-plain-sight mysteries of on-line photo archives. Second, to give students a way to use words and photographs to "write" a new kind of American history. The course will begin with two writing and sequencing assignments: One based on the prompt, "The First Photograph I Ever Really Saw"; the other, based on images from a collection of photographs in the Museum of Modern Art. Books to be read during the semester will include: a collection of elegantly simple essays about looking at photographs; an epic poem made from criminal court testimonies; a surreal short story about an encyclopedia that describes an entirely imaginary world; a nonfiction narrative, illustrated with photographs, that pays homage to the poorest of the poor; an historical biography of an American officer who got more than he bargained for. These reading and writing assignments are meant to prepare students to take leave of the present- to immerse themselves in archives of images that, deciphered as documents, bear witness to the contested history of this country. Relentless research, emotional responsiveness, clarity of mind, a good eye, lucid prose, and well-executed, cinematic photo sequences will be the basis of this course's Midterm and Final projects. "Heart and Mind", "Art and Analysis" will be the mottos of this course. The work may prove difficult. The results, revealing.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

FPH 103

IA-180T-1

Design Fundamentals

NO5C

Distribution Area: IND

Donna Cohn

This tutorial level design class will begin with a series of guided activities and culminate in a final independent project. We will work with tools, materials and resources available in the Center for Design fabrication shop (metal, plastics, cardboard). Students will become familiar with a range of basic design tools and skills - hand sketching, SketchUp (computer 3D modeling) and prototyping in materials such as cardboard, metal and plastic. We will also consider aesthetics, manufacturability and usability of the objects we create. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. There will be a selection of readings and media viewings; students are encouraged to make suggestions of this content.

Cumulative Skills: IND

MW 10:30AM-11:50AM

LCD 113

IA-0200-1

TRCOM

Distribution Area:

Uzma Khan

Cumulative Skills:

-

IACC-0186-1

Bicycle Frame Design and Fabrication

CCR

Distribution Area:

Glenn Armitage

This co-curricular course will engage students in the process of designing and fabricating a custom bicycle frame. Students will learn about the array of anatomical and performance factors that designers must consider; use a frame design CAD program to analyze their design and create working drawings; and learn all the required fabrication methods for building welded steel frames. Those students wishing to build their own frame should expect to spend a significant amount of time in the shop outside of class. This course can be used to fulfill CEL-1 Division I requirement.

Cumulative Skills:

F 09:30AM-12:00PM

LCD 113

DR = Satisfies Division I distribution requirements

IACC-0186-1

Bicycle Frame Design and Fabrication

NO5C

Distribution Area:

Glenn Armitage

This co-curricular course will engage students in the process of designing and fabricating a custom bicycle frame. Students will learn about the array of anatomical and performance factors that designers must consider; use a frame design CAD program to analyze their design and create working drawings; and learn all the required fabrication methods for building welded steel frames. Those students wishing to build their own frame should expect to spend a significant amount of time in the shop outside of class. This course can be used to fulfill CEL-1 Division I requirement.

Cumulative Skills:

F 09:30AM-12:00PM

LCD 113

LA-ACT-1

TRCOM

Distribution Area:

Cumulative Skills:

-

LS-0101-1

Elementary Spanish I

DR

Distribution Area: MCP

Juan Carpio

This course is designed for students with no background in Spanish. Students are introduced to basic grammatical structures (including present, preterit and future (ir + a + infinitive tenses) and by the end of the semester should be able to communicate in verbal and written forms about personal information, daily activities, future plans and past experiences. All four skill areas (speaking, listening, reading and writing) are practiced through activities that are based on real-life situations, the on-line course textbook and the students' experiences. Attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP

MW 04:00PM-06:30PM

FPH 103

LS-0102-1

Elementary Spanish II

DR

Distribution Area: MCP

Samira Artur

This course is the second semester of first-year, Spanish and students enrolled in this course should have taken LS101 or the equivalent. This class is taught almost entirely in Spanish and focuses on speaking and using Spanish. Students entering this level should be able to use the present, future (ir+a+infinitive) and preterit with some fluency and accuracy. Attention is given to building accuracy with grammatical structures introduced in LS101 and focuses on the differences between the preterit and imperfect tenses along with an introduction to present subjunctive. More sophisticated grammar is also introduced in this course. All four skill areas (speaking, listening, reading and writing) are practiced through activities that are based on real-life situations, the on-line course textbook and the students' experiences. Classroom attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP

MW 01:00PM-03:30PM

FPH 103

LS-0110-1

Elementary Arabic I

DR

Distribution Area: MCP

Alaa Razeq

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with the study of Arabic script and sound, students will complete the Georgetown text Alif Baa and finish Chapter 13 in Al Kitaab Book I by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

Cumulative Skills: MCP

MTWTHF 10:30AM-11:20AM

ASH 111

LS-0111-1

Elementary Chinese I

DR

Distribution Area: MCP

Danni Song, Kay Johnson

Elementary Chinese I: This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by Professor Kay Johnson. It will cover the first

semester of beginning Chinese. The second semester of beginning Chinese language will be offered during the spring semester. The course will follow the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 1; Integrated Chinese Workbook Level 1, Part 1; Integrated Chinese Character Workbook, Level 1, Part 1.

Cumulative Skills: MCP
MTWTHF 05:00PM-05:50PM
FPH 106

LS-0123-1

American Sign Language I

DR

Distribution Area: MCP

Dana Hoover

This course introduces the third mostly widely used language in the United States and Canada. It is intended to give an overview of both the language and the culture of the deaf community. Emphasis will be focused on learning basic grammatical structure as well as developing receptive and expressive signing skills using in everyday conversation, also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes/DVDS, presenters and class discussion.

Cumulative Skills: MCP
TTH 12:30PM-01:50PM
FPH 108

LS-0123-2

American Sign Language I

DR

Distribution Area: MCP

Dana Hoover

This course introduces the third mostly widely used language in the United States and Canada. It is intended to give an overview of both the language and the culture of the deaf community. Emphasis will be focused on learning basic grammatical structure as well as developing receptive and expressive signing skills using in everyday conversation, also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes/DVDS, presenters and class discussion.

Cumulative Skills: MCP
TTH 10:30AM-11:50AM
ASH 221

LS-0201-1

Intermediate Spanish I

DR

Distribution Area: MCP

Samira Artur

This course is the first semester of second year Spanish. Students enrolled in this course should have taken LS102 or the equivalent and be able to use the present, future, preterit and imperfect tenses with some fluency and have a working knowledge of the present subjunctive. This course, taught almost entirely in Spanish, is designed to reinforce grammatical structures introduced in first-year Spanish through activities that practice all four skills: speaking, listening, reading and writing. Attention is given to using command forms and the present subjunctive. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the on-line textbook as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP

TTH 12:30PM-03:00PM

FPH 103

LS-0202-1

Intermediate Spanish II

DR

Distribution Area: MCP

Deliabridgit Martinez

This course is the second semester of second-year Spanish. Students enrolled should have taken LS201 or the equivalent and be able to use the present, future, preterit, imperfect tenses, command forms and present subjunctive with some fluency. This course will solidify grammatical structures of Spanish through activities that practice all four skill areas: speaking, listening, reading and writing. Attention will be given to more sophisticated use of the subjunctive and compound tenses. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the on-line textbook as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for 60 percent of the requirement for credit/evaluation.

Cumulative Skills: MCP

TTH 12:30PM-03:00PM

FPH 104

LS-0211-1

Intermediate Chinese I

DR

Distribution Area: MCP

Danni Song, Kay Johnson

This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program, D. Song and supervised by K. Johnson. Students entering this class will be expected to have

completed beginning Chinese or the equivalent of an intensive college-level first year Chinese language course. The main text for the semester will be Integrated Chinese Level 2 Part 1 (Third Edition). Emphasis will be placed equally on speaking, reading, and writing. An additional practice session will be added at a time that suits the students' schedule.

Cumulative Skills: MCP
MWF 04:00PM-04:50PM
FPH 105

LS-0101-1

Elementary Spanish I

LS

Distribution Area: MCP

Juan Carpio

This course is designed for students with no background in Spanish. Students are introduced to basic grammatical structures (including present, preterit and future (ir + a + infinitive tenses) and by the end of the semester should be able to communicate in verbal and written forms about personal information, daily activities, future plans and past experiences. All four skill areas (speaking, listening, reading and writing) are practiced through activities that are based on real-life situations, the on-line course textbook and the students' experiences. Attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP
MW 04:00PM-06:30PM
FPH 103

LS-0102-1

Elementary Spanish II

LS

Distribution Area: MCP

Samira Artur

This course is the second semester of first-year, Spanish and students enrolled in this course should have taken LS101 or the equivalent. This class is taught almost entirely in Spanish and focuses on speaking and using Spanish. Students entering this level should be able to use the present, future (ir+a+infinitive) and preterit with some fluency and accuracy. Attention is given to building accuracy with grammatical structures introduced in LS101 and focuses on the differences between the preterit and imperfect tenses along with an introduction to present subjunctive. More sophisticated grammar is also introduced in this course. All four skill areas (speaking, listening, reading and writing) are practiced through activities that are based on real-life situations, the on-line course textbook and the students' experiences. Classroom attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP
MW 01:00PM-03:30PM
FPH 103

LS-0201-1

Intermediate Spanish I

LS

Distribution Area: MCP

Samira Artur

This course is the first semester of second year Spanish. Students enrolled in this course should have taken LS102 or the equivalent and be able to use the present, future, preterit and imperfect tenses with some fluency and have a working knowledge of the present subjunctive. This course, taught almost entirely in Spanish, is designed to reinforce grammatical structures introduced in first-year Spanish through activities that practice all four skills: speaking, listening, reading and writing. Attention is given to using command forms and the present subjunctive. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the on-line textbook as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP
TTH 12:30PM-03:00PM
FPH 103

LS-0202-1

Intermediate Spanish II

LS

Distribution Area: MCP

Deliabridgit Martinez

This course is the second semester of second-year Spanish. Students enrolled should have taken LS201 or the equivalent and be able to use the present, future, preterit, imperfect tenses, command forms and present subjunctive with some fluency. This course will solidify grammatical structures of Spanish through activities that practice all four skill areas: speaking, listening, reading and writing. Attention will be given to more sophisticated use of the subjunctive and compound tenses. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the on-line textbook as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for 60 percent of the requirement for credit/evaluation.

Cumulative Skills: MCP
TTH 12:30PM-03:00PM
FPH 104

LS-0101-1

Elementary Spanish I

MIX

Distribution Area: MCP

Juan Carpio

This course is designed for students with no background in Spanish. Students are introduced to basic grammatical structures (including present, preterit and future (ir + a + infinitive tenses) and by the end of the semester should be able to communicate in verbal and written forms about personal information, daily activities, future plans and past experiences. All four skill areas (speaking, listening, reading and writing) are practiced through activities that are based on real-life situations, the on-line course textbook and the students' experiences. Attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP

MW 04:00PM-06:30PM

FPH 103

LS-0102-1

Elementary Spanish II

MIX

Distribution Area: MCP

Samira Artur

This course is the second semester of first-year, Spanish and students enrolled in this course should have taken LS101 or the equivalent. This class is taught almost entirely in Spanish and focuses on speaking and using Spanish. Students entering this level should be able to use the present, future (ir+a+infinitive) and preterit with some fluency and accuracy. Attention is given to building accuracy with grammatical structures introduced in LS101 and focuses on the differences between the preterit and imperfect tenses along with an introduction to present subjunctive. More sophisticated grammar is also introduced in this course. All four skill areas (speaking, listening, reading and writing) are practiced through activities that are based on real-life situations, the on-line course textbook and the students' experiences. Classroom attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP

MW 01:00PM-03:30PM

FPH 103

LS-0110-1

Elementary Arabic I

MIX

Distribution Area: MCP

Alaa Razeq

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with the study of Arabic script and sound,

students will complete the Georgetown text Alif Baa and finish Chapter 13 in Al Kitaab Book I by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

Cumulative Skills: MCP
MTWTHF 10:30AM-11:20AM
ASH 111

LS-0111-1

Elementary Chinese I

MIX

Distribution Area: MCP

Danni Song, Kay Johnson

Elementary Chinese I: This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by Professor Kay Johnson. It will cover the first semester of beginning Chinese. The second semester of beginning Chinese language will be offered during the spring semester. The course will follow the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 1; Integrated Chinese Workbook Level 1, Part 1; Integrated Chinese Character Workbook, Level 1, Part 1.

Cumulative Skills: MCP
MTWTHF 05:00PM-05:50PM
FPH 106

LS-0123-1

American Sign Language I

MIX

Distribution Area: MCP

Dana Hoover

This course introduces the third mostly widely used language in the United States and Canada. It is intended to give an overview of both the language and the culture of the deaf community. Emphasis will be focused on learning basic grammatical structure as well as developing receptive and expressive signing skills using in everyday conversation, also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes/DVDS, presenters and class discussion.

Cumulative Skills: MCP
TTH 12:30PM-01:50PM
FPH 108

LS-0123-2

American Sign Language I

MIX

Distribution Area: MCP

Dana Hoover

This course introduces the third mostly widely used language in the United States and Canada. It is intended to give an overview of both the language and the culture of the deaf community. Emphasis will be focused on learning basic grammatical structure as well as developing receptive and expressive signing skills using in everyday conversation, also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes/DVDS, presenters and class discussion.

Cumulative Skills: MCP

TTH 10:30AM-11:50AM

ASH 221

LS-0201-1

Intermediate Spanish I

MIX

Distribution Area: MCP

Samira Artur

This course is the first semester of second year Spanish. Students enrolled in this course should have taken LS102 or the equivalent and be able to use the present, future, preterit and imperfect tenses with some fluency and have a working knowledge of the present subjunctive. This course, taught almost entirely in Spanish, is designed to reinforce grammatical structures introduced in first-year Spanish through activities that practice all four skills: speaking, listening, reading and writing. Attention is given to using command forms and the present subjunctive. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the on-line textbook as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for sixty percent of the requirement for credit/evaluation.

Cumulative Skills: MCP

TTH 12:30PM-03:00PM

FPH 103

LS-0202-1

Intermediate Spanish II

MIX

Distribution Area: MCP

Deliabridgit Martinez

This course is the second semester of second-year Spanish. Students enrolled should have taken LS201 or the equivalent and be able to use the present, future, preterit, imperfect tenses, command forms and

present subjunctive with some fluency. This course will solidify grammatical structures of Spanish through activities that practice all four skill areas: speaking, listening, reading and writing. Attention will be given to more sophisticated use of the subjunctive and compound tenses. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the on-line textbook as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for 60 percent of the requirement for credit/evaluation.

Cumulative Skills: MCP
TTH 12:30PM-03:00PM
FPH 104

LS-0211-1

Intermediate Chinese I

MIX

Distribution Area: IND

Danni Song, Kay Johnson

This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program, D. Song and supervised by K. Johnson. Students entering this class will be expected to have completed beginning Chinese or the equivalent of an intensive college-level first year Chinese language course. The main text for the semester will be Integrated Chinese Level 2 Part 1 (Third Edition). Emphasis will be placed equally on speaking, reading, and writing. An additional practice session will be added at a time that suits the students' schedule.

Cumulative Skills: IND
MWF 04:00PM-04:50PM
FPH 105

NS-0126-1

Water in a Changing Climate

DCXL

Distribution Area: QUA

Christina Cianfrani

Floods, droughts, and hurricanes have all been predicted to increase in response to climate change. How will these and other effects impact our access to freshwater? How will we adapt to these changing conditions? This class will cover a brief introduction to the science behind climate change predictions and look specifically at the impacts to the water cycle. We will also discuss how the ways in which we have changed the landscape affect our ability to respond to changes in water availability. Students will read and discuss primary literature, develop a research question and project, collect and interpret data (both in the field and the library), and learn the basic skills scientists use to analyze water-related issues.

Cumulative Skills: QUA
MW 01:00PM-02:20PM
CSC 316

DR = Satisfies Division I distribution requirements

NS-0175-1

Will Microbes Save the World?

DCXL

Distribution Area: WRI

Jason Tor

How will we meet the challenges of sustainable energy production, infectious diseases, climate change, and food production for 9 billion people? The smallest of Earth's inhabitants, the microorganisms, might have the answer. Beginning with discussions and case studies, students will evaluate these issues and critique the scientific evidence that microbes have a role in solving humanity's urgent problems. The culmination of this work will be an independent research project focused on students' interests.

Cumulative Skills: WRI

TTH 02:00PM-03:20PM

CSC 316

NS-0326-1

Water in a Changing Climate

DCXL

Distribution Area: QUA

Christina Cianfrani

Floods, droughts, and hurricanes have all been predicted to increase in response to climate change. How will these and other effects impact our access to freshwater? How will we adapt to these changing conditions? This class will cover a brief introduction to the science behind climate change predictions and look specifically at the impacts to the water cycle. We will also discuss how the ways in which we have changed the landscape affect our ability to respond to changes in water availability. Students will read and discuss primary literature, develop a research question and project, collect and interpret data (both in the field and the library), and learn the basic skills scientists use to analyze water related issues.

Cumulative Skills: QUA

MW 01:00PM-02:20PM

CSC 316

NS-0353-1

Natural History of Infectious Disease

DCXL

Distribution Area: QUA

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of Homo sapiens. We will also introduce the workings of Hampshire College. We will read R.S. Desowitz's Federal

Bodysnatchers and the New Guinea Virus (2002) and P.J. Hotez's *Forgotten People, Forgotten Diseases* 2ed (2013), and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups on one parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar, we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Collaborative work is expected throughout.

Cumulative Skills: QUA
TTH 10:30AM-11:50AM
CSC 2-OPEN

NS-0353-1

Natural History of Infectious Disease

DCXL

Distribution Area: WRI

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of *Homo sapiens*. We will also introduce the workings of Hampshire College. We will read R.S. Desowitz's *Federal Bodysnatchers and the New Guinea Virus* (2002) and P.J. Hotez's *Forgotten People, Forgotten Diseases* 2ed (2013), and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups on one parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar, we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Collaborative work is expected throughout.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
CSC 2-OPEN

NS-0375-1

Will Microbes Save the World?

DCXL

Distribution Area: WRI

Jason Tor

How will we meet the challenges of sustainable energy production, infectious diseases, climate change, and food production for 9 billion people? The smallest of Earth's inhabitants, the microorganisms, might have the answer. Beginning with discussions and case studies, students will evaluate these issues and critique the scientific evidence that microbes have a role in solving humanity's urgent problems. The culmination of this work will be an independent research project focused on students' interests.

Cumulative Skills: WRI

TTH 02:00PM-03:20PM

CSC 316

NS-0104-1

Optics and Holography

DR

Distribution Area: IND

Frederick Wirth

This course is an introduction to fundamental principles of optics as applied to image formation and holography. Each student will have a chance to produce two white-light visible holograms in our lab, as well as to undertake an individual project dealing with three dimensional image reproduction, holography, or more broadly defined optical phenomena. Topics will include geometric and physical optics, the nature and propagation of light, vision and color, photography, digital imaging, the Fourier transform and holography. Aesthetic considerations will be part of the course as well. Class will meet for one hour and twenty minutes twice a week, plus a lab of at least three hours for experimental investigations and holographic imaging. Projects will likely require more laboratory time. Advanced students wishing to help in the labs and pursue independent work should speak with the instructor.

Cumulative Skills: IND

MW 01:00PM-02:20PM W 02:30PM-05:30PM

CSC 3-OPEN

NS-0126-1

Water in a Changing Climate

DR

Distribution Area: QUA

Christina Cianfrani

Floods, droughts, and hurricanes have all been predicted to increase in response to climate change. How will these and other effects impact our access to freshwater? How will we adapt to these changing conditions? This class will cover a brief introduction to the science behind climate change predictions and look specifically at the impacts to the water cycle. We will also discuss how the ways in which we have changed the landscape affect our ability to respond to changes in water availability. Students will read and discuss primary literature, develop a research question and project, collect and interpret data (both in the field and the library), and learn the basic skills scientists use to analyze water-related issues.

Cumulative Skills: QUA
MW 01:00PM-02:20PM
CSC 316

NS-0142-1

Innovations for Change: Problem Solving for the Future

DR

Distribution Area: IND

Sarah Partan, Jana Silver

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include guest lectures from experts in the field of climate change and sustainability. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Cumulative Skills: IND
MWF 01:00PM-02:20PM
FPH WLH

NS-0150-1

Agriculture, Ecology, and Society

DR

Distribution Area: IND

Brian Schultz

This course looks at agriculture as a set of ecological systems and issues. It refers to ecology in both the sense of interactions between organisms (e.g., crops, pests, and predators) and their environment, and in the larger-scale sense of environmental impacts and related social and political issues. A broad range of topics will be covered, including pesticides and alternatives, soil fertility and erosion, the role of animals, genetically modified crops, biofuels, global vs. local trade, and more. The course work will consist of readings, discussion, written assignments (with revisions as needed), work at the Hampshire farm, group and independent projects, guest lectures and films, and field trips. Given the fieldwork, students should always be prepared to walk and be outside (e.g., sun screen, rain gear, sensible shoes). Some fieldwork may include other times and days to be arranged in class.

Cumulative Skills: IND
MW 02:30PM-03:50PM
CSC 333

NS-0153-1

Natural History of Infectious Disease

DR

Distribution Area: IND

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of Homo sapiens. We will also introduce the workings of Hampshire College. We will read R.S. Desowitz's *Federal Bodysnatchers and the New Guinea Virus* (2002) and P.J. Hotez's *Forgotten People, Forgotten Diseases* 2ed (2013), and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups on one parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar, we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Collaborative work is expected throughout.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
CSC 2-OPEN

NS-0158-1

Brain Mechanisms

DR

Distribution Area: WRI

Cynthia Gill

In this course students will examine the function of the nervous system with particular focus on mechanisms at work in the brain. The course will link current advances in cell, molecular and developmental physiology research in the context of neuronal functional mechanisms. Topics may include neurotransmitter function and regulation, brain area function, integrative intracellular signaling pathways, neuroendocrine control. Advanced topics may include the correlation of ion channel properties and synaptic transmission with physiological functions such as learning and memory, circuits involved in behavior, and the organizational principles for the development of functional neural networks at synaptic and cellular levels. Along with regular discussion, participation and problem solving, students will prepare papers and lead discussions on their own chosen topics. This course is

DR = Satisfies Division I distribution requirements

particularly appropriate for students interested in behavioral mechanisms, neurophysiology, psychology, and neuroendocrinology. This is a course in the Culture, Brain and Development Program.

Cumulative Skills: WRI
MW 09:00AM-10:20AM
CSC 333

NS-0175-1

Will Microbes Save the World?

DR

Distribution Area: QUA

Jason Tor

How will we meet the challenges of sustainable energy production, infectious diseases, climate change, and food production for 9 billion people? The smallest of Earth's inhabitants, the microorganisms, might have the answer. Beginning with discussions and case studies, students will evaluate these issues and critique the scientific evidence that microbes have a role in solving humanity's urgent problems. The culmination of this work will be an independent research project focused on students' interests.

Cumulative Skills: QUA
TTH 02:00PM-03:20PM
CSC 316

NS-0195-1

Pollution and Our Environment

DR

Distribution Area: QUA

Dulasiri Amarasiriwardena

This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several topics, including acid rain; automobile emissions; ozone layer depletion; climate change; mercury, lead and cadmium poisoning; pesticides; solid waste disposal; and problems of noise and thermal pollution will be addressed. We will emphasize some of the environmental issues affecting our immediate community, as well as those in developing nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports. Class participation, satisfactory work on the required class projects, problem sets, literature critiques, and laboratory/field reports are required for evaluation.

Cumulative Skills: QUA
TTH 12:30PM-01:50PM TH 02:00PM-04:30PM
CSC 101

NS-0236-1

Twelve New England Forests

DR

Distribution Area: QUA

Lawrence Winship

Shaped by climate, elevation, and continuous disturbance, the forests of New England are diverse, ever-changing, and frankly beautiful. In this class we take day-long field trips to twelve forests, reading the literature on each forest type and learning to identify trees and other denizens. We will practice methods for scientific investigation, including community census and analysis and dendrochronology. We will learn to read the landscape for clues about history and stand dynamics.

Cumulative Skills: QUA

F 10:30AM-11:59AM F 12:00PM-05:00PM

CSC 3-OPEN

NS-0260-1

Calculus in Context (Calculus I)

DR

Distribution Area: QUA

Sarah Hews

Calculus provides the language and some powerful tools for the study of change. As such, it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. Using student-selected models from primary literature, we will investigate dynamical systems from economics, ecology, epidemiology and physics. Computers are essential tools in the exploration of such processes and will be integral to the course. No previous programming experience is required. Topics will include: 1) dynamical systems; 2) basic concepts of calculus -- rate of change, differentiation, limits; 3) differential equations; 4) computer programming, simulation, and approximation; 5) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 261-Calculus II to further develop their facility with the concepts. In addition to regular substantial problem sets, each student will apply the concepts to recently published models of their choosing.

Cumulative Skills: QUA

MWF 09:00AM-10:20AM

CSC 316

NS-121T-1

Human Biology

DR

Distribution Area: QUA

Christopher Jarvis

Students in this course will learn about the biological function of selected human organs and systems through the study of actual medical cases. Not all human systems will be covered, but students will gain a good understanding of how diseases affect the body and how they are diagnosed. Working in small

teams, students will develop diagnoses for medical cases through reviewing descriptions of patient histories, physical exams, and laboratory findings. A human biology text, medical texts on reserve, and Internet resources will help students track down information they need to solve these medical mysteries. Students will also learn to find and read scientific research articles on topics of their choosing and will learn to write analytical reviews of these articles. These reviews will form the basis of final papers in which students choose particular diseases or treatments to investigate in detail and present their findings to the class.

Cumulative Skills: QUA
MW 10:30AM-11:50AM
CSC 333

NS-132T-1

and Nutrient Flow in a Living Building

DR

Distribution Area: QUA

Christina Cianfrani

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-132T: Water, Carbon, and Nutrient Flows, will focus on the inputs and outputs of water, carbon and nutrients from the living building using a systems approach. We will learn methods for measuring the quality and quantity of water and the nature of nutrient cycling throughout the building. Basic topics will include the hydrologic cycle, biogeochemical cycles, carbon footprint and offset analyses, greywater recycling, and stormwater reuse.

Cumulative Skills: QUA
MW 10:30AM-11:50AM F 10:30AM-11:50AM
CSC 333

NS-140T-1

Integrated Sciences: Modeling Systems for a Living Building

DR

Distribution Area: QUA

Sarah Hews

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Design Projects, during the spring semester. Students enrolled in NS-140T: Modeling Systems, will use mathematical models to build our understanding of the processes occurring in the living building. We will learn how to build mathematical models, simulate solutions, and investigate dynamics. We will then build models to explore the cycling of water, carbon and nutrients, and the microbial processes involved in water and waste treatment in the living building.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 333

NS-141T-1

Pattern and Coat Color

DR

Distribution Area: WRI

Charles Ross

Natural organisms provide an unparalleled palette for almost every color and pattern imaginable. Why do organisms have stripes and spots? Why blue or red? This course will explore how and why various colors and patterns are produced in the biological world. We will investigate biochemical, genetic (and epigenetic), developmental, and environmental mechanisms as well as simple mathematical models to explain their production. Additionally, we will link patterns/colors to their functions, such as defense, warning, camouflage, communication, mate attraction, etc. We will use both applied and primary scientific research literature to explore topics in these areas. Students will research specific aspects or questions and present their findings in written and oral format.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

CSC 2-OPEN

NS-156T-1

Living Building

DR

Distribution Area: QUA

Jason Tor

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-156T: Microbes in a Living Building, will focus on the microbial components of drinking water and waste processing in the living building. We will explore waterborne diseases, microbial diversity, and metabolism throughout the building's treatment systems, and compare these systems with other innovative approaches to water and wastewater treatment.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 333

NS-1IND-1

Independent Study - 100 Level

DR

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

NS-121T-1

Human Biology

FY

Distribution Area: IND

Christopher Jarvis

Students in this course will learn about the biological function of selected human organs and systems through the study of actual medical cases. Not all human systems will be covered, but students will gain a good understanding of how diseases affect the body and how they are diagnosed. Working in small teams, students will develop diagnoses for medical cases through reviewing descriptions of patient

DR = Satisfies Division I distribution requirements

histories, physical exams, and laboratory findings. A human biology text, medical texts on reserve, and Internet resources will help students track down information they need to solve these medical mysteries. Students will also learn to find and read scientific research articles on topics of their choosing and will learn to write analytical reviews of these articles. These reviews will form the basis of final papers in which students choose particular diseases or treatments to investigate in detail and present their findings to the class.

Cumulative Skills: IND
MW 10:30AM-11:50AM
CSC 333

NS-132T-1

Integrated Sciences: Where Does the Water Go? Water, Carbon

FY

Distribution Area: QUA

Christina Cianfrani

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-132T: Water, Carbon, and Nutrient Flows, will focus on the inputs and outputs of water, carbon and nutrients from the living building using a systems approach. We will learn methods for measuring the quality and quantity of water and the nature of nutrient cycling throughout the building. Basic topics will include the hydrologic cycle, biogeochemical cycles, carbon footprint and offset analyses, greywater recycling, and stormwater reuse.

Cumulative Skills: QUA
MW 10:30AM-11:50AM F 10:30AM-11:50AM
CSC 110

NS-140T-1

Integrated Sciences: Modeling Systems for a Living Building

FY

Distribution Area: QUA

Sarah Hews

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Design Projects, during the spring semester. Students enrolled in NS-140T: Modeling Systems, will use mathematical models to build our understanding of the processes occurring in the living building. We will learn how to build mathematical models, simulate solutions, and investigate dynamics. We will then build models to explore the cycling of water, carbon and nutrients, and the microbial processes involved in water and waste treatment in the living building.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 3-OPEN

NS-141T-1

Pattern and Coat Color

FY

Distribution Area: IND

Charles Ross

Natural organisms provide an unparalleled palette for almost every color and pattern imaginable. Why do organisms have stripes and spots? Why blue or red? This course will explore how and why various colors and patterns are produced in the biological world. We will investigate biochemical, genetic (and epigenetic), developmental, and environmental mechanisms as well as simple mathematical models to explain their production. Additionally, we will link patterns/colors to their functions, such as defense, warning, camouflage, communication, mate attraction, etc. We will use both applied and primary scientific research literature to explore topics in these areas. Students will research specific aspects or questions and present their findings in written and oral format.

Cumulative Skills: IND

TTH 09:00AM-10:20AM

CSC 2-OPEN

NS-156T-1

Integrated Sciences: Who Does the Dirty Work? Microbes in a

Distribution Area: QUA

FY

Jason Tor

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-156T: Microbes in a Living Building, will focus on the microbial components of drinking water and waste processing in the living building. We will explore waterborne diseases, microbial diversity, and metabolism throughout the building's treatment systems, and compare these systems with other innovative approaches to water and wastewater treatment.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 302

NS-0104-1

Optics and Holography

MIX

Distribution Area: QUA

Frederick Wirth

This course is an introduction to fundamental principles of optics as applied to image formation and holography. Each student will have a chance to produce two white-light visible holograms in our lab, as well as to undertake an individual project dealing with three dimensional image reproduction, holography, or more broadly defined optical phenomena. Topics will include geometric and physical optics, the nature and propagation of light, vision and color, photography, digital imaging, the Fourier transform and holography. Aesthetic considerations will be part of the course as well. Class will meet for one hour and twenty minutes twice a week, plus a lab of at least three hours for experimental investigations and holographic imaging. Projects will likely require more laboratory time. Advanced students wishing to help in the labs and pursue independent work should speak with the instructor.

Cumulative Skills: QUA

MW 01:00PM-02:20PM W 02:30PM-05:30PM

CSC B17

NS-0104-1

Optics and Holography

MIX

Distribution Area: WRI

DR = Satisfies Division I distribution requirements

Frederick Wirth

This course is an introduction to fundamental principles of optics as applied to image formation and holography. Each student will have a chance to produce two white-light visible holograms in our lab, as well as to undertake an individual project dealing with three dimensional image reproduction, holography, or more broadly defined optical phenomena. Topics will include geometric and physical optics, the nature and propagation of light, vision and color, photography, digital imaging, the Fourier transform and holography. Aesthetic considerations will be part of the course as well. Class will meet for one hour and twenty minutes twice a week, plus a lab of at least three hours for experimental investigations and holographic imaging. Projects will likely require more laboratory time. Advanced students wishing to help in the labs and pursue independent work should speak with the instructor.

Cumulative Skills: WRI

MW 01:00PM-02:20PM W 02:30PM-05:30PM

CSC B17

NS-0126-1

Water in a Changing Climate

MIX

Distribution Area: QUA

Christina Cianfrani

Floods, droughts, and hurricanes have all been predicted to increase in response to climate change. How will these and other effects impact our access to freshwater? How will we adapt to these changing conditions? This class will cover a brief introduction to the science behind climate change predictions and look specifically at the impacts to the water cycle. We will also discuss how the ways in which we have changed the landscape affect our ability to respond to changes in water availability. Students will read and discuss primary literature, develop a research question and project, collect and interpret data (both in the field and the library), and learn the basic skills scientists use to analyze water-related issues.

Cumulative Skills: QUA

MW 01:00PM-02:20PM

CSC 316

NS-0142-1

Innovations for Change: Problem Solving for the Future

MIX

Distribution Area: IND

Sarah Partan, Jana Silver

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include guest lectures

from experts in the field of climate change and sustainability. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Cumulative Skills: IND

MWF 01:00PM-02:20PM

FPH WLH

NS-0150-1

Agriculture, Ecology, and Society

MIX

Distribution Area: QUA

Brian Schultz

This course looks at agriculture as a set of ecological systems and issues. It refers to ecology in both the sense of interactions between organisms (e.g., crops, pests, and predators) and their environment, and in the larger-scale sense of environmental impacts and related social and political issues. A broad range of topics will be covered, including pesticides and alternatives, soil fertility and erosion, the role of animals, genetically modified crops, biofuels, global vs. local trade, and more. The course work will consist of readings, discussion, written assignments(with revisions as needed), work at the Hampshire farm, group and independent projects, guest lectures and films, and field trips. Given the fieldwork, students should always be prepared to walk and be outside (e.g., sun screen, rain gear, sensible shoes). Some fieldwork may include other times and days to be arranged in class.

Cumulative Skills: QUA

MW 02:30PM-03:50PM

CSC 333

NS-0150-1

Agriculture, Ecology, and Society

MIX

Distribution Area: WRI

Brian Schultz

This course looks at agriculture as a set of ecological systems and issues. It refers to ecology in both the sense of interactions between organisms (e.g., crops, pests, and predators) and their environment, and in the larger-scale sense of environmental impacts and related social and political issues. A broad range of topics will be covered, including pesticides and alternatives, soil fertility and erosion, the role of animals, genetically modified crops, biofuels, global vs. local trade, and more. The course work will consist of readings, discussion, written assignments(with revisions as needed), work at the Hampshire

farm, group and independent projects, guest lectures and films, and field trips. Given the fieldwork, students should always be prepared to walk and be outside (e.g., sun screen, rain gear, sensible shoes). Some fieldwork may include other times and days to be arranged in class.

Cumulative Skills: WRI
MW 02:30PM-03:50PM
CSC 333

NS-0153-1

Natural History of Infectious Disease

MIX

Distribution Area: QUA

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of Homo sapiens. We will also introduce the workings of Hampshire College. We will read R.S. Desowitz's *Federal Bodysnatchers and the New Guinea Virus* (2002) and P.J. Hotez's *Forgotten People, Forgotten Diseases* 2ed (2013), and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups on one parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar, we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Collaborative work is expected throughout.

Cumulative Skills: QUA
TTH 10:30AM-11:50AM
CSC 2-OPEN

NS-0153-1

Natural History of Infectious Disease

MIX

Distribution Area: WRI

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of Homo sapiens. We will also introduce the workings of Hampshire College. We will read R.S. Desowitz's *Federal*

Bodysnatchers and the New Guinea Virus (2002) and P.J. Hotez's *Forgotten People, Forgotten Diseases* 2ed (2013), and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups on one parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar, we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Collaborative work is expected throughout.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
CSC 2-OPEN

NS-0158-1

Brain Mechanisms

MIX

Distribution Area: IND

Cynthia Gill

In this course students will examine the function of the nervous system with particular focus on mechanisms at work in the brain. The course will link current advances in cell, molecular and developmental physiology research in the context of neuronal functional mechanisms. Topics may include neurotransmitter function and regulation, brain area function, integrative intracellular signaling pathways, neuroendocrine control. Advanced topics may include the correlation of ion channel properties and synaptic transmission with physiological functions such as learning and memory, circuits involved in behavior, and the organizational principles for the development of functional neural networks at synaptic and cellular levels. Along with regular discussion, participation and problem solving, students will prepare papers and lead discussions on their own chosen topics. This course is particularly appropriate for students interested in behavioral mechanisms, neurophysiology, psychology, and neuroendocrinology. This is a course in the Culture, Brain and Development Program.

Cumulative Skills: IND
MW 09:00AM-10:20AM
CSC 333

NS-0158-1

Brain Mechanisms

MIX

Distribution Area: QUA

Cynthia Gill

In this course students will examine the function of the nervous system with particular focus on mechanisms at work in the brain. The course will link current advances in cell, molecular and

developmental physiology research in the context of neuronal functional mechanisms. Topics may include neurotransmitter function and regulation, brain area function, integrative intracellular signaling pathways, neuroendocrine control. Advanced topics may include the correlation of ion channel properties and synaptic transmission with physiological functions such as learning and memory, circuits involved in behavior, and the organizational principles for the development of functional neural networks at synaptic and cellular levels. Along with regular discussion, participation and problem solving, students will prepare papers and lead discussions on their own chosen topics. This course is particularly appropriate for students interested in behavioral mechanisms, neurophysiology, psychology, and neuroendocrinology. This is a course in the Culture, Brain and Development Program.

Cumulative Skills: QUA
MW 09:00AM-10:20AM
CSC 333

NS-0175-1

Will Microbes Save the World?

MIX

Distribution Area: WRI

Jason Tor

How will we meet the challenges of sustainable energy production, infectious diseases, climate change, and food production for 9 billion people? The smallest of Earth's inhabitants, the microorganisms, might have the answer. Beginning with discussions and case studies, students will evaluate these issues and critique the scientific evidence that microbes have a role in solving humanity's urgent problems. The culmination of this work will be an independent research project focused on students' interests.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
CSC 316

NS-0195-1

Pollution and Our Environment

MIX

Distribution Area: WRI

Dulasiri Amarasiriwardena

This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several topics, including acid rain; automobile emissions; ozone layer depletion; climate change; mercury, lead and cadmium poisoning; pesticides; solid waste disposal; and problems of noise and thermal pollution will be addressed. We will emphasize some of the environmental issues affecting our immediate community, as well as those in developing nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports. Class participation, satisfactory work on the required class projects, problem sets, literature critiques, and laboratory/field reports are required for evaluation.

Cumulative Skills: WRI
TTH 12:30PM-01:50PM TH 02:00PM-04:30PM
CSC 2-CHEM

NS-0200-1

MIX

Distribution Area:

Herbert Bernstein

Cumulative Skills:

-

NS-0202-1

Chemistry I

MIX

Distribution Area: QUA

Dulasiri Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, properties of matter, the gas laws, atomic structure, bonding and molecular structure, chemical reactions, and energy changes in chemical reactions. Considerable time will be devoted to learning the use of the periodic table as a way of predicting the chemical properties of elements. We will also emphasize application of those chemical principles to environmental, biological, industrial and day-to-day life situations. No previous background in chemistry is necessary but a working knowledge of algebra is essential, both because students will be expected to develop skill in solving a variety of numerical problems and because it is essential for understanding some of the subject matter. In the laboratory, basic skills, techniques of qualitative and quantitative analysis, and use of modern chemical instrumentation will be emphasized. We will also do two project-based labs, learn to understand the scientific methodology, and learn how to write scientific research reports. Chemistry I is the first term of a two-term course in general chemistry.

Cumulative Skills: QUA

MWF 09:00AM-10:20AM M 01:00PM-04:00PM
CSC 101

NS-0202-1

Chemistry I

MIX

Distribution Area: WRI

Dulasiri Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, properties of matter, the gas laws, atomic structure, bonding and molecular structure, chemical reactions, and energy changes in chemical reactions. Considerable time will be devoted to learning the use of the periodic table as a way of predicting the chemical properties of elements. We will also emphasize application of those chemical principles to environmental, biological, industrial and day-to-day life situations. No previous background in chemistry is necessary but a working knowledge of algebra is essential, both because students will be expected to develop skill in solving a variety of numerical problems and because it is essential for understanding some of the subject matter. In the laboratory, basic skills, techniques of qualitative and quantitative analysis, and use of modern chemical instrumentation will be emphasized. We will also do two project-based labs, learn to understand the scientific methodology, and learn how to write scientific research reports. Chemistry I is the first term of a two-term course in general chemistry.

Cumulative Skills: WRI

MWF 09:00AM-10:20AM M 01:00PM-04:00PM

CSC 2-CHEM

NS-0204-1

Physics I

MIX

Distribution Area: QUA

Herbert Bernstein

The beginning of a three-semester sequence in Physics, this course will concentrate mainly on mechanics with applications to astronomy. Topics will include kinematics and dynamics in one and two dimensions, planetary motion, conservation of energy and momentum, rigid bodies and rotation, and relativity. The course is calculus-based and makes heavy use of computer modeling to develop realistic examples. It is highly recommended that students take calculus in the same semester that they begin this course. Weekly laboratory/field work is required. The labs are grouped into three major projects. Evaluations will be based on class participation, problem sets, and laboratory project reports. Co-requisite: Calculus I

Cumulative Skills: QUA

MWF 01:00PM-02:20PM W 02:30PM-05:30PM

CSC 2-OPEN

NS-0204-1

Physics I

MIX

Distribution Area: QUA

Herbert Bernstein

The beginning of a three-semester sequence in Physics, this course will concentrate mainly on

mechanics with applications to astronomy. Topics will include kinematics and dynamics in one and two dimensions, planetary motion, conservation of energy and momentum, rigid bodies and rotation, and relativity. The course is calculus-based and makes heavy use of computer modeling to develop realistic examples. It is highly recommended that students take calculus in the same semester that they begin this course. Weekly laboratory/field work is required. The labs are grouped into three major projects. Evaluations will be based on class participation, problem sets, and laboratory project reports. Co-requisite: Calculus I

Cumulative Skills: QUA

MWF 01:00PM-02:20PM W 02:30PM-05:30PM

CSC 3-OPEN

NS-0204-1

Physics I

MIX

Distribution Area: QUA

Herbert Bernstein

The beginning of a three-semester sequence in Physics, this course will concentrate mainly on mechanics with applications to astronomy. Topics will include kinematics and dynamics in one and two dimensions, planetary motion, conservation of energy and momentum, rigid bodies and rotation, and relativity. The course is calculus-based and makes heavy use of computer modeling to develop realistic examples. It is highly recommended that students take calculus in the same semester that they begin this course. Weekly laboratory/field work is required. The labs are grouped into three major projects. Evaluations will be based on class participation, problem sets, and laboratory project reports. Co-requisite: Calculus I

Cumulative Skills: QUA

MWF 01:00PM-02:20PM W 02:30PM-05:30PM

CSC 3-PHYC

NS-0207-1

Ecology

MIX

Distribution Area: IND

Charles Ross

The science of Ecology investigates the distribution and abundance of organisms and their interactions with biotic and abiotic environments. This course will serve as an introduction to major areas of ecological study: population, community, and ecosystem ecology. Topics will include how populations are distributed in and limited by their environments, how organisms interact, how niches are determined, how ecosystems are structured, and how energy and nutrients flow through the biotic environment. A basic text in ecology as well as primary literature will guide lectures and discussions. We will include direct investigations of ecological phenomena in natural environments, and participants

should be prepared for working in field conditions. Students will present their work in written and oral form.

Cumulative Skills: IND
MW 02:30PM-05:00PM
CSC 110

NS-0207-1

Ecology

MIX

Distribution Area: QUA

Charles Ross

The science of Ecology investigates the distribution and abundance of organisms and their interactions with biotic and abiotic environments. This course will serve as an introduction to major areas of ecological study: population, community, and ecosystem ecology. Topics will include how populations are distributed in and limited by their environments, how organisms interact, how niches are determined, how ecosystems are structured, and how energy and nutrients flow through the biotic environment. A basic text in ecology as well as primary literature will guide lectures and discussions. We will include direct investigations of ecological phenomena in natural environments, and participants should be prepared for working in field conditions. Students will present their work in written and oral form.

Cumulative Skills: QUA
MW 02:30PM-05:00PM
CSC 110

NS-0218-1

Plant Biology

MIX

Distribution Area: IND

Lawrence Winship

Unlike many plant biology survey courses, this class will not attempt comprehensive coverage, but rather will consist of a series of guided explorations into how plants around us grow, adapt and reproduce. Class will meet twice per week, once to discuss relevant literature and last week's results, and once to conduct experiments, take field walks, make observations and collect data. Likely topics include pigments and leaf color change, photosynthesis and respiration, seed germination, vegetative and reproductive anatomy, nutrient uptake, nitrogen fixation, tropisms and canopy structure, among others. We will grow plants in the Bioshelter and explore the woods and fields around us. Written work for the course will consist of short write-ups of each week's exploration. No formal prerequisites are required, but some experience with science and quantitative analysis is very much recommended.

Cumulative Skills: IND
MW 02:30PM-03:50PM
CSC 102

NS-0218-1

Plant Biology

MIX

Distribution Area: QUA

Lawrence Winship

Unlike many plant biology survey courses, this class will not attempt comprehensive coverage, but rather will consist of a series of guided explorations into how plants around us grow, adapt and reproduce. Class will meet twice per week, once to discuss relevant literature and last week's results, and once to conduct experiments, take field walks, make observations and collect data. Likely topics include pigments and leaf color change, photosynthesis and respiration, seed germination, vegetative and reproductive anatomy, nutrient uptake, nitrogen fixation, tropisms and canopy structure, among others. We will grow plants in the Bioshelter and explore the woods and fields around us. Written work for the course will consist of short write-ups of each week's exploration. No formal prerequisites are required, but some experience with science and quantitative analysis is very much recommended.

Cumulative Skills: QUA
MW 02:30PM-03:50PM
CSC 102

NS-0221-1

Animal Physiology

MIX

Distribution Area: QUA

Cynthia Gill

This course will cover physiology of organ systems within animal phyla with special emphasis on physiological adaptations of organisms to their environment. Topics will include osmoregulation, temperature regulation and neural, cardiovascular, respiratory, renal, digestive and endocrine function. One focus will be on cellular and molecular mechanisms common across systems and phyla. We'll also examine unique adaptations to extreme environments. Knowledge of basic biology and chemistry is not required but is recommended. Students will engage in class problems, lectures, and reading of text and primary scientific literature.

Cumulative Skills: QUA
TTH 12:30PM-01:50PM
CSC 3-OPEN

NS-0236-1

Twelve New England Forests

MIX

Distribution Area: IND

Lawrence Winship

Shaped by climate, elevation, and continuous disturbance, the forests of New England are diverse, ever-changing, and frankly beautiful. In this class we take day-long field trips to twelve forests, reading the literature on each forest type and learning to identify trees and other denizens. We will practice methods for scientific investigation, including community census and analysis and dendrochronology. We will learn to read the landscape for clues about history and stand dynamics.

Cumulative Skills: IND

F 10:30AM-11:59AM F 12:00PM-05:00PM

CSC 102

NS-0242-1

Case Studies in Global Health: Biosocial Perspectives

MIX

Distribution Area: IND

Felicity Aulino

This class is designed to provide an introduction to the field of global health. We will first acquire some historical and analytical tools, including a familiarity with a set of social theories, which will help us identify relevant issues and understand the complexity of situations we will examine over the course of the semester. We will then delve into particular case studies from around the world, using a biosocial approach that draws on a range of disciplines (including anthropology, clinical medicine, history, public health, economics, and delivery science) to understand global health problems and to design intervention strategies. With attention to historical precedent and a critical sociology of knowledge, we will explore how global health problems are defined and constructed, and how global health interventions play out in expected and unexpected ways.

Cumulative Skills: IND

TTH 02:00PM-03:20PM

CSC 333

NS-0242-1

Case Studies in Global Health: Biosocial Perspectives

MIX

Distribution Area: QUA

Felicity Aulino

This class is designed to provide an introduction to the field of global health. We will first acquire some historical and analytical tools, including a familiarity with a set of social theories, which will help us identify relevant issues and understand the complexity of situations we will examine over the course of

the semester. We will then delve into particular case studies from around the world, using a biosocial approach that draws on a range of disciplines (including anthropology, clinical medicine, history, public health, economics, and delivery science) to understand global health problems and to design intervention strategies. With attention to historical precedent and a critical sociology of knowledge, we will explore how global health problems are defined and constructed, and how global health interventions play out in expected and unexpected ways.

Cumulative Skills: QUA
TTH 02:00PM-03:20PM
CSC 333

NS-0242-1

Case Studies in Global Health: Biosocial Perspectives

MIX

Distribution Area: WRI

Felicity Aulino

This class is designed to provide an introduction to the field of global health. We will first acquire some historical and analytical tools, including a familiarity with a set of social theories, which will help us identify relevant issues and understand the complexity of situations we will examine over the course of the semester. We will then delve into particular case studies from around the world, using a biosocial approach that draws on a range of disciplines (including anthropology, clinical medicine, history, public health, economics, and delivery science) to understand global health problems and to design intervention strategies. With attention to historical precedent and a critical sociology of knowledge, we will explore how global health problems are defined and constructed, and how global health interventions play out in expected and unexpected ways.

Cumulative Skills: WRI
TTH 02:00PM-03:20PM
CSC 333

NS-0253-1

Current Issues in Public Health

MIX

Distribution Area: IND

Epi Bodhi

Public Health is what we do as a society to ensure that all citizens will be healthy. Though they are often invisible, public health efforts affect our everyday lives. Through class discussions as well as readings and presentations, participants will explore current health issues within the US and globally. We will begin with an introduction to the key concepts of public health: the burden of disease, determinants of health, health systems, and how health status is measured. We will explore the following questions: How does public health offer strategic responses to pressing social, political and health issues? How does this

approach differ from the medical approach? How does policy affect the public's health? We will look at recent issues in public health such as AIDS, tobacco, emergency preparedness, Ebola, and teenage pregnancies to identify programs designed to improve public behavior and health. We will then turn our attention to current and emerging issues in public health such as the obesity epidemic, health disparities, and opiate use. Students will work in teams to design strategies and interventions to address an issue of their choosing.

Cumulative Skills: IND
WF 01:00PM-02:20PM
CSC 333

NS-0253-1

Current Issues in Public Health

MIX

Distribution Area: MCP

Epi Bodhi

Public Health is what we do as a society to ensure that all citizens will be healthy. Though they are often invisible, public health efforts affect our everyday lives. Through class discussions as well as readings and presentations, participants will explore current health issues within the US and globally. We will begin with an introduction to the key concepts of public health: the burden of disease, determinants of health, health systems, and how health status is measured. We will explore the following questions: How does public health offer strategic responses to pressing social, political and health issues? How does this approach differ from the medical approach? How does policy affect the public's health? We will look at recent issues in public health such as AIDS, tobacco, emergency preparedness, Ebola, and teenage pregnancies to identify programs designed to improve public behavior and health. We will then turn our attention to current and emerging issues in public health such as the obesity epidemic, health disparities, and opiate use. Students will work in teams to design strategies and interventions to address an issue of their choosing.

Cumulative Skills: MCP
WF 01:00PM-02:20PM
CSC 333

NS-0260-1

Calculus in Context (Calculus I)

MIX

Distribution Area: QUA

Sarah Hews

Calculus provides the language and some powerful tools for the study of change. As such, it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. Using student-selected models from primary literature, we will investigate dynamical systems from economics, ecology, epidemiology and physics. Computers are

essential tools in the exploration of such processes and will be integral to the course. No previous programming experience is required. Topics will include: 1) dynamical systems; 2) basic concepts of calculus -- rate of change, differentiation, limits; 3) differential equations; 4) computer programming, simulation, and approximation; 5) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 261-Calculus II to further develop their facility with the concepts. In addition to regular substantial problem sets, each student will apply the concepts to recently published models of their choosing.

Cumulative Skills: QUA

MWF 09:00AM-10:20AM

CSC 316

NS-0262-1

Biochemistry

MIX

Distribution Area: IND

John Castorino

Biochemistry is the study of the molecules and chemical reactions of life. Considering the vast diversity of living organisms, one might also expect them to be composed of significantly different biomolecules, and to use unique mechanisms for obtaining energy and communicating different biological information. To the contrary, the principles and language of biochemistry are common to all life: in general, the same chemical compounds and the same metabolic processes found in bacteria exist in organisms as distantly related as whales. To fully appreciate life, people should consider their biochemistry. Classroom topics will include the structure and function of proteins and carbohydrates, metabolism and bioenergetics, but will not include nucleic acids. Prerequisite: none, but Organic Chemistry is desirable.

Cumulative Skills: IND

TTH 09:00AM-10:20AM

CSC 316

NS-0262-1

Biochemistry

MIX

Distribution Area: QUA

John Castorino

Biochemistry is the study of the molecules and chemical reactions of life. Considering the vast diversity of living organisms, one might also expect them to be composed of significantly different biomolecules, and to use unique mechanisms for obtaining energy and communicating different biological information. To the contrary, the principles and language of biochemistry are common to all life: in general, the same chemical compounds and the same metabolic processes found in bacteria exist in organisms as distantly related as whales. To fully appreciate life, people should consider their

biochemistry. Classroom topics will include the structure and function of proteins and carbohydrates, metabolism and bioenergetics, but will not include nucleic acids. Prerequisite: none, but Organic Chemistry is desirable.

Cumulative Skills: QUA
TTH 09:00AM-10:20AM
CSC 316

NS-0274-1

Linear Algebra

MIX

Distribution Area: QUA

Geremias Polanco Encarnacion

This course develops the basic geometric, algebraic, and computational foundations of vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken at least one semester of calculus and is useful to most consumers of mathematics. The course focuses on real finite dimensional vector spaces and inner product spaces, although abstract and infinite-dimensional vector spaces will be discussed toward the end of the semester. Applications will be made to computer graphics, environmental models, differential equations, Fourier series, and physics. Computers will be used throughout. Problem sets will be assigned for almost every class. Prerequisite: Pre-calculus

Cumulative Skills: QUA
TTH 10:30AM-11:50AM
CSC 316

NS-0287-1

Elements of Sustainability

MIX

Distribution Area: IND

Frederick Wirth

Even if we have answers for the basic questions raised by the problem of sustainability there are still many approaches to determining a proper course of action. The viewpoints of LCA, the "ecological footprint," and "Natural Capitalism" each provide a standard against which to measure any particular program of change or development. We are presently challenged to make policy judgments of vital importance, to develop technologies and systems that increase sustainability, and to design and present these things in ways that ensure widespread adoption. In this course we will employ several case studies to examine these difficult issues. Emphasis will be placed on understanding underlying scientific principles, evaluating evidence available from the technical and scientific literature, and developing innovative approaches and solutions.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
CSC 3-OPEN

NS-0287-1

Elements of Sustainability

MIX

Distribution Area: QUA

Frederick Wirth

Even if we have answers for the basic questions raised by the problem of sustainability there are still many approaches to determining a proper course of action. The viewpoints of LCA, the "ecological footprint," and "Natural Capitalism" each provide a standard against which to measure any particular program of change or development. We are presently challenged to make policy judgments of vital importance, to develop technologies and systems that increase sustainability, and to design and present these things in ways that ensure widespread adoption. In this course we will employ several case studies to examine these difficult issues. Emphasis will be placed on understanding underlying scientific principles, evaluating evidence available from the technical and scientific literature, and developing innovative approaches and solutions.

Cumulative Skills: QUA
TTH 10:30AM-11:50AM
CSC 3-OPEN

NS-0287-1

Elements of Sustainability

MIX

Distribution Area: WRI

Frederick Wirth

Even if we have answers for the basic questions raised by the problem of sustainability there are still many approaches to determining a proper course of action. The viewpoints of LCA, the "ecological footprint," and "Natural Capitalism" each provide a standard against which to measure any particular program of change or development. We are presently challenged to make policy judgments of vital importance, to develop technologies and systems that increase sustainability, and to design and present these things in ways that ensure widespread adoption. In this course we will employ several case studies to examine these difficult issues. Emphasis will be placed on understanding underlying scientific principles, evaluating evidence available from the technical and scientific literature, and developing innovative approaches and solutions.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM
CSC 3-OPEN

NS-0296-1

Zymurgy

MIX

Distribution Area: IND

Christopher Jarvis

This fermentation science course is designed to familiarize students with the current topics and procedures in brewing science. This upper-level course requires previous course and laboratory work in chemistry and microbiology. The course will focus on the study of the fundamental and applied sciences related to the use of microorganisms as production and processing agents. Specifically, we will examine the technological and biochemical aspects of the brewing process, including raw materials, malting, mashing, fermentation and maturation. In addition to lectures and discussion on the readings, the course will include extensive laboratory work. Students will work in small groups on a focused research project. Prerequisites: cell or molecular biology, chemistry, or microbiology.

Cumulative Skills: IND

F 09:00AM-05:00PM F 09:00AM-05:00PM

CSC B2

NS-0296-1

Zymurgy

MIX

Distribution Area: QUA

Christopher Jarvis

This fermentation science course is designed to familiarize students with the current topics and procedures in brewing science. This upper-level course requires previous course and laboratory work in chemistry and microbiology. The course will focus on the study of the fundamental and applied sciences related to the use of microorganisms as production and processing agents. Specifically, we will examine the technological and biochemical aspects of the brewing process, including raw materials, malting, mashing, fermentation and maturation. In addition to lectures and discussion on the readings, the course will include extensive laboratory work. Students will work in small groups on a focused research project. Prerequisites: cell or molecular biology, chemistry, or microbiology.

Cumulative Skills: QUA

F 09:00AM-05:00PM F 09:00AM-05:00PM

CSC 2-MOLC

NS-0296-1

Zymurgy

MIX

Distribution Area: WRI

Christopher Jarvis

This fermentation science course is designed to familiarize students with the current topics and procedures in brewing science. This upper-level course requires previous course and laboratory work in chemistry and microbiology. The course will focus on the study of the fundamental and applied sciences

related to the use of microorganisms as production and processing agents. Specifically, we will examine the technological and biochemical aspects of the brewing process, including raw materials, malting, mashing, fermentation and maturation. In addition to lectures and discussion on the readings, the course will include extensive laboratory work. Students will work in small groups on a focused research project. Prerequisites: cell or molecular biology, chemistry, or microbiology.

Cumulative Skills: WRI

F 09:00AM-05:00PM F 09:00AM-05:00PM

CSC 2-MOLC

NS-0299-1

Learning Activity Projects

MIX

Distribution Area: MCP

Herbert Bernstein

Students in Learning Activity Projects (LAP) compile lists of learning activities based on their independent work during the semester. Each student will write a title, description and self-evaluation for every learning activity to be officially recognized for LAP credit. The student must also secure a signed evaluation of the work, written by someone familiar with both the subject matter and the student's course of study. The subjects of the learning activities need not be restricted to a particular discipline, school of thought, or arena of creative work. Students are encouraged to collaborate with others in their courses of study, for example, by joining student-led Experimental Program in Education and Community (EPEC) courses or informal learning groups. LAP uses a self-evaluation outline that has proven to be helpful for all narrative evaluations; this year we will experiment with an innovation -- a suggested checklist for evaluators.

Cumulative Skills: MCP

-

NS-0299-1

Learning Activity Projects

MIX

Distribution Area: QUA

Herbert Bernstein

Students in Learning Activity Projects (LAP) compile lists of learning activities based on their independent work during the semester. Each student will write a title, description and self-evaluation for every learning activity to be officially recognized for LAP credit. The student must also secure a signed evaluation of the work, written by someone familiar with both the subject matter and the student's course of study. The subjects of the learning activities need not be restricted to a particular discipline, school of thought, or arena of creative work. Students are encouraged to collaborate with others in their courses of study, for example, by joining student-led Experimental Program in Education

and Community (EPEC) courses or informal learning groups. LAP uses a self-evaluation outline that has proven to be helpful for all narrative evaluations; this year we will experiment with an innovation -- a suggested checklist for evaluators.

Cumulative Skills: QUA

-

NS-0299-1

Learning Activity Projects

MIX

Distribution Area: WRI

Herbert Bernstein

Students in Learning Activity Projects (LAP) compile lists of learning activities based on their independent work during the semester. Each student will write a title, description and self-evaluation for every learning activity to be officially recognized for LAP credit. The student must also secure a signed evaluation of the work, written by someone familiar with both the subject matter and the student's course of study. The subjects of the learning activities need not be restricted to a particular discipline, school of thought, or arena of creative work. Students are encouraged to collaborate with others in their courses of study, for example, by joining student-led Experimental Program in Education and Community (EPEC) courses or informal learning groups. LAP uses a self-evaluation outline that has proven to be helpful for all narrative evaluations; this year we will experiment with an innovation -- a suggested checklist for evaluators.

Cumulative Skills: WRI

-

NS-0300-1

MIX

Distribution Area:

John Castorino

Cumulative Skills:

-

NS-0314-1

Organic Chemistry II

MIX

Distribution Area: IND

Rayane Moreira

Last semester we began our exploration of organic structure, reactivity, and spectroscopy. This semester will continue that journey, examining aromatic molecules, carbonyl compounds, nitrogen-containing compounds, pericyclic reactions, and organometallic chemistry. The emphasis will be on mechanism and synthesis, along with relevance of the chemistry to biology, medicine, society, and environment. By the end of the semester you will have a solid intuitive sense of how organic molecules react and how to manipulate them in the lab. Just as importantly, we will strive to understand the importance of the field of organic chemistry in the past, present, and future. Prerequisite: Organic Chemistry I.

Cumulative Skills: IND

MWF 10:30AM-11:50AM F 01:00PM-05:00PM

CSC 101

NS-0314-1

Organic Chemistry II

MIX

Distribution Area: QUA

Rayane Moreira

Last semester we began our exploration of organic structure, reactivity, and spectroscopy. This semester will continue that journey, examining aromatic molecules, carbonyl compounds, nitrogen-containing compounds, pericyclic reactions, and organometallic chemistry. The emphasis will be on mechanism and synthesis, along with relevance of the chemistry to biology, medicine, society, and environment. By the end of the semester you will have a solid intuitive sense of how organic molecules react and how to manipulate them in the lab. Just as importantly, we will strive to understand the importance of the field of organic chemistry in the past, present, and future. Prerequisite: Organic Chemistry I.

Cumulative Skills: QUA

MWF 10:30AM-11:50AM F 01:00PM-05:00PM

CSC 2-CHEM

NS-0314-1

Organic Chemistry II

MIX

Distribution Area: WRI

Rayane Moreira

Last semester we began our exploration of organic structure, reactivity, and spectroscopy. This semester will continue that journey, examining aromatic molecules, carbonyl compounds, nitrogen-containing compounds, pericyclic reactions, and organometallic chemistry. The emphasis will be on mechanism and synthesis, along with relevance of the chemistry to biology, medicine, society, and environment. By the end of the semester you will have a solid intuitive sense of how organic molecules react and how to manipulate them in the lab. Just as importantly, we will strive to understand the importance of the field of organic chemistry in the past, present, and future. Prerequisite: Organic Chemistry I.

Cumulative Skills: WRI
MWF 10:30AM-11:50AM F 01:00PM-05:00PM
CSC 2-CHEM

NS-0326-1

Water in a Changing Climate

MIX

Distribution Area: QUA

Christina Cianfrani

Floods, droughts, and hurricanes have all been predicted to increase in response to climate change. How will these and other effects impact our access to freshwater? How will we adapt to these changing conditions? This class will cover a brief introduction to the science behind climate change predictions and look specifically at the impacts to the water cycle. We will also discuss how the ways in which we have changed the landscape affect our ability to respond to changes in water availability. Students will read and discuss primary literature, develop a research question and project, collect and interpret data (both in the field and the library), and learn the basic skills scientists use to analyze water related issues.

Cumulative Skills: QUA
MW 01:00PM-02:20PM
CSC 316

NS-0340-1

Yes, No or Maybe: The Theory of Probability

MIX

Distribution

Area: QUA

Geremias Polanco Encarnacion

From financial markets to meteorology, sports projections to medical testing, and scientific studies to gambling, probability and statistics are fundamental to analyzing data and making predictions that are scientifically sound. They are invaluable tools for any subject of study. In this introductory course to mathematical probability we will cover topics that include the calculus of probability, combinatorial analysis, random variables, expectation, distribution functions, moment-generating functions, central limit theorem and joint distributions. Computers will be used throughout. Problem sets will be assigned for almost every class. Prerequisite: Calculus 1

Cumulative Skills: QUA
MWF 10:30AM-11:50AM
CSC 316

NS-0353-1

Natural History of Infectious Disease

MIX

Distribution Area: IND

DR = Satisfies Division I distribution requirements

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of Homo sapiens. We will also introduce the workings of Hampshire College. We will read R.S. Desowitz's *Federal Bodysnatchers and the New Guinea Virus* (2002) and P.J. Hotez's *Forgotten People, Forgotten Diseases* 2ed (2013), and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups on one parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar, we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Collaborative work is expected throughout.

Cumulative Skills: IND
TTH 10:30AM-11:50AM
CSC 2-OPEN

NS-0375-1

Will Microbes Save the World?

MIX

Distribution Area: QUA

Jason Tor

How will we meet the challenges of sustainable energy production, infectious diseases, climate change, and food production for 9 billion people? The smallest of Earth's inhabitants, the microorganisms, might have the answer. Beginning with discussions and case studies, students will evaluate these issues and critique the scientific evidence that microbes have a role in solving humanity's urgent problems. The culmination of this work will be an independent research project focused on students' interests.

Cumulative Skills: QUA
TTH 02:00PM-03:20PM
CSC 316

NS-0381-1

Terrestrial Ecology

MIX

Distribution Area: IND

Brian Schultz

This course is primarily for a relatively small group of more advanced students to do field studies in terrestrial ecology, field trips, and readings from primary literature. We will use the Hampshire College

forests and fields, the canopy walkway, farm center, and off-campus sites as our study areas. We'll be outside as much as possible early on, and visit several habitats and locations of interest. We'll also carry out several field problems or small sampling projects, focusing on studies of vegetation, birds, insects and other invertebrates, and salamanders, among others, also depending upon the weather, results of our work as they develop, and the interests of the participants in the course. Prerequisite: some previous ecology or science.

Cumulative Skills: IND

TTH 10:30AM-11:50AM TH 01:00PM-05:00PM

CSC 110

NS-0381-1

Terrestrial Ecology

MIX

Distribution Area: QUA

Brian Schultz

This course is primarily for a relatively small group of more advanced students to do field studies in terrestrial ecology, field trips, and readings from primary literature. We will use the Hampshire College forests and fields, the canopy walkway, farm center, and off-campus sites as our study areas. We'll be outside as much as possible early on, and visit several habitats and locations of interest. We'll also carry out several field problems or small sampling projects, focusing on studies of vegetation, birds, insects and other invertebrates, and salamanders, among others, also depending upon the weather, results of our work as they develop, and the interests of the participants in the course. Prerequisite: some previous ecology or science.

Cumulative Skills: QUA

TTH 10:30AM-11:50AM TH 01:00PM-05:00PM

CSC 110

NS-0381-1

Terrestrial Ecology

MIX

Distribution Area: WRI

Brian Schultz

This course is primarily for a relatively small group of more advanced students to do field studies in terrestrial ecology, field trips, and readings from primary literature. We will use the Hampshire College forests and fields, the canopy walkway, farm center, and off-campus sites as our study areas. We'll be outside as much as possible early on, and visit several habitats and locations of interest. We'll also carry out several field problems or small sampling projects, focusing on studies of vegetation, birds, insects and other invertebrates, and salamanders, among others, also depending upon the weather, results of our work as they develop, and the interests of the participants in the course. Prerequisite: some previous ecology or science.

Cumulative Skills: WRI
TTH 10:30AM-11:50AM TH 01:00PM-05:00PM
CSC 110

NS-0388-1

Advanced Methods in Molecular Biology

MIX

Distribution

Area: IND

John Castorino

This course is intended for Div III and advanced Div II students who are committed to proposing, developing, or carrying-through research projects involving techniques commonly used in a molecular biology lab. Students will integrate advanced approaches, protocols, and strategies for molecular biology. Depending on student projects, methods may include advanced PCR (inverse, nested, multiplexed, primer-based mutagenesis), qPCR, genomic and cDNA library construction, RNA and protein expression, hybridization methods, cloning and transformation strategies, imaging, cell-tissue culture, bioinformatics, and assessment of genomic variation. Readings will draw from primary literature, and students will present papers and project reports in written and oral formats. Students may explore projects in development of, or in conjunction with, Div III work or independent studies. Selected students will develop projects in preparation for TAing a spring lab course in basic molecular biology methods. Prerequisites: NS 235, Methods in Molecular Biology, or equivalent lab experience is required.

Cumulative Skills: IND
M 02:30PM-05:20PM M 02:30PM-05:20PM
CSC 2-OPEN

NS-0388-1

Advanced Methods in Molecular Biology

MIX

Distribution

Area: QUA

John Castorino

This course is intended for Div III and advanced Div II students who are committed to proposing, developing, or carrying-through research projects involving techniques commonly used in a molecular biology lab. Students will integrate advanced approaches, protocols, and strategies for molecular biology. Depending on student projects, methods may include advanced PCR (inverse, nested, multiplexed, primer-based mutagenesis), qPCR, genomic and cDNA library construction, RNA and protein expression, hybridization methods, cloning and transformation strategies, imaging, cell-tissue culture, bioinformatics, and assessment of genomic variation. Readings will draw from primary literature, and students will present papers and project reports in written and oral formats. Students may explore projects in development of, or in conjunction with, Div III work or independent studies.

Selected students will develop projects in preparation for TAing a spring lab course in basic molecular biology methods. Prerequisites: NS 235, Methods in Molecular Biology, or equivalent lab experience is required.

Cumulative Skills: QUA

M 02:30PM-05:20PM M 02:30PM-05:20PM

CSC 2-MOLC

NS-0388-1

Advanced Methods in Molecular Biology

MIX

Distribution

Area: WRI

John Castorino

This course is intended for Div III and advanced Div II students who are committed to proposing, developing, or carrying-through research projects involving techniques commonly used in a molecular biology lab. Students will integrate advanced approaches, protocols, and strategies for molecular biology. Depending on student projects, methods may include advanced PCR (inverse, nested, multiplexed, primer-based mutagenesis), qPCR, genomic and cDNA library construction, RNA and protein expression, hybridization methods, cloning and transformation strategies, imaging, cell-tissue culture, bioinformatics, and assessment of genomic variation. Readings will draw from primary literature, and students will present papers and project reports in written and oral formats. Students may explore projects in development of, or in conjunction with, Div III work or independent studies. Selected students will develop projects in preparation for TAing a spring lab course in basic molecular biology methods. Prerequisites: NS 235, Methods in Molecular Biology, or equivalent lab experience is required.

Cumulative Skills: WRI

M 02:30PM-05:20PM M 02:30PM-05:20PM

CSC 2-MOLC

NS-121T-1

Human Biology

MIX

Distribution Area: WRI

Christopher Jarvis

Students in this course will learn about the biological function of selected human organs and systems through the study of actual medical cases. Not all human systems will be covered, but students will gain a good understanding of how diseases affect the body and how they are diagnosed. Working in small teams, students will develop diagnoses for medical cases through reviewing descriptions of patient histories, physical exams, and laboratory findings. A human biology text, medical texts on reserve, and Internet resources will help students track down information they need to solve these medical

mysteries. Students will also learn to find and read scientific research articles on topics of their choosing and will learn to write analytical reviews of these articles. These reviews will form the basis of final papers in which students choose particular diseases or treatments to investigate in detail and present their findings to the class.

Cumulative Skills: WRI
MW 10:30AM-11:50AM
CSC 333

NS-132T-1

and Nutrient Flow in a Living Building

MIX

Distribution Area: QUA

Christina Cianfrani

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-132T: Water, Carbon, and Nutrient Flows, will focus on the inputs and outputs of water, carbon and nutrients from the living building using a systems approach. We will learn methods for measuring the quality and quantity of water and the nature of nutrient cycling throughout the building. Basic topics will include the hydrologic cycle, biogeochemical cycles, carbon footprint and offset analyses, greywater recycling, and stormwater reuse.

Cumulative Skills: QUA
MW 10:30AM-11:50AM F 10:30AM-11:50AM
CSC 333

NS-140T-1

Integrated Sciences: Modeling Systems for a Living Building

MIX

Distribution Area: QUA

Sarah Hews

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center,

built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Design Projects, during the spring semester. Students enrolled in NS-140T: Modeling Systems, will use mathematical models to build our understanding of the processes occurring in the living building. We will learn how to build mathematical models, simulate solutions, and investigate dynamics. We will then build models to explore the cycling of water, carbon and nutrients, and the microbial processes involved in water and waste treatment in the living building.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 333

NS-141T-1

Pattern and Coat Color

MIX

Distribution Area: QUA

Charles Ross

Natural organisms provide an unparalleled palette for almost every color and pattern imaginable. Why do organisms have stripes and spots? Why blue or red? This course will explore how and why various colors and patterns are produced in the biological world. We will investigate biochemical, genetic (and epigenetic), developmental, and environmental mechanisms as well as simple mathematical models to explain their production. Additionally, we will link patterns/colors to their functions, such as defense, warning, camouflage, communication, mate attraction, etc. We will use both applied and primary scientific research literature to explore topics in these areas. Students will research specific aspects or questions and present their findings in written and oral format.

Cumulative Skills: QUA

TTH 09:00AM-10:20AM

CSC 2-OPEN

NS-156T-1

Living Building

MIX

Distribution Area: QUA

Jason Tor

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center,

built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-156T: Microbes in a Living Building, will focus on the microbial components of drinking water and waste processing in the living building. We will explore waterborne diseases, microbial diversity, and metabolism throughout the building's treatment systems, and compare these systems with other innovative approaches to water and wastewater treatment.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 333

NS-1IND-1

Independent Study - 100 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

NS-2IND-1

Independent Study - 200 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

NS-386I-1

New Ways of Knowing

MIX

Distribution Area: IND

Herbert Bernstein

From energy systems, to economic crises, to protection against terrorists; from supplying new food organisms, to drone warfare in the Middle East, to exploration of biological and physical phenomena of all kinds, our modern society turns to science for solutions. But the sciences also proliferate side effects - ranging from toxic military pollution, through unforeseen biological disruption, to global warming and political backlash. Do we need "new ways of knowing" to address the personal/political problem of combining disciplinary excellence with social good? Participants study reconstructive knowledge and APPLY it to their own work. We will together develop the reading list, including a motive to update what now seems like "Old Ways" on the face of it: we read the instructor's two books and those of Foucault, Keller, etc., to help reconstruct what we each DO as knowledge workers -- our projects, concentrations and theses. The real-world efforts at ISIS institute (The Institute for Science and Interdisciplinary Study) help launch creative discussion of our own work. Previous students commend this course for remarkable effects in divisional work, graduate school, and their professional lives. Prerequisites: some experience with critical analysis and a well developed (undergraduate) field of excellence.

Cumulative Skills: IND

TH 02:00PM-05:00PM

CSC 101

NS-3IND-1

Independent Study - 300 Level

MIX

Distribution Area:

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

Cumulative Skills:

-

NS-0299-1

Learning Activity Projects

NO5C

Distribution Area: IND

Herbert Bernstein

Students in Learning Activity Projects (LAP) compile lists of learning activities based on their

independent work during the semester. Each student will write a title, description and self-evaluation for every learning activity to be officially recognized for LAP credit. The student must also secure a signed evaluation of the work, written by someone familiar with both the subject matter and the student's course of study. The subjects of the learning activities need not be restricted to a particular discipline, school of thought, or arena of creative work. Students are encouraged to collaborate with others in their courses of study, for example, by joining student-led Experimental Program in Education and Community (EPEC) courses or informal learning groups. LAP uses a self-evaluation outline that has proven to be helpful for all narrative evaluations; this year we will experiment with an innovation -- a suggested checklist for evaluators.

Cumulative Skills: IND

-

NS-121T-1

Human Biology

NO5C

Distribution Area: WRI

Christopher Jarvis

Students in this course will learn about the biological function of selected human organs and systems through the study of actual medical cases. Not all human systems will be covered, but students will gain a good understanding of how diseases affect the body and how they are diagnosed. Working in small teams, students will develop diagnoses for medical cases through reviewing descriptions of patient histories, physical exams, and laboratory findings. A human biology text, medical texts on reserve, and Internet resources will help students track down information they need to solve these medical mysteries. Students will also learn to find and read scientific research articles on topics of their choosing and will learn to write analytical reviews of these articles. These reviews will form the basis of final papers in which students choose particular diseases or treatments to investigate in detail and present their findings to the class.

Cumulative Skills: WRI

MW 10:30AM-11:50AM

CSC 333

NS-132T-1

and Nutrient Flow in a Living Building

NO5C

Distribution Area: QUA

Christina Cianfrani

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to

DR = Satisfies Division I distribution requirements

explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-132T: Water, Carbon, and Nutrient Flows, will focus on the inputs and outputs of water, carbon and nutrients from the living building using a systems approach. We will learn methods for measuring the quality and quantity of water and the nature of nutrient cycling throughout the building. Basic topics will include the hydrologic cycle, biogeochemical cycles, carbon footprint and offset analyses, greywater recycling, and stormwater reuse.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 333

NS-140T-1

Integrated Sciences: Modeling Systems for a Living Building

NO5C

Distribution Area: QUA

Sarah Hews

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Design Projects, during the spring semester. Students enrolled in NS-140T: Modeling Systems, will use mathematical models to build our understanding of the processes occurring in the living building. We will learn how to build mathematical models, simulate solutions, and investigate dynamics. We will then build models to explore the cycling of water, carbon and nutrients, and the microbial processes involved in water and waste treatment in the living building.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 333

DR = Satisfies Division I distribution requirements

NS-141T-1

Pattern and Coat Color

NO5C

Distribution Area: WRI

Charles Ross

Natural organisms provide an unparalleled palette for almost every color and pattern imaginable. Why do organisms have stripes and spots? Why blue or red? This course will explore how and why various colors and patterns are produced in the biological world. We will investigate biochemical, genetic (and epigenetic), developmental, and environmental mechanisms as well as simple mathematical models to explain their production. Additionally, we will link patterns/colors to their functions, such as defense, warning, camouflage, communication, mate attraction, etc. We will use both applied and primary scientific research literature to explore topics in these areas. Students will research specific aspects or questions and present their findings in written and oral format.

Cumulative Skills: WRI

TTH 09:00AM-10:20AM

CSC 2-OPEN

NS-156T-1

Living Building

NO5C

Distribution Area: QUA

Jason Tor

This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-156T: Microbes in a Living Building, will focus on the microbial components of drinking water and waste processing in the living building. We will explore waterborne diseases, microbial diversity, and metabolism throughout the building's treatment systems, and compare these systems with other innovative approaches to water and wastewater treatment.

Cumulative Skills: QUA

MW 10:30AM-11:50AM F 10:30AM-11:50AM

CSC 333

NS-0200-1

TRCOM

Distribution Area:

Herbert Bernstein

Cumulative Skills:

-

NS-0300-1

TRCOM

Distribution Area:

John Castorino

Cumulative Skills:

-

OPRA-0101-1

Beginning Shotokan Karate

CCR

Distribution Area:

Samuel Kanner

Beginning Shotokan Karate: Shotokan Karate began as an unarmed form of self-defense for civilians native to the Ryukyu island chain off the southern coast of Japan: Okinawa. During the forceful annexation of Okinawa to the main island of Japan in the late 19th century, any individual with a working knowledge of hand-to-hand combat was considered a threat to the Japanese military incursions. Training and practice of karate had to be held in secret and late at night. No previous experience in any martial art is required as students will explore and practice the basics (kihon) of standing, blocking, striking and kicking. Using balance, timing and coordination we will begin to thread these individual techniques into larger sequences of movements called kata (forms). Within each kata resides the origin of combat with regard to one or more opponents. Students will engage in paired exercises using isolated techniques from kata leading up to basic forms of sparring (kumite). Beginning students will have the opportunity to observe OR participate in the semi-annual Kyu Test taking place at the end of each semester for formal feedback on their technique. Please come to class well hydrated and in maneuverable clothing suited for highly active movements. **ABSOLUTELY NO WEARING OF jeans, jewelry, watches, hats, shoes or socks during class.** Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail. "There is no first strike in karate," - Principle #2, Master Gichin Funakoshi.

Cumulative Skills:
MW 08:30PM-10:00PM
RCC 21

OPRA-0102-1

Intermediate Shotokan Karate

CCR

Distribution Area:

Samuel Kanner

Intermediate Shotokan Karate: The content explored in OPRA-0101 will be expanded to include more combinations of techniques; greater freedom in sparring; and more complicated kata. Students will be trained for voluntary participation in the semi-annual Kyu Test at the end of each semester. (Only practitioners with membership to the national organization of SKA will receive formal rank or promotion). Special practices focusing on endurance and practical forms of self-defense will also be featured at the end of the semester. (((This course is designed for repeat enrollment - intermediate and advanced students will progress to more complicated material each semester.))) Pre-requisites are completion of OPRA-0101 or JanTerm introductory equivalent when offered. Please come to class well hydrated and in clothing suitable for highly active movements. **ABSOLUTELY NO WEARING OF** jeans, jewelry, watches, hats, shoes or socks during class. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail. "The deeper truths of the martial arts are not tied to techniques, tricks or strategies for winning - they are tied to the strategies of your life", - John Teramoto, President Black Belt Council of S.K.A.

Cumulative Skills:
TTH 07:00PM-08:30PM
RCC 21

OPRA-0103-1

Advanced Shotokan Karate

CCR

Distribution Area:

Samuel Kanner

Advanced Shotokan Karate: We have only a finite period of time in our lives to practice what we love. How will you spend that time before it is too late? This class is an immediate follow-up to Intermediate Shotokan Karate 0102 where students with two or more consecutive semesters of training are invited to stay and polish their kihon or favorite kata, work on torite (escaping techniques), practice applications of advanced movements or request one-on-one instruction. (This course is designed for repeat enrollment - intermediate and advanced students will progress to more complicated material each semester.) Pre-requisite is completion of OPRA-0102. Instructor permission required. 5-College students will be graded pass/fail.

Cumulative Skills:
TTH 08:30PM-09:00PM
RCC 21

OPRA-0104-1
Kickboxing LITE

CCR

Distribution Area:

Samuel Kanner

Students of all fitness levels will experience aerobic plyometric training in a full introductory spectrum of strikes and kicks. Proper technique on how to safely align hands, wrists, feet and ankles in order to receive impact on a bag will be closely examined and exercised. Equally important is the study of how to properly and safely hold the different types of bags for a partner with respect to each exercise. NOTE: This course is NOT a method of practical combat training nor a means to practice free form sparring. Kickboxing LITE is designed to get your heart rate up for all fitness levels to enjoy with an emphasis on movement, stress relief, technique and proper transference of energy without any sense of competition. Come to class well hydrated - water bottles must start full and be with you AT ALL TIMES. Bringing a personal towel is recommended. Not the entire class will be dedicated to striking the bags but any measure of repetition with contact can sometimes cause discomfort in the hands. Pads and cloth prosthesis for this purpose are available for purchase by the instructor. ABSOLUTELY NO WEARING OF jeans, jewelry, watches, hats, shoes or socks during class. Class will meet in the South Lounge on the 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
F 11:00AM-12:00PM
RCC 21

OPRA-0105-1
Beginning Yoga

CCR

Distribution Area:

Molly Kitchen

Learn the basics of yoga practice, including asana (physical postures), pranayama (breathing techniques), vinyasa (moving with the breath), philosophy and meditation. This class is intended for those new to yoga or those looking for a slower paced, instruction-oriented class. Please wear clothing you can move comfortably in and bring a yoga mat. Yoga mats are available for sale at the Hampshire College equipment room for \$14. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. Five College students will be graded pass/fail.

Cumulative Skills:
M 12:00PM-01:30PM
RCC 21

OPRA-0106-1

Intermediate Yoga

CCR

Distribution Area:

Molly Kitchen

Deepen your practice with the alignment-based class, intended for students who have completed #0105-Beginning Yoga or have outside prior yoga experience. In this class, we will explore a wider range of postures as well as breathing techniques and meditation. Please bring a yoga mat. Yoga mats are available for sale at the Hampshire College equipment room for \$14. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. Five College students will be graded pass/fail.

Cumulative Skills:

M 10:30AM-12:00PM

RCC 21

OPRA-0107-1

Advanced Yoga

CCR

Distribution Area:

Molly Kitchen

Take your practice to the next level! In a supportive and positive atmosphere, we will explore challenging asana including advanced backbends, inversions, arm balances, twists and forward folds as well pranayama and meditation. This class is meant for dedicated practitioners with yoga experience and a high level of self-awareness. Please bring a yoga mat. Yoga mats are available for sale at the Hampshire College equipment room for \$14. Instructor permission REQUIRED. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. Five College students will be graded pass/fail.

Cumulative Skills:

W 12:00PM-01:30PM

RCC 21

OPRA-0108-1

Flow Yoga

CCR

Distribution Area:

Molly Kitchen

In this class you will practice coordinating your breath with flowing yoga postures (Vinyasa). Expect full-spectrum sequences, emphasizing strength, flexibility and safe alignment. Meditation and guided relaxation will be included in each class. Intended for those who have completed #0105 Beginning Yoga or have prior outside yoga experience. Please bring a yoga mat. Yoga mats are available for sale at the Hampshire College equipment room for \$14. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. Five College students will be graded pass/fail.

Cumulative Skills:
W 10:30AM-12:00PM
RCC 21

OPRA-0113-1

Aikido

CCR

Distribution Area:

Mathew Snow

Aikido is essentially a modern manifestation of traditional Japanese martial arts (Budo), derived from a synthesis of body, sword, and staff arts. Its primary emphasis is defensive, utilizing techniques of neutralization through leverage, timing, balance, and joint control. There is no emphasis on strikes or kicks since one is trained to blend and evade rather than confront. Beginners will practice ukemi (falling), body movement, conditioning, and several basic techniques. Purchase of a uniform or gi is highly recommended but NOT REQUIRED. Purchases can be made directly with the instructor. 5-College students will be graded pass/fail.

Cumulative Skills:
TTH 03:30PM-05:00PM
RCC 21

OPRA-0115-1

Beginning Kyudo, Japanese Zen Archery

CCR

Distribution

Area:

Samuel Kanner

Archery was once considered the most elite of all samurai military arts. To be an archer meant you were beholden to defending your lord's stronghold from distant threats. After the era of great civil war had ended in Japan by 1600 A.D., samurai warriors were at a loss for way to keep their practical skills for the battlefield honed. The need to repurpose their fighting arts philosophically shifted from the emphasis of destroying a target to a path and lifestyle of self-refinement. Students will encounter a standing form of Zen meditation or Ritsuzen, by way of the Japanese bow. At the beginning level, students will concentrate on learning the first step-by-step form called Shichido, or The Seven Coordinations. This precise form represents the basic method of firing a single arrow. Students will begin by becoming acquainted with the equipment through simulated shooting with no target and then graduate to live shooting a target at short range. The target, which is only seven feet away, serves the archer as a mirror, reflecting the condition of their mind and spirit. ABSOLUTELY NO WEARING OF jewelry, watches, hats, shoes or use of cell phones during class. Class will meet in the South Lounge, 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
MW 03:00PM-04:30PM
RCC 21

OPRA-0116-1

Intermediate Kyudo, Japanese Zen Archery

CCR

Distribution

Area:

Samuel Kanner

Students will review topics on equipment handling, maintenance and the practice of Shichido. Introduced at the intermediate level are two-arrow forms called Hitote and Tsukubai. Both will be practiced at short range and then gradually at a more distant target. Students will learn the difference in equipment required for long-range shooting and how to synchronize with other archers in their practice. In order to harmonize with others, surrendering the ego becomes a necessary objective. Being too fast or too slow during this process of the form is an indication of undesired individuality. At longer distances do not become consumed by aiming at the target but rather to properly align yourself with it. Do not allow the tempting satisfaction of hitting the target to steal your mind or your heart. ABSOLUTELY NO WEARING OF jewelry, watches, hats, shoes or use of cell phones during class. Prerequisite: Completion of OPRA #0115. Class will meet in the South Lounge, 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
TTH 05:15PM-06:45PM
RCC 21

OPRA-0117-1

Iaido, Japanese Swordsmanship

CCR

Distribution Area:

Samuel Kanner

Debated as the most superbly engineered sword in the world, the katana has deep roots in Japanese culture. Popularly recognized as the icon of samurai warriors as their primary weapon on the historical battlefield, Iaido reinvents the use of the sword as a means of precision and refinement inspired by less chaotic situations. As glamorous and exciting as it can be to draw and cut with a sword, can it be cared for and re-sheathed with the same respect? As a form-based martial art, Iaido is practiced without an opponent. Its principal function is the study of kata (forms), which consist of four primary coordinations: 1. Nukitsuke, drawing cut; 2. Kiritsuke, finishing cut; 3. Chiburi, cleansing the blade; and 4. Noto, returning the sword to the scabbard. Students will begin by studying these basics and then practicing the prescribed order of kata to learn how they function within one imagined situation to another. (((This course is designed for repeat enrollment - intermediate and advanced students will progress to more complicated material each semester.))) Instructor permission is required. Uniforms

and equipment are provided by the instructor. Instructor permission is granted ONLY in-person during attendance within the add/drop period. REQUESTS FOR EARLY PERMISSION PRIOR TO THE FIRST CLASS WILL NOT BE HONORED FOR HAMPSHIRE OR 5-COLLEGE STUDENTS. ABSOLUTELY NO WEARING OF jeans, jewelry, watches, hats, shoes or socks during class. Class meets on the gym floor near the climbing wall in the Robert Crown Center. 5-College students will be graded pass/fail

Cumulative Skills:

TTH 02:00PM-03:30PM

RCC GYM

OPRA-0118-1

R.A.D. Basic Self Defense for Women (BSD)

CCR

Distribution

Area:

Amanda Surgen, Troy Hill

The Rape Aggression Defense system (R.A.D.) is a program of realistic self-defense tactics and techniques. The system is a comprehensive course for women that begins with risk awareness, prevention, reduction, and avoidance, while progressing on to the basics of hands-on defense training. It is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense/martial arts tactics. The RAD system of realistic defense provides women with the knowledge to make an educated decision about resistance. Safety and survival in today's world require a definite course in action. Women will learn effective options for taking an active role in their own self-defense and psychological well being. All physical abilities are welcome and no previous experience is necessary but consistent attendance or making up classes is necessary. RAD is a 12 hour program that meets weekly on Fridays for ONLY 4 consecutive weeks. TAKE CAREFUL NOTICE OF THE SPECIFIC DATES LISTED. Brush-up sessions will be provided UPON REQUEST after the official term allowing students to maintain practice of important skills. Attendance to the brush-up sessions are not mandatory for evaluation. We will meet in the South Lounge on the second floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:

F 01:30PM-04:00PM

RCC 21

OPRA-0119-1

R.A.D. Basic Self Defense for Men (RFM)

CCR

Distribution

Area:

Samuel Kanner, Emily Rimmer

Resisting Aggression with Defense (R.A.D.) addresses that violence is not a sexist phenomena. Assaults

against men are generally different than most acts against women. Violence can affect and victimize all genders. Statistics and recorded data indicate that a high percentage of reported aggressive or violent instances involve men in some capacity. This program's primary focus is the development of realistic and responsible self defense options for men prior to and during situations of immanent physical confrontations. Resisting and deescalating violence is a choice. Everyone is responsible for how to respond to any event in their life. These decisions contribute to our pasts, who we are in the present day and how we can improve and positively contribute in the future. By simply raising your individual awareness you are in fact reducing the likelihood of encountering aggressive behavior. Unfortunately, a small percentage of confrontational incidents may be unavoidable. Given that, this program is designed to empower men to make different decisions when encountering such incidents and to acquire tactical physical self defense options for reducing harm in the future. RAD is a 12 hour program that meets weekly on Fridays for ONLY 4 consecutive weeks. TAKE CAREFUL NOTICE OF THE SPECIFIC DATES LISTED. Brush-up sessions will be provided UPON REQUEST after the official term allowing students to maintain practice of important skills. Attendance to the brush-up sessions are not mandatory for evaluation. We will meet in the South Lounge on the second floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:

F 01:30PM-04:00PM

RCC 21

OPRA-0120-1

R.A.D. Keychain Defense Options for Women (KDO)

CCR

Distribution Area:

Samuel Kanner, Emily Rimmer

R.A.D. Keychain Defense Options (KDO) is an addendum the R.A.D. women's self defense program that works best for students who have already acquired the unarmed physical components from RAD #0118.

This course centers methods of defense around a handheld keychain device called a Kubotan.

Developed by Mr. Takayuki Kubota (b.1934), this object for defense is inspired by a concealed short range weapon of Japanese origin. Adapted to modern specifications, this tool offers women additional options in adverse situations to avoid or escape immanent assault by an attacker using various hand techniques.

RAD Keychain is an 8 hour program that meets weekly on Fridays for ONLY 2 consecutive weeks with additional "floating" day determined in-class. TAKE CAREFUL NOTICE OF THE SPECIFIC DATES LISTED. Prerequisites: Completion of R.A.D. (BSD) #0118. Brush-up sessions will be provided UPON REQUEST after the official term allowing students to maintain practice of important skills.

Attendance to the brush-up sessions are not mandatory for evaluation. We will meet in the South Lounge on the second floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
F 01:30PM-04:00PM
RCC 21

OPRA-0121-1

T'ai Chi

CCR

Distribution Area:

Rob Zilin

T'ai Chi is an enjoyable exercise which gives a feeling of exquisite mental calm and emotional ease. T'ai Chi does not strain your joints or ligaments, but actually heals them and teaches your body to move with perfect efficiency. T'ai Chi will not strain your heart or circulatory system, but is a gentle and effective tonic to your heart. T'ai Chi is especially beneficial to the functions of your internal organs and builds up your body from the inside out. T'ai Chi has its origin as a valid martial discipline. Our emphasis will be the contrasts and similarities of the health art and martial art. This 2 hour class is open to beginner and experienced students. During the first few classes students will be sorted into appropriate practice groups depending on experience and ability. More advanced practices and intermediate form work will happen during the second hour of the class. 5-College students will be graded pass/fail.

Cumulative Skills:
MW 06:30PM-08:30PM
RCC 21

OPRA-0123-1

Beginning Whitewater Kayaking, Section 1

CCR

Distribution

Area:

Michael Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and kayak rolling. Class will meet Wednesdays in the pool from 1:00pm - 2:20pm, Fridays on the River from 12:30pm - 6:00pm (weather permitting). 5-College students will be graded pass/fail

Cumulative Skills:
W 01:00PM-02:20PM F 12:30PM-06:00PM
RCC POOL

OPRA-0124-1

Beginning Whitewater Kayaking, Section #2

CCR

Distribution

Area:

Glenna Alderson

No technical kayaking experience is required but **MUST BE ABLE TO SWIM**. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing and kayak rolling. Class will meet Wednesdays in the pool from 6:30PM - 8:00PM and Fridays on the river from 12:30 - 6:00PM (weather permitting). 5-College students will be graded pass/fail.

Cumulative Skills:

W 06:30PM-08:00PM F 12:30PM-06:00PM

RCC POOL

OPRA-0126-1

Intermediate Whitewater Kayaking

CCR

Distribution Area:

Glenna Alderson

This course is for students who have had previous whitewater kayaking experience. Students will learn to improve their whitewater techniques on class 2/3 water on local rivers. Pre-requisites include: swimming ability, kayak roll on moving water, previous experience on moving water (class1-2), peel-out and ferrying experience. *Qualified students may use this course for an ACA certification in kayak instruction. *flat and/or moving water certification. This type of certification is required for most outdoor professionals who want to teach water sports. ACA Candidates must attend all required classes. 5-College students will be graded pass/fail.

Cumulative Skills:

TH 12:30PM-06:00PM

RCC RIVER

OPRA-0132-1

Outdoor Adventure Sampler

CCR

Distribution Area:

Karen Warren

This course is an opportunity to experience the many activities that make up outdoor adventure. Students will be introduced to natural areas in the local region. Students engage in the activities on a variety of levels from a beginning introduction to a refinement of skills. Activities include canoeing, sea kayaking, climbing, hiking, outdoor cooking, ropes course, biking and group initiatives. 5-College students will be graded pass/fail.

Cumulative Skills:
F 12:30PM-05:00PM
RCC FOYER

OPRA-0141-1

Beginning Swimming

CCR

Distribution Area:

Glenna Alderson

If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult swimmer better understand and adapt to the water environment. Students will work on keeping the "fun in fundamentals" as they learn floats, slides, propulsive movements, breath control and personal safety techniques. Swimming strokes will include: breast, freestyle and elementary backstroke. Glenna Alderson is an American Red Cross certified instructor. 5-College students will be graded pass/fail.

Cumulative Skills:
T 03:30PM-04:30PM
RCC POOL

OPRA-0144-1

Thru Hiking

CCR

Distribution Area:

Clemencia Caporale

Have you ever dreamed of hiking the Appalachian Trail, Pacific Crest Trail, or The Long Trail? Students will learn how to select gear and equipment for long distance hiking, prepare mail drops, meal plan for weeks at a time and execute on a thru hike. The class will section hike portions of the Robert Frost Trail during the semester, while planning for two different 3-day hikes, with a non-refundable lab fee of \$100 due by the second week of class. The lab fee will cover transportation, equipment, food, mail drops, permits, camping fees, and map. Completion of this course, participants will be equipped with the skills necessary to successfully thru hike any trail. 5- College students will be graded pass/fail.

Cumulative Skills:
F 12:30PM-06:00PM
FPH 103

OPRA-0146-1

Night Hiking Series

CCR

Distribution Area:

Clemencia Caporale

Spend your semester hiking to local peaks, springs, and Pioneer Valley landmarks. Students will hike, stretch, and strengthen their body on 6-8 mile hikes each week. Hiking areas include but are not limited to: Mt. Tom, Bear Mt, Long Mountain, Mount Sugarloaf, Skinner Mountain, Lithia Springs, and other portions of the New England Trail. Be prepared for hiking in the fall foliage, watching the sun set, and hiking by headlamp.

Cumulative Skills:

W 06:00PM-10:00PM

RCC FOYER

OPRA-0151-1

Top Rope Climbing, Section 1

CCR

Distribution Area:

Michael Alderson

This course is for beginning and experienced rock climbers. It will cover basic safety techniques, rope work, knots and climbing techniques. Enjoy the opportunity to exercise your body and mind at many local climbing areas as well as Hampshire College's indoor climbing wall. Beginners are especially welcome. 5-College students will be graded pass/fail.

Cumulative Skills:

T 12:30PM-06:00PM

RCC GYM

OPRA-0155-1

Introduction to Sport Climbing

CCR

Distribution Area:

Michael Alderson

Introduction to Sport Climbing: Sport climbing is the term used to describe the style of climbing where a person uses fixed protection to lead climb. This class will focus on teaching the technical skills and training techniques for better climbing. IT IS IMPORTANT THAT A PERSON HAVE STRONG TOP ROPE CLIMBING SKILLS BEFORE THEY ADVANCE INTO SPORT CLIMBING. This course is perfect experienced rock climbers wanting to learn to lead climb, and is a prerequisite for the spring Traditional Lead Climbing class. 5-College students will be graded pass/fail.

Cumulative Skills:

TH 12:30PM-06:00PM

RCC GYM

OPRA-0164-1

Beginning Spinning

CCR

Distribution Area:

Amanda Surgen

Spinning is a group cycling class that guides participants through workout phases using music, warm-up, steady up-tempo cadences, sprints, climbs, and cool downs. You control resistance on your bike to make the pedaling easy or difficult as you choose. Constant adjustment is normal. This group cycling class is designed for all fitness levels and involves various cycling drills that offer an exhilarating cardiovascular workout. The class also teaches you proper form and interval training. Staff and faculty are welcome! Bring workout clothes, towel, and water bottle. Class meets upstairs at the spin bikes by the bouldering cave on the opposite side of the gym. 5-College students will be graded pass/fail.

Cumulative Skills:

TTH 03:30PM-04:30PM

RCC BHALL

OPRA-0170-1

Maximum Interval Training, Section# 1

CCR

Distribution Area:

Samuel Kanner

Getting an effective workout does not always have to take time away from your life by going to a gym and running on a treadmill like a hamster. You will be surprised how much you can accomplish in a space no bigger than your dorm lounge or common room with a towel and water bottle at your side.

Maximum Interval Training is an exercise system that uses your own body as the equipment. The object is not to confuse your muscles or train to get an edge in competition but to arrive at and strengthen your own natural physical abilities. The four main categories of exercise are 1) explosive bursts of movements called plyometrics, 2) core strengthening, 3) muscle plasticity, and of course, 4) cardio.

Students will be prompted to record their results in a personal log intended to track their progress of endurance and stamina. Keeping track of personal records and developing the standards of your own program is what this is all about. Positive effects of Maximum Interval Training are best achieved through consistency and commitment. Come to class already well hydrated. Water bottles must start full and be with you AT ALL TIMES. SNEAKERS OR CROSS-TRAINING SHOES ARE A MUST. NO EXCEPTIONS. Maximum Interval Training is designed as a complete 60 day program and offered twice per semester. NOTE: This course #0170 runs ONLY until October Break. (((For continued results and workouts on more intermediate levels enrollment in both is encouraged.))) Those with respiratory difficulties are discouraged from directly participating but are welcomed to observe and learn each exercise in a manner that will not agitate any preexisting medical conditions. Similar modifications can be made for those with preexisting injuries. Class will meet on the gym floor near the climbing wall in the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
MW 01:00PM-02:00PM
RCC GYM

OPRA-0171-1

Maximum Interval Training, Section# 2

CCR

Distribution Area:

Samuel Kanner

Getting an effective workout does not always have to take time away from your life by going to a gym and running on a treadmill like a hamster. You will be surprised how much you can accomplish in a space no bigger than your dorm lounge or common room with a towel and water bottle at your side.

Maximum Interval Training is an exercise system that uses your own body as the equipment. The object is not to confuse your muscles or train to get an edge in competition but to arrive at and strengthen your own natural physical abilities. The four main categories of exercise are 1) explosive bursts of movements called plyometrics, 2) core strengthening, 3) muscle plasticity, and of course, 4) cardio. Students will be prompted to record their results in a personal log intended to track their progress of endurance and stamina. Keeping track of personal records and developing the standards of your own program is what this is all about. Positive effects of Maximum Interval Training are best achieved through consistency and commitment. Come to class already well hydrated. Water bottles must start full and be with you AT ALL TIMES. SNEAKERS OR CROSS-TRAINING SHOES ARE A MUST. NO EXCEPTIONS. Maximum Interval Training is designed as a complete 60 day program and offered twice per semester. NOTE: This course #0171 will commence AFTER October Break. (((For continued results and workouts on more intermediate levels enrollment in both is encouraged.))) Those with respiratory difficulties are discouraged from directly participating but are welcomed to observe and learn each exercise in a manner that will not agitate any preexisting medical conditions. Similar modifications can be made for those with preexisting injuries. Class will meet on the gym floor near the climbing wall in the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
MW 01:00PM-02:00PM
RCC GYM

OPRA-0173-1

Strength and Conditioning

CCR

Distribution Area:

Troy Hill

Strength and Conditioning: This class will utilize various techniques to improve one's strength and conditioning without the use of weights. All experience levels are welcome. The class is especially good for those interested in improving strength for sports. Five college students will be graded pass/fail.

Cumulative Skills:
WF 10:30AM-11:30AM
RCC GYM

OPRA-0174-1

Basic Strength Training

CCR

Distribution Area:

Troy Hill

This course will give students background knowledge and first-hand experience in stretching, weight lifting, and aerobic conditioning. Students will learn the basics of flexibility training, using heart rate to guide aerobic conditioning, and assist in designing an individualized weight training program. Each class session will include stretching, running/walking, and weight lifting. People who have never been involved in a fitness program are especially welcome. 5-College students will be graded pass/fail

Cumulative Skills:
TTH 09:00AM-10:00AM
MSC WGHT RM

OPRA-0175-1

Speed and Agility Training

CCR

Distribution Area:

Troy Hill

The class will focus on improving foot, speed, agility, and explosiveness through drills and plyometrics. Class will meet ONLY for 6 weeks after the start of the semester. 5-College students will be graded pass/fail

Cumulative Skills:
TTH 02:00PM-03:00PM
RCC GYM

OPRA-0181-1

Fundamentals of Basketball

CCR

Distribution Area:

Troy Hill

If you like basketball but have little or no experience, then this is the class for you. Students will work on the basic skills of basketball, such as dribbling, passing, shooting, rebounding and defense. Students will also spend time focusing on the rules of the game and playing. 5-College students will be graded pass/fail

Cumulative Skills:
TTH 03:00PM-04:00PM
RCC GYM

OPRA-0185-1

Fundamentals of Tennis

CCR

Distribution Area:

Arthur Carrington

This class covers basic tennis techniques. Our focus will be on developing smooth confident strokes. Students will also spend time learning the rules of the game and playing. 5-College students will be graded pass/fail.

Cumulative Skills:
M 12:00PM-01:00PM
MSC CTS/TRK

OPRA-0203-1

Backyard Wilderness

CCR

Distribution Area:

Karen Warren

The Connecticut River Valley is a bioregion rich in natural variety and beauty. This course will be an opportunity to explore the natural places in our own backyard while examining the concept of wilderness in contemporary society. The social, spiritual, ecological, artistic, accessible and personal perspectives of wilderness will be the foundation of this place-based education class. By hiking and paddling we will attempt to develop a sense of place with some truly magical local outdoor sites. Readings and projects will further develop this concept of a backyard wilderness. Each class will venture outdoors to participate in activities including a swamp walk, working with a outdoor universal access program, using primitive earth-based skills, and overnight camping in order to understand wilderness perspectives experientially. THIS CLASS IS OPEN TO FIRST-YEAR STUDENTS. 5-College students will be graded pass/fail.

Cumulative Skills:
W 01:00PM-05:00PM
RCC FOYER

OPRA-0208-1

Experiential Education: From Theory to Practice

CCR

Distribution Area:

Karen Warren

This course will offer an overview of the theoretical tenets of experiential education and how they can be applied in a variety of settings, including the outdoors, and alternative and traditional classrooms. Topics to be addressed include current issues in experiential education, oppression and empowerment in education, teaching experientially, creative expression, and the historical and philosophical basis of experiential education. The course format will include readings, discussion, guest speakers, field experiences, and individual research and presentations on experiential education. An emphasis of the course will be for students to develop curricula based on experiential learning by creating student facilitated workshops and gaining exposure to experiential education methodology currently employed in the local area. The course is designed for Division II and III level students. 5-College students will be graded pass/fail.

Cumulative Skills:

TH 01:00PM-05:00PM

YURT LECTURE

OPRA-0101-1

Beginning Shotokan Karate

MIX

Distribution Area:

Samuel Kanner

Beginning Shotokan Karate: Shotokan Karate began as an unarmed form of self-defense for civilians native to the Ryukyu island chain off the southern coast of Japan: Okinawa. During the forceful annexation of Okinawa to the main island of Japan in the late 19th century, any individual with a working knowledge of hand-to-hand combat was considered a threat to the Japanese military incursions. Training and practice of karate had to be held in secret and late at night. No previous experience in any martial art is required as students will explore and practice the basics (kihon) of standing, blocking, striking and kicking. Using balance, timing and coordination we will begin to thread these individual techniques into larger sequences of movements called kata (forms). Within each kata resides the origin of combat with regard to one or more opponents. Students will engage in paired exercises using isolated techniques from kata leading up to basic forms of sparring (kumite). Beginning students will have the opportunity to observe OR participate in the semi-annual Kyu Test taking place at the end of each semester for formal feedback on their technique. Please come to class well hydrated and in maneuverable clothing suited for highly active movements. ABSOLUTELY NO WEARING OF jeans, jewelry, watches, hats, shoes or socks during class. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail. "There is no first strike in karate," - Principle #2, Master Gichin Funakoshi.

Cumulative Skills:

MW 08:30PM-10:00PM

RCC 21

OPRA-0102-1

Intermediate Shotokan Karate

MIX

Distribution Area:

Samuel Kanner

Intermediate Shotokan Karate: The content explored in OPRA-0101 will be expanded to include more combinations of techniques; greater freedom in sparring; and more complicated kata. Students will be trained for voluntary participation in the semi-annual Kyu Test at the end of each semester. (Only practitioners with membership to the national organization of SKA will receive formal rank or promotion). Special practices focusing on endurance and practical forms of self-defense will also be featured at the end of the semester. (((This course is designed for repeat enrollment - intermediate and advanced students will progress to more complicated material each semester.))) Pre-requisites are completion of OPRA-0101 or JanTerm introductory equivalent when offered. Please come to class well hydrated and in clothing suitable for highly active movements. **ABSOLUTELY NO WEARING OF** jeans, jewelry, watches, hats, shoes or socks during class. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail. "The deeper truths of the martial arts are not tied to techniques, tricks or strategies for winning - they are tied to the strategies of your life", - John Teramoto, President Black Belt Council of S.K.A.

Cumulative Skills:

TTH 07:00PM-08:30PM

RCC 21

OPRA-0103-1

Advanced Shotokan Karate

MIX

Distribution Area:

Samuel Kanner

Advanced Shotokan Karate: We have only a finite period of time in our lives to practice what we love. How will you spend that time before it is too late? This class is an immediate follow-up to Intermediate Shotokan Karate 0102 where students with two or more consecutive semesters of training are invited to stay and polish their kihon or favorite kata, work on torite (escaping techniques), practice applications of advanced movements or request one-on-one instruction. (This course is designed for repeat enrollment - intermediate and advanced students will progress to more complicated material each semester.) Pre-requisite is completion of OPRA-0102. Instructor permission required. 5-College students will be graded pass/fail.

Cumulative Skills:

TTH 08:30PM-09:00PM

RCC 21

OPRA-0104-1

Kickboxing LITE

MIX

Distribution Area:

Samuel Kanner

Students of all fitness levels will experience aerobic plyometric training in a full introductory spectrum of strikes and kicks. Proper technique on how to safely align hands, wrists, feet and ankles in order to receive impact on a bag will be closely examined and exercised. Equally important is the study of how to properly and safely hold the different types of bags for a partner with respect to each exercise. NOTE: This course is NOT a method of practical combat training nor a means to practice free form sparring. Kickboxing LITE is designed to get your heart rate up for all fitness levels to enjoy with an emphasis on movement, stress relief, technique and proper transference of energy without any sense of competition. Come to class well hydrated - water bottles must start full and be with you AT ALL TIMES. Bringing a personal towel is recommended. Not the entire class will be dedicated to striking the bags but any measure of repetition with contact can sometimes cause discomfort in the hands. Pads and cloth prosthesis for this purpose are available for purchase by the instructor. ABSOLUTELY NO WEARING OF jeans, jewelry, watches, hats, shoes or socks during class. Class will meet in the South Lounge on the 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:

F 11:00AM-12:00PM

RCC 21

OPRA-0105-1

Beginning Yoga

MIX

Distribution Area:

Molly Kitchen

Learn the basics of yoga practice, including asana (physical postures), pranayama (breathing techniques), vinyasa (moving with the breath), philosophy and meditation. This class is intended for those new to yoga or those looking for a slower paced, instruction-oriented class. Please wear clothing you can move comfortably in and bring a yoga mat. Yoga mats are available for sale at the Hampshire College equipment room for \$14. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. Five College students will be graded pass/fail.

Cumulative Skills:

M 12:00PM-01:30PM

RCC 21

OPRA-0106-1

Intermediate Yoga

MIX

Distribution Area:

Molly Kitchen

Deepen your practice with the alignment-based class, intended for students who have completed #0105-Beginning Yoga or have outside prior yoga experience. In this class, we will explore a wider range of postures as well as breathing techniques and meditation. Please bring a yoga mat. Yoga mats are available for sale at the Hampshire College equipment room for \$14. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. Five College students will be graded pass/fail.

Cumulative Skills:

M 10:30AM-12:00PM

RCC 21

OPRA-0107-1

Advanced Yoga

MIX

Distribution Area:

Molly Kitchen

Take your practice to the next level! In a supportive and positive atmosphere, we will explore challenging asana including advanced backbends, inversions, arm balances, twists and forward folds as well pranayama and meditation. This class is meant for dedicated practitioners with yoga experience and a high level of self-awareness. Please bring a yoga mat. Yoga mats are available for sale at the Hampshire College equipment room for \$14. Instructor permission REQUIRED. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. Five College students will be graded pass/fail.

Cumulative Skills:

W 12:00PM-01:30PM

RCC 21

OPRA-0108-1

Flow Yoga

MIX

Distribution Area:

Molly Kitchen

In this class you will practice coordinating your breath with flowing yoga postures (Vinyasa). Expect full-spectrum sequences, emphasizing strength, flexibility and safe alignment. Meditation and guided relaxation will be included in each class. Intended for those who have completed #0105 Beginning Yoga or have prior outside yoga experience. Please bring a yoga mat. Yoga mats are available for sale at the Hampshire College equipment room for \$14. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. Five College students will be graded pass/fail.

Cumulative Skills:

W 10:30AM-12:00PM

RCC 21

OPRA-0113-1

Aikido

MIX

Distribution Area:

Mathew Snow

Aikido is essentially a modern manifestation of traditional Japanese martial arts (Budo), derived from a synthesis of body, sword, and staff arts. Its primary emphasis is defensive, utilizing techniques of neutralization through leverage, timing, balance, and joint control. There is no emphasis on strikes or kicks since one is trained to blend and evade rather than confront. Beginners will practice ukemi (falling), body movement, conditioning, and several basic techniques. Purchase of a uniform or gi is highly recommended but NOT REQUIRED. Purchases can be made directly with the instructor. 5-College students will be graded pass/fail.

Cumulative Skills:

TTH 03:30PM-05:00PM

RCC 21

OPRA-0115-1

Beginning Kyudo, Japanese Zen Archery

MIX

Distribution

Area:

Samuel Kanner

Archery was once considered the most elite of all samurai military arts. To be an archer meant you were beholden to defending your lord's stronghold from distant threats. After the era of great civil war had ended in Japan by 1600 A.D., samurai warriors were at a loss for way to keep their practical skills for the battlefield honed. The need to repurpose their fighting arts philosophically shifted from the emphasis of destroying a target to a path and lifestyle of self-refinement. Students will encounter a standing form of Zen meditation or Ritsuzen, by way of the Japanese bow. At the beginning level, students will concentrate on learning the first step-by-step form called Shichido, or The Seven Coordinations. This precise form represents the basic method of firing a single arrow. Students will begin by becoming acquainted with the equipment through simulated shooting with no target and then graduate to live shooting a target at short range. The target, which is only seven feet away, serves the archer as a mirror, reflecting the condition of their mind and spirit. ABSOLUTELY NO WEARING OF jewelry, watches, hats, shoes or use of cell phones during class. Class will meet in the South Lounge, 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:

MW 03:00PM-04:30PM

RCC 21

OPRA-0116-1

Intermediate Kyudo, Japanese Zen Archery

MIX

Distribution

Area:

Samuel Kanner

Students will review topics on equipment handling, maintenance and the practice of Shichido.

Introduced at the intermediate level are two-arrow forms called Hitote and Tsukubai. Both will be practiced at short range and then gradually at a more distant target. Students will learn the difference in equipment required for long-range shooting and how to synchronize with other archers in their practice. In order to harmonize with others, surrendering the ego becomes a necessary objective. Being too fast or too slow during this process of the form is an indication of undesired individuality. At longer distances do not become consumed by aiming at the target but rather to properly align yourself with it. Do not allow the tempting satisfaction of hitting the target to steal your mind or your heart.

ABSOLUTELY NO WEARING OF jewelry, watches, hats, shoes or use of cell phones during class.

Prerequisite: Completion of OPRA #0115. Class will meet in the South Lounge, 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:

TTH 05:15PM-06:45PM

RCC 21

OPRA-0117-1

Iaido, Japanese Swordsmanship

MIX

Distribution Area:

Samuel Kanner

Debated as the most superbly engineered sword in the world, the katana has deep roots in Japanese culture. Popularly recognized as the icon of samurai warriors as their primary weapon on the historical battlefield, Iaido reinvents the use of the sword as a means of precision and refinement inspired by less chaotic situations. As glamorous and exciting as it can be to draw and cut with a sword, can it be cared for and re-sheathed with the same respect? As a form-based martial art, Iaido is practiced without an opponent. Its principal function is the study of kata (forms), which consist of four primary coordinations: 1. Nukitsuke, drawing cut; 2. Kiritsuke, finishing cut; 3. Chiburi, cleansing the blade; and 4.

Noto, returning the sword to the scabbard. Students will begin by studying these basics and then practicing the prescribed order of kata to learn how they function within one imagined situation to another. (((This course is designed for repeat enrollment - intermediate and advanced students will progress to more complicated material each semester.))) Instructor permission is required. Uniforms and equipment are provided by the instructor. Instructor permission is granted ONLY in-person during attendance within the add/drop period. REQUESTS FOR EARLY PERMISSION PRIOR TO THE FIRST CLASS WILL NOT BE HONORED FOR HAMPSHIRE OR 5-COLLEGE STUDENTS. ABSOLUTELY NO WEARING OF jeans, jewelry, watches, hats, shoes or socks during class. Class meets on the gym floor near the climbing wall in the Robert Crown Center. 5-College students will be graded pass/fail

Cumulative Skills:
TTH 02:00PM-03:30PM
RCC GYM

OPRA-0118-1

R.A.D. Basic Self Defense for Women (BSD)

MIX

Distribution

Area:

Amanda Surgen, Troy Hill

The Rape Aggression Defense system (R.A.D.) is a program of realistic self-defense tactics and techniques. The system is a comprehensive course for women that begins with risk awareness, prevention, reduction, and avoidance, while progressing on to the basics of hands-on defense training. It is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense/martial arts tactics. The RAD system of realistic defense provides women with the knowledge to make an educated decision about resistance. Safety and survival in today's world require a definite course in action. Women will learn effective options for taking an active role in their own self-defense and psychological well being. All physical abilities are welcome and no previous experience is necessary but consistent attendance or making up classes is necessary. RAD is a 12 hour program that meets weekly on Fridays for ONLY 4 consecutive weeks. TAKE CAREFUL NOTICE OF THE SPECIFIC DATES LISTED. Brush-up sessions will be provided UPON REQUEST after the official term allowing students to maintain practice of important skills. Attendance to the brush-up sessions are not mandatory for evaluation. We will meet in the South Lounge on the second floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
F 01:30PM-04:00PM
RCC 21

OPRA-0119-1

R.A.D. Basic Self Defense for Men (RFM)

MIX

Distribution

Area:

Samuel Kanner, Emily Rimmer

Resisting Aggression with Defense (R.A.D.) addresses that violence is not a sexist phenomena. Assaults against men are generally different than most acts against women. Violence can affect and victimize all genders. Statistics and recorded data indicate that a high percentage of reported aggressive or violent instances involve men in some capacity. This program's primary focus is the development of realistic and responsible self defense options for men prior to and during situations of immanent physical confrontations. Resisting and deescalating violence is a choice. Everyone is responsible for how to respond to any event in their life. These decisions contribute to our pasts, who we are in the present

day and how we can improve and positively contribute in the future. By simply raising your individual awareness you are in fact reducing the likelihood of encountering aggressive behavior. Unfortunately, a small percentage of confrontational incidents may be unavoidable. Given that, this program is designed to empower men to make different decisions when encountering such incidents and to acquire tactical physical self defense options for reducing harm in the future. RAD is a 12 hour program that meets weekly on Fridays for ONLY 4 consecutive weeks. TAKE CAREFUL NOTICE OF THE SPECIFIC DATES LISTED. Brush-up sessions will be provided UPON REQUEST after the official term allowing students to maintain practice of important skills. Attendance to the brush-up sessions are not mandatory for evaluation. We will meet in the South Lounge on the second floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:

F 01:30PM-04:00PM

RCC 21

OPRA-0120-1

R.A.D. Keychain Defense Options for Women (KDO)

MIX

Distribution Area:

Samuel Kanner, Emily Rimmer

R.A.D. Keychain Defense Options (KDO) is an addendum the R.A.D. women's self defense program that works best for students who have already acquired the unarmed physical components from RAD #0118. This course centers methods of defense around a handheld keychain device called a Kubotan. Developed by Mr. Takayuki Kubota (b.1934), this object for defense is inspired by a concealed short range weapon of Japanese origin. Adapted to modern specifications, this tool offers women additional options in adverse situations to avoid or escape imminent assault by an attacker using various hand techniques. RAD Keychain is an 8 hour program that meets weekly on Fridays for ONLY 2 consecutive weeks with additional "floating" day determined in-class. TAKE CAREFUL NOTICE OF THE SPECIFIC DATES LISTED. Prerequisites: Completion of R.A.D. (BSD) #0118. Brush-up sessions will be provided UPON REQUEST after the official term allowing students to maintain practice of important skills. Attendance to the brush-up sessions are not mandatory for evaluation. We will meet in the South Lounge on the second floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:

F 01:30PM-04:00PM

RCC 21

OPRA-0121-1

T'ai Chi

MIX

Distribution Area:

Rob Zilin

T'ai Chi is an enjoyable exercise which gives a feeling of exquisite mental calm and emotional ease. T'ai Chi does not strain your joints or ligaments, but actually heals them and teaches your body to move with perfect efficiency. T'ai Chi will not strain your heart or circulatory system, but is a gentle and effective tonic to your heart. T'ai Chi is especially beneficial to the functions of your internal organs and builds up your body from the inside out. T'ai Chi has its origin as a valid martial discipline. Our emphasis will be the contrasts and similarities of the health art and martial art. This 2 hour class is open to beginner and experienced students. During the first few classes students will be sorted into appropriate practice groups depending on experience and ability. More advanced practices and intermediate form work will happen during the second hour of the class. 5-College students will be graded pass/fail.

Cumulative Skills:

MW 06:30PM-08:30PM

RCC 21

OPRA-0123-1

Beginning Whitewater Kayaking, Section 1

MIX

Distribution

Area:

Michael Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and kayak rolling. Class will meet Wednesdays in the pool from 1:00pm - 2:20pm, Fridays on the River from 12:30pm - 6:00pm (weather permitting). 5-College students will be graded pass/fail

Cumulative Skills:

W 01:00PM-02:20PM F 12:30PM-06:00PM

RCC RIVER

OPRA-0124-1

Beginning Whitewater Kayaking, Section #2

MIX

Distribution

Area:

Glenna Alderson

No technical kayaking experience is required but **MUST BE ABLE TO SWIM**. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing and kayak rolling. Class will meet Wednesdays in the pool from 6:30PM - 8:00PM and Fridays on the river from 12:30 - 6:00PM (weather permitting). 5-College students will be graded pass/fail.

DR = Satisfies Division I distribution requirements

Cumulative Skills:

W 06:30PM-08:00PM F 12:30PM-06:00PM

RCC RIVER

OPRA-0126-1

Intermediate Whitewater Kayaking

MIX

Distribution Area:

Glenna Alderson

This course is for students who have had previous whitewater kayaking experience. Students will learn to improve their whitewater techniques on class 2/3 water on local rivers. Pre-requisites include: swimming ability, kayak roll on moving water, previous experience on moving water (class1-2), peel-out and ferrying experience. *Qualified students may use this course for an ACA certification in kayak instruction. *flat and/or moving water certification. This type of certification is required for most outdoor professionals who want to teach water sports. ACA Candidates must attend all required classes. 5-College students will be graded pass/fail.

Cumulative Skills:

TH 12:30PM-06:00PM

RCC RIVER

OPRA-0132-1

Outdoor Adventure Sampler

MIX

Distribution Area:

Karen Warren

This course is an opportunity to experience the many activities that make up outdoor adventure. Students will be introduced to natural areas in the local region. Students engage in the activities on a variety of levels from a beginning introduction to a refinement of skills. Activities include canoeing, sea kayaking, climbing, hiking, outdoor cooking, ropes course, biking and group initiatives. 5-College students will be graded pass/fail.

Cumulative Skills:

F 12:30PM-05:00PM

RCC FOYER

OPRA-0141-1

Beginning Swimming

MIX

Distribution Area:

Glenna Alderson

If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping

the adult swimmer better understand and adapt to the water environment. Students will work on keeping the "fun in fundamentals" as they learn floats, slides, propulsive movements, breath control and personal safety techniques. Swimming strokes will include: breast, freestyle and elementary backstroke. Glenna Alderson is an American Red Cross certified instructor. 5-College students will be graded pass/fail.

Cumulative Skills:

T 03:30PM-04:30PM

RCC POOL

OPRA-0144-1

Thru Hiking

MIX

Distribution Area:

Clemencia Caporale

Have you ever dreamed of hiking the Appalachian Trail, Pacific Crest Trail, or The Long Trail? Students will learn how to select gear and equipment for long distance hiking, prepare mail drops, meal plan for weeks at a time and execute on a thru hike. The class will section hike portions of the Robert Frost Trail during the semester, while planning for two different 3-day hikes, with a non-refundable lab fee of \$100 due by the second week of class. The lab fee will cover transportation, equipment, food, mail drops, permits, camping fees, and map. Completion of this course, participants will be equipped with the skills necessary to successfully thru hike any trail. 5- College students will be graded pass/fail.

Cumulative Skills:

F 12:30PM-06:00PM

FPH 103

OPRA-0146-1

Night Hiking Series

MIX

Distribution Area:

Clemencia Caporale

Spend your semester hiking to local peaks, springs, and Pioneer Valley landmarks. Students will hike, stretch, and strengthen their body on 6-8 mile hikes each week. Hiking areas include but are not limited to: Mt. Tom, Bear Mt, Long Mountain, Mount Sugarloaf, Skinner Mountain, Lithia Springs, and other portions of the New England Trail. Be prepared for hiking in the fall foliage, watching the sun set, and hiking by headlamp.

Cumulative Skills:

W 06:00PM-10:00PM

RCC FOYER

OPRA-0151-1

Top Rope Climbing, Section 1

MIX

Distribution Area:

Michael Alderson

This course is for beginning and experienced rock climbers. It will cover basic safety techniques, rope work, knots and climbing techniques. Enjoy the opportunity to exercise your body and mind at many local climbing areas as well as Hampshire College's indoor climbing wall. Beginners are especially welcome. 5-College students will be graded pass/fail.

Cumulative Skills:

T 12:30PM-06:00PM

RCC GYM

OPRA-0155-1

Introduction to Sport Climbing

MIX

Distribution Area:

Michael Alderson

Introduction to Sport Climbing: Sport climbing is the term used to describe the style of climbing where a person uses fixed protection to lead climb. This class will focus on teaching the technical skills and training techniques for better climbing. IT IS IMPORTANT THAT A PERSON HAVE STRONG TOP ROPE CLIMBING SKILLS BEFORE THEY ADVANCE INTO SPORT CLIMBING. This course is perfect experienced rock climbers wanting to learn to lead climb, and is a prerequisite for the spring Traditional Lead Climbing class. 5-College students will be graded pass/fail.

Cumulative Skills:

TH 12:30PM-06:00PM

RCC GYM

OPRA-0164-1

Beginning Spinning

MIX

Distribution Area:

Amanda Surgen

Spinning is a group cycling class that guides participants through workout phases using music, warm-up, steady up-tempo cadences, sprints, climbs, and cool downs. You control resistance on your bike to make the pedaling easy or difficult as you choose. Constant adjustment is normal. This group cycling class is designed for all fitness levels and involves various cycling drills that offer an exhilarating cardiovascular workout. The class also teaches you proper form and interval training. Staff and faculty are welcome! Bring workout clothes, towel, and water bottle. Class meets upstairs at the spin bikes by the bouldering cave on the opposite side of the gym. 5-College students will be graded pass/fail.

Cumulative Skills:
TTH 03:30PM-04:30PM
RCC BHALL

OPRA-0170-1

Maximum Interval Training, Section# 1

MIX

Distribution Area:

Samuel Kanner

Getting an effective workout does not always have to take time away from your life by going to a gym and running on a treadmill like a hamster. You will be surprised how much you can accomplish in a space no bigger than your dorm lounge or common room with a towel and water bottle at your side.

Maximum Interval Training is an exercise system that uses your own body as the equipment. The object is not to confuse your muscles or train to get an edge in competition but to arrive at and strengthen your own natural physical abilities. The four main categories of exercise are 1) explosive bursts of movements called plyometrics, 2) core strengthening, 3) muscle plasticity, and of course, 4) cardio. Students will be prompted to record their results in a personal log intended to track their progress of endurance and stamina. Keeping track of personal records and developing the standards of your own program is what this is all about. Positive effects of Maximum Interval Training are best achieved through consistency and commitment. Come to class already well hydrated. Water bottles must start full and be with you AT ALL TIMES. SNEAKERS OR CROSS-TRAINING SHOES ARE A MUST. NO EXCEPTIONS. Maximum Interval Training is designed as a complete 60 day program and offered twice per semester. NOTE: This course #0170 runs ONLY until October Break. (((For continued results and workouts on more intermediate levels enrollment in both is encouraged.))) Those with respiratory difficulties are discouraged from directly participating but are welcomed to observe and learn each exercise in a manner that will not agitate any preexisting medical conditions. Similar modifications can be made for those with preexisting injuries. Class will meet on the gym floor near the climbing wall in the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
MW 01:00PM-02:00PM
RCC GYM

OPRA-0171-1

Maximum Interval Training, Section# 2

MIX

Distribution Area:

Samuel Kanner

Getting an effective workout does not always have to take time away from your life by going to a gym and running on a treadmill like a hamster. You will be surprised how much you can accomplish in a space no bigger than your dorm lounge or common room with a towel and water bottle at your side.

Maximum Interval Training is an exercise system that uses your own body as the equipment. The object

DR = Satisfies Division I distribution requirements

is not to confuse your muscles or train to get an edge in competition but to arrive at and strengthen your own natural physical abilities The four main categories of exercise are 1) explosive bursts of movements called plyometrics, 2) core strengthening, 3) muscle plasticity, and of course, 4) cardio. Students will be prompted to record their results in a personal log intended to track their progress of endurance and stamina. Keeping track of personal records and developing the standards of your own program is what this is all about. Positive effects of Maximum Interval Training are best achieved through consistency and commitment. Come to class already well hydrated. Water bottles must start full and be with you AT ALL TIMES. SNEAKERS OR CROSS-TRAINING SHOES ARE A MUST. NO EXCEPTIONS. Maximum Interval Training is designed as a complete 60 day program and offered twice per semester. NOTE: This course #0171 will commence AFTER October Break. (((For continued results and workouts on more intermediate levels enrollment in both is encouraged.))) Those with respiratory difficulties are discouraged from directly participating but are welcomed to observe and learn each exercise in a manor that will not agitate any preexisting medical conditions. Similar modifications can be made for those with preexisting injuries. Class will meet on the gym floor near the climbing wall in the Robert Crown Center. 5-College students will be graded pass/fail.

Cumulative Skills:
MW 01:00PM-02:00PM
RCC GYM

OPRA-0173-1

Strength and Conditioning

MIX

Distribution Area:

Troy Hill

Strength and Conditioning: This class will utilize various techniques to improve one's strength and conditioning without the use of weights. All experience levels are welcome. The class is especially good for those interested in improving strength for sports. Five college students will be graded pass/fail.

Cumulative Skills:
WF 10:30AM-11:30AM
RCC GYM

OPRA-0174-1

Basic Strength Training

MIX

Distribution Area:

Troy Hill

This course will give students background knowledge and first-hand experience in stretching, weight lifting, and aerobic conditioning. Students will learn the basics of flexibility training, using heart rate to guide aerobic conditioning, and assist in designing an individualized weight training program. Each class

session will include stretching, running/walking, and weight lifting. People who have never been involved in a fitness program are especially welcome. 5-College students will be graded pass/fail

Cumulative Skills:

TTH 09:00AM-10:00AM

MSC WGHT RM

OPRA-0175-1

Speed and Agility Training

MIX

Distribution Area:

Troy Hill

The class will focus on improving foot, speed, agility, and explosiveness through drills and plyometrics. Class will meet ONLY for 6 weeks after the start of the semester. 5-College students will be graded pass/fail

Cumulative Skills:

TTH 02:00PM-03:00PM

RCC GYM

OPRA-0181-1

Fundamentals of Basketball

MIX

Distribution Area:

Troy Hill

If you like basketball but have little or no experience, then this is the class for you. Students will work on the basic skills of basketball, such as dribbling, passing, shooting, rebounding and defense. Students will also spend time focusing on the rules of the game and playing. 5-College students will be graded pass/fail

Cumulative Skills:

TTH 03:00PM-04:00PM

RCC GYM

OPRA-0185-1

Fundamentals of Tennis

MIX

Distribution Area:

Arthur Carrington

This class covers basic tennis techniques. Our focus will be on developing smooth confident strokes. Students will also spend time learning the rules of the game and playing. 5-College students will be graded pass/fail.

Cumulative Skills:
M 12:00PM-01:00PM
MSC CTS/TRK

OPRA-0203-1

Backyard Wilderness

MIX

Distribution Area:

Karen Warren

The Connecticut River Valley is a bioregion rich in natural variety and beauty. This course will be an opportunity to explore the natural places in our own backyard while examining the concept of wilderness in contemporary society. The social, spiritual, ecological, artistic, accessible and personal perspectives of wilderness will be the foundation of this place-based education class. By hiking and paddling we will attempt to develop a sense of place with some truly magical local outdoor sites. Readings and projects will further develop this concept of a backyard wilderness. Each class will venture outdoors to participate in activities including a swamp walk, working with a outdoor universal access program, using primitive earth-based skills, and overnight camping in order to understand wilderness perspectives experientially. THIS CLASS IS OPEN TO FIRST-YEAR STUDENTS. 5-College students will be graded pass/fail.

Cumulative Skills:
W 01:00PM-05:00PM
RCC FOYER

OPRA-0208-1

Experiential Education: From Theory to Practice

MIX

Distribution Area:

Karen Warren

This course will offer an overview of the theoretical tenets of experiential education and how they can be applied in a variety of settings, including the outdoors, and alternative and traditional classrooms. Topics to be addressed include current issues in experiential education, oppression and empowerment in education, teaching experientially, creative expression, and the historical and philosophical basis of experiential education. The course format will include readings, discussion, guest speakers, field experiences, and individual research and presentations on experiential education. An emphasis of the course will be for students to develop curricula based on experiential learning by creating student facilitated workshops and gaining exposure to experiential education methodology currently employed in the local area. The course is designed for Division II and III level students. 5-College students will be graded pass/fail.

Cumulative Skills:
TH 01:00PM-05:00PM
YURT LECTURE

TA-NS-1

DR

Distribution Area:

Lynn Miller

Cumulative Skills:

-

TA-NS-2

DR

Distribution Area:

Christina Cianfrani

Cumulative Skills:

-

TA-NS-3

DR

Distribution Area:

Ivor Miller

Cumulative Skills:

-

TA-NS-4

DR

Distribution Area:

Sarah Hews

DR = Satisfies Division I distribution requirements

Cumulative Skills:

-

TA-NS-5

DR

Distribution Area:

Lynn Miller

Cumulative Skills:

-

TA-NS-6

DR

Distribution Area:

Brian Schultz

Cumulative Skills:

-

TA-CS-1

MIX

Distribution Area:

Jonathan Westphal

Cumulative Skills:

-

TA-CS-2

MIX

Distribution Area:

Jonathan Westphal

DR = Satisfies Division I distribution requirements

Cumulative Skills:

-

TA-CS-3

MIX

Distribution Area:

Ira Fay

Cumulative Skills:

-

TA-CSI-1

MIX

Distribution Area:

Michael Klare

Cumulative Skills:

-

TA-HACU-1

MIX

Distribution Area:

Daphne Lowell

Cumulative Skills:

-

TA-HACU-4

MIX

Distribution Area:

Susan Tracy

DR = Satisfies Division I distribution requirements

Cumulative Skills:

-

TA-IA-1

MIX

Distribution Area:

Djola Branner

Cumulative Skills:

-

TA-IA-3

MIX

Distribution Area:

Colin Twitchell

Cumulative Skills:

-

TA-NS-1

MIX

Distribution Area:

Lynn Miller

Cumulative Skills:

-

TA-NS-2

MIX

Distribution Area:

Christina Cianfrani

DR = Satisfies Division I distribution requirements

Cumulative Skills:

-

TA-NS-3

MIX

Distribution Area:

Ivor Miller

Cumulative Skills:

-

TA-NS-4

MIX

Distribution Area:

Sarah Hews

Cumulative Skills:

-

TA-NS-5

MIX

Distribution Area:

Lynn Miller

Cumulative Skills:

-

TA-NS-6

MIX

Distribution Area:

Brian Schultz

DR = Satisfies Division I distribution requirements

Cumulative Skills:

-

TA-CS-1

TRCOM

Distribution Area:

Jonathan Westphal

Cumulative Skills:

-

TA-CS-2

TRCOM

Distribution Area:

Jonathan Westphal

Cumulative Skills:

-

TA-CS-3

TRCOM

Distribution Area:

Ira Fay

Cumulative Skills:

-

TA-CSI-1

TRCOM

Distribution Area:

Michael Klare

DR = Satisfies Division I distribution requirements

Cumulative Skills:

-

TA-HACU-1

TRCOM

Distribution Area:

Daphne Lowell

Cumulative Skills:

-

TA-HACU-4

TRCOM

Distribution Area:

Susan Tracy

Cumulative Skills:

-

TA-IA-1

TRCOM

Distribution Area:

Djola Branner

Cumulative Skills:

-

TA-IA-3

TRCOM

Distribution Area:

Colin Twitchell

Cumulative Skills:

-

TA-NS-1

TRCOM

Distribution Area:

Lynn Miller

Cumulative Skills:

-

TA-NS-2

TRCOM

Distribution Area:

Christina Cianfrani

Cumulative Skills:

-

TA-NS-3

TRCOM

Distribution Area:

Ivor Miller

Cumulative Skills:

-

TA-NS-4

TRCOM

Distribution Area:

Sarah Hews

DR = Satisfies Division I distribution requirements

Cumulative Skills:

-

TA-NS-5

TRCOM

Distribution Area:

Lynn Miller

Cumulative Skills:

-

TA-NS-6

TRCOM

Distribution Area:

Brian Schultz

Cumulative Skills:

-

UNSP-PREREQ-1

MIX

Distribution Area:

Cumulative Skills:

-