

HAMPSHIRE COLLEGE				
COURSES ON OR RELATED TO SUSTAINABILITY--FALL 2012 TO SPRING 2015				
Course ID	Title	Offered	Instructor	Course Description
NS-0150	Agriculture, Ecology & Society	F12	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.
NS-0109	Agriculture, Food and Health	F13	Conlisk	This hands-on course examines food in the broadest sense, from its production in the field to its complex role in health promotion and disease prevention. Students learn basic principals of agriculture, plant science, nutrition and epidemiology, with an emphasis on the original research linking food and food production to human health. Readings for the class are drawn from the primary and secondary scientific literature and from agriculture and nutrition textbooks. Students also assist with the weekly vegetable harvest on Hampshire's organic farm and participate in a new initiative linking the farm with an inner-city school in Springfield.
NS-0230	Agroecology: Social and ecological dimensions of agroecosystems	S14	Schreiber	This course focuses on the theory and practice of agroecology as an approach to addressing both social and ecological health and well-being in farming systems. Students will become familiar with the ecological conditions that support or undermine the health of agro-ecosystems and the effects of different agricultural methods on the maintenance of biodiversity in farm fields and the surrounding landscape. We will also consider the social conditions that support or undermine the well-being of both human and natural systems, and social movements that attempt to promote alternative approaches. An important dimension of the course is collaborative research and practice in applied agroecology via individual and team projects. Students will have the opportunity to consider a range of methods and trends such as organic agriculture, permaculture, eco-agriculture and others within the broader framework of agroecology. The course will culminate with team presentations of model agro-ecological systems. There will be some experiments that will be carried out in the greenhouse and/or on the farm, and several field trips to local farms.
NS-0279/0379	Applied Statistical Methods and Climate	S13	Stratton	Students will learn new data analysis methods through readings of IPCC papers and related material.

	Change			
IA-0237	Appropriate Technology in the World	F13	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.
OPRA-0203-1	Backyard Wilderness	F13	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.
NS-0273	Chemistry and Physics of Solar Energy and Energy Storage Technology	F13	Moreira	The basic components of a solar electricity system, photovoltaic cells and batteries, are undergoing dramatic innovative development, and the 60-100% annual growth rate of solar electricity generation indicates that photovoltaic technology has become an affordable and practical sustainable energy source. This course will examine the chemistry and physics of photovoltaics and batteries, as well as recent research developments promising higher efficiency, lower cost, and new possibilities for implementation. We will consider these devices from a basic scientific point of view, perform simple experiments to elucidate their properties, read the current literature on the design, fabrication, and deployment of these devices, and explore how they work in energy systems. Students will propose and carry out a final project demonstrating their work in energy systems.

NS-0211	Climate Change: Exploring the Science and Solutions	S14	Deconto	An increasing body of observations gives a collective picture of a warming world and widespread changes in the different components of the climate system. Students in this course will examine the causes and impacts of past, present, and future climate change. Climate change is clearly an issue of increasing concern because of its potentially escalating and far-reaching impacts. This has brought the topic of "global warming" very much into the public eye and to the forefront of political debate. This course focuses on the science of climate change, highlighting what is known and what remains uncertain. Possible mitigation strategies for dealing with future environmental change on local, regional, and global scales will also be explored. Students will be encouraged to debate the issues actively and critically, both verbally and in writing.
CSI-0241	Competing Urban Visions: Reflections on the Shaping of City Life and City Space	F13	Breitbart	The course examines efforts to position social equity at the center of sustainable urban development, including policies related to "smart growth" and the "creative economy". At the scale of the neighborhood, attention is directed to the unplanned city -- the "loose spaces" within which residents attempt to meet critical needs. Work with a local urban community-based organization is an option.
NS-0107-1	Controversies in Agriculture	S14	Man	There are many debated issues in the world of farming right now. In order to understand and evaluate these questions, we will look at the relevant principles from a variety of scientific disciplines. We will explore many natural science fields at an introductory level, such as soil chemistry, microbiology, insect, plant and animal biology, evolutionary biology, and ecology, all through the lens of farming. Our goal is to evaluate the effects these issues have on individual farms, human society, and the ecosystem of our planet. Students will learn how to take, read, and use a soil test, read and discuss primary research literature in order to produce short papers in these fields, and utilize the Hampshire Farm Center to see ways that these principles are influencing farm practices. The course will be taught by Jarrett Man, a Hampshire alum, and currently one of the owners of the Stone Soup Cooperative Farm in Hadley.

HACU-0259	Culturally Appropriate Design	F12	Arboleda	This studio architecture class examines the cultural dimensions that emerge in the practice of sustainable architecture. A culturally appropriate approach is progressively becoming a central component of sustainable design, and this class will explore this approach from a number of different perspectives, with a main focus on the practice of designing with indigenous and ethnic communities as well as other cultural groups. Taking on the task of designing a cultural center in Holyoke for an expatriates association, and presented with several scenarios common to the practice of culturally appropriate design, students will be confronted with the main challenges, principles and ethics of this practice. Studio design work will be supplemented with discussions regarding the concept of culture in architecture and the issue of cultural identity within the frameworks of sustainable development, while also investigating perspectives on the topic from the position of canonical design literature.
CSI-0146	Econ for People/Planet/Future	F12	Dahi	In this course we ask the following questions: How does mainstream economic theory conceptualize key aspects of social reality, including human behavior, markets, and government? How would alternative economic theories explain those same aspects? What do assumptions of perfect competition, market efficiency, and rational expectations imply for economic policymaking, and how accurate are they in describing the actual functioning of the economy? In the first half of this course, the readings will introduce key micro-economic concepts from mainstream and non-mainstream approaches. In the second half, students will work on putting together a presentation dedicated to teaching one or more economic concepts to a general audience. This class is an inaugural course in a collaboration between Hampshire College and the Econ4 network.
CSI-0313	Environment and Community	S13	Darlington	This course will critically look at the relationship between the environment (natural and built) and communities. Issues of culture, history, economics and politics will be considered as students explore the meanings of the concepts of environment, environmentalism, community, and others. Students must be working on a major research project related to the topic of the course, or propose a research topic.
CS-0194-1	Environmental Education: Foundations and Inquiries	F13	Zimmerman	In this introductory course, students will explore the history, practices, career options, and problems of environmental education - educational efforts promoting an understanding of nature, environmentally responsible behavior, and protection of natural resources. Shifts in environmental education research foci, relationships to current and past environmental challenges (e.g., air pollution, species loss, climate change), and differences between U.S. and international efforts will be discussed. We will compare and contrast topics such as education for sustainable development, environmental education, conservation education, environmental behavior change, ecoliteracy, and interpretation. Students will be exposed to three lines of inquiry: critical pedagogy, educational research and

				experiential learning.
CSI-0256	Framing Climate Change: Who's Taking the Heat for Global Warming?	S14	Hartmann	This course will look at the competing ways climate change is framed by different actors, including governments, international agencies, energy companies, militaries, environmental movements, celebrities, politicians, and social justice activists. What rhetorical and political strategies do different actors employ? How is popular culture implicated? How do race, gender and economic inequalities shape vulnerabilities and responses to climate change nationally and internationally?
NS-0210	From Farm to Fork	S13	Tor	This course will provide an introduction to the processing and preservation of foods. Basic scientific principles will be discussed alongside historical developments in food processing. Principles will be illustrated by exposure to both home as well as industrial processing techniques. Current issues in food processing, including food security, food sustainability, and the effect of additives on disease, will be examined.
CSI-0149	Hot War: The Impact of Climate Change on International Peace & Security	F13	Klare	We are becoming increasingly aware of the likely environmental effects of climate change: rising sea levels, more frequent and more severe storms, prolonged heat spells and droughts, and so on. Less is known, however, about the social and political implications of climate change. Yet these impacts - flooded communities, desiccated croplands, species loss, and others - are the ones most likely to affect human life and social cohesion. This course will consider the likely impacts of climate change on human communities, including the potential for mass migrations, state collapse, resource wars, and ethnic strife. Each student will be expected to study a particular aspect of these effects and explore what can be done to reduce its most severe human impacts.

NS/CS/IA-0142	Innovations for Change: Problem Solving for the Future	F13	Roof/Partan/Silver	This will be a course for 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 both large lectures and breakout working groups. 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; whether a cap-and-trade system can reduce carbon emissions efficiently and equitably; why humans are so resistant to changing our habits; or 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.
OPRA-0145-1	Outdoor and Wilderness Ethics	F13	Caporale	Students participate in various outdoor activities and learn about the seven principles of Leave No Trace, Wilderness Ethics, and local land issues. Students will learn techniques for disseminating low impact skills for backpacking, rock climbing, canoeing and more. Successful graduates of this course will gain skills to teach Leave No Trace techniques and ethics to their clients, friends and family. This class includes one overnight trip where students will hike, camp, and climb. Completion of this course will allow participants to teach Leave No Trace Awareness classes.
NS-0195	Pollution & Our Environment	F12	Amarasiriwardena	This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several controversial topics, including acid rain, automobile emission, ozone layer depletion, 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.
NS-0214-1	Principles of Sustainable Farming	F13	Man	This course will consider the kinds of farming we see in our local area, and the guiding principles that farmers use to set up and structure their farming operations for success. Along the way, we will cover the sciences that inform farm management decisions and principles. Focus areas in farm management will be crop planning, crop rotation, soil fertility, insect and disease control, direct marketing, business structure/money management, cover crops, local/organic/sustainable/IPM, greenhouse management, winter production, and farm ecosystems. Focus areas in the sciences will be insect life cycles/ecology, soil science, plant physiology, and crop pathogens. Coursework will include visits to nearby farms, discussions, readings, short assignments/papers on specific topics, and the option for independent work. Jarrett Man is a current owner/manager of The Kitchen Garden, former manager of Stone Soup Farm and Red Fire Farm, and

				an alum of Hampshire.
HACU-0267	Reinventing the Toilet	S13	Arboleda	Only one percent of the earth's water is available for human consumption, and one single flush toilet can contaminate thousands of gallons in just one year of operation. Is there an alternative? Students in this object-based studio explore existing alternatives to flush toilet technologies, and develop their own in plans and a 3D model, with a prototype in mind as the ultimate goal. This is a "real-life" design studio. At the end of the semester students will be enabled to build an alternative toilet that is operational. We reach the class goals through a combination between theoretical and practical work. The first includes research and critical reading of the genealogy of sanitation technologies, toilet patents, health and other data, and social science theory. The second involves field analysis of sanitation technologies, studio design work, prototyping, and testing.
CSI-0222	Rethinking the Population Problem	S13	Hartmann/Johnson	In the last century the world experienced a rapid increase in population growth, giving rise to fears of 'overpopulation.' Today, these fears persist even as birth rates decline around the globe. Population remains a controversial issue, the subject of theoretical and political debates which cut across traditional categories of Right and Left. How one understands the population problem has profound consequences for social policy. This course will examine population from many different angles. Topics include: basic demographic dynamics; the relationship of population growth to poverty, the environment and security; population and climate change; the history of the population establishment; the immigration debate; family planning and population control; contraceptive controversies; and new fears of a population 'implosion.' There will be an in-depth case study of China's population policies.

NS-0217-1	Seeds and Their Stories: The Cultural and Ecological History of Food	F13	Schreiber	<p>The central theme of this course is the relationship between human cultures and food systems over time. The course considers the ways in which the cultivation of food is both shaped by the ecosystems in which it is grown and changes that ecosystem, both positively and negatively. In addition the course asks how political and social forces affect how food is grown and distributed. Students will discover how an understanding of these dynamics influences our contemporary relationship to the foods we eat. Issues such as the conservation of biological and cultural diversity; the development and sustainability of local ecological knowledge; the loss of top soil and ways in which it can be rebuilt using both innovative and traditional farming methods; the effect of climate change on agriculture; and political policies concerning agriculture, trade and the environment will all be addressed in the course and in students' individual research projects.</p>
NS-0226	Sustainability in Practice	S13	D'Avanzo	<p>Although many students are interested in studying issues related to sustainability - and may wish to pursue careers in this area - it is difficult for them to define what "sustainability" is and go about developing their own academic program. What skills, content areas, and experiences are important? How do students gain depth in a particular area? This course is designed to introduce students to people, some Hampshire alums, working towards a sustainable future in different ways and who can provide guidance and examples. Sustainable food production will be one focus of the course. Through readings, discussions, and field trips students will see what, for example, an alum who is internationally known for sustainable fish production actually does - and his journey to his present position. Energy-efficient home and building design will likely be another focus of the course, given sufficient student interest. The class will also help students work towards the Five College Sustainability certificate program as they design a course of studies in Division II and III.</p>
NS-0385	Sustainability Seminar	S14	Wirth	<p>This course is designed for the cohort of students involved in the sustainable design/technology area. It will offer an arena for students to present their own work and evaluate that of others, discuss advanced readings of interest, write analytical papers on topics of their choice, and work with guest speakers in the areas of sustainable development and technology. Class members will have large responsibility for determining the content and direction of the course. In addition the class will work as a group on modifying and testing a diffuser augmented small wind turbine as part of a larger ongoing study.</p>

NS-0294	Sustainable Agriculture and Organic Farming	S13	Schultz	This course is a broad introduction to the practices of sustainable agriculture and organic farming. It includes experience in the field, combined with study of the underlying science and technology of several key agricultural topics and methods, as well as some more economic/political aspects. We will focus on sustainable and/or organic methods that minimize the use of nonrenewable resources and the associated pros and cons. Coursework will include activities and assignments at the Hampshire College farm and nearby farms/groups, as well as short papers, problems, and options for independent work in particular areas. In-class topics also include readings, discussions, and assignments aimed at understanding sustainable practices in general. For example, we will study problems with pest control and how to manage pests sustainably/organically, given their life cycles and ecology, basic aspects of soil and fertility management, how animals fit into sustainable schemes of production, winter greenhouses, maple sugaring, crop and farm diversification, the concerns about buying local vs. imported and/or organic food, labor and energy issues, and more.
NS-0118/318	Sustainable Hampshire	F12	Roof	Hampshire College has joined the American College and University Presidents' Climate Commitment with the goal to become "climate neutral" by eliminating or neutralizing all of our greenhouse gas emissions. Students in this class will further develop specific energy conservation strategies to attain this goal. We will focus on raising energy awareness across the campus and reducing energy use through behavioral changes and innovative technical solutions. We will start by learning about the current energy use and carbon emissions of the Hampshire College campus. We will then investigate existing energy conservation measures that can be used at Hampshire as well as invent new ones. Students will research, develop, implement, and evaluate their energy conservation projects over the course of the semester.
NS-0122/0322	Sustainable Landscaping Practicum	F13	Winship	Combining ideas, principles, and practices from horticulture, ecology and landscape design, we will develop and implement a sustainable landscape plan for part of the Hampshire College campus.

NS-0157	Sustainable Water Resources	S14	Cianfrani	All life requires water to survive. Where do we get our water? Where does it go? Will there always be enough? How can we manage our water resources to ensure there is enough? What policies affect these decisions? This course explores these topics using a systems approach to gain an understanding of how our water resources are intimately tied with the surrounding ecosystem. Topics include the water cycle, hydrologic budgets, urban stormwater management and low impact development. Students will read and discuss primary literature, delineate watershed boundaries, compute water budgets (at the watershed level and for their own water use), and complete a group design project. Each group will develop a design for a stormwater best management practice to be located somewhere on the Hampshire campus. Designs will include: assessment of need for improved stormwater management, building layout/plan, and stormwater calculations. Groups will be required to present their final designs to the class.
CS/NS-0146	The Future of Food	S14	Feinstein Winship	This course will take a critical multidisciplinary look at the past, present and future of food, farming and eating. Are our current food sources sustainable? What are the ecological impacts of production? What will be the impact of climate change? Can we find new plant and animal species that will enhance our food 'security'? Is genetic modification of food really a bad idea? In what ways might alternative production systems, such as small scale, local and organic farms provide more sustainable solutions? Could the globalization of technology and information change the way we farm? How can education about diet and nutrition affect our behavior? How many farms and how many farmers?
HACU-0243-1	Theory of Architectural Ideas: Nature, Culture, Architecture	F13	Arboleda	We will explore the notion that traditional building is by default "green," a key assumption in the discourse of green design and culture. Specific topics for discussion include: What is the relationship between culture and nature when it comes to the built environment? What does canonical design literature understand as culture, nature, and sustainability? How important is culture in the connections between environment and building this literature makes?
CSI-0122	The Political Economy of Food	F13	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.

IA-0220	Think Globally, Design Locally	F12	Twitchell	Every day the danger of human dependence on natural resources becomes more and more apparent. It manifests in systemic exploitation, socioeconomic inequality, and continued corruption in our systems of power, knowledge, economy, and culture. How can design be used to create small but powerful, lasting action that both raises awareness of pressing global issues and positively impacts our community? This course will work in conjunction with the Transition movement on campus to design and implement projects that lead Hampshire toward a more just and resilient future.
NS-0151/0351	Tree Rings and Climate Change	S13	Winship	Standing as silent sentinels, trees in temperate regions record temperature, rainfall, amount of sunlight and response to disturbance in the width of their annual growth rings. We can use the patterns of these rings as surrogate climate records for years before people recorded weather data. In this project-based course, we will first learn the techniques of dendochronology, the science of reading tree rings, including collection and preparation of samples, data collections and analysis, and the biology of tree growth. We will travel to various sites around New England and collect tree cores in stands where the climate signal is likely to be strong and where we can also find evidence of significant ecological events such as fire, logging, hurricanes and farm abandonment.
CSI-0268-1	US Climate Law and Policy	F13	Hoffer	This course will provide an overview of climate science, current and predicted impacts of climate change, key sources of greenhouse gas pollution, and state and federal efforts to reduce greenhouse gas emissions. It will examine, in particular, the relationship of climate change policy and energy policy, and the social, ecological, economic, and humanitarian impacts of climate change. The course will review the primary policy tools available to governments to reduce emissions. Participants will develop a basic understanding of how laws have been developed and applied to reduce emissions. Though examples, such as EPA's current effort to regulate stationary sources of greenhouse gas emissions under the Clean Air Act, you will understand the longstanding tension between U.S. energy and environmental policy.
CSI-0224	U.S. Environmental Law and Policy: The Role of Activism	S14	Bitov	This course will explore the legal regime in the United States in which citizens and activists work to protect public health and the environment, and various approaches to environmental activism. How does the law help protect us and our environment? What are its shortfalls? Who are the stakeholders in this system? What can you do to make change happen? We will explore the law and policy around major environmental issues including global climate change, mass toxic chemical exposure, environmental impacts of the industrial food system and more, through analyzing the different approaches, values and impacts of environmental activists dedicated to these issues. The different kinds of activism we will analyze in this course will include: 1. direct action and eco-terrorism; 2. playing insider politics; 3. grassroots activism; 4. conservation; 5. corporate social

				responsibility work, and; 6. art.
CSI-0254	War, Resources, and Sustainability	S13	Klare	This course will examine the relationship between resource competition, climate change, and conflict in the modern world. The course will look at a variety of conflicts from around the world and attempt to determine the degree to which they are fueled by environmental and resource considerations. This will involve study of illustrative historic and existing conflicts and will also consider potential conflicts, such as that between the United States and China over access to energy and mineral supplies. The course will also consider the ways in which changes in consumption behavior and the development of energy alternatives can reduce the risk of conflict. Student will be expected to select a particular aspect of this topic or a case study for intensive research.
NS-0126/0326	Water in a Changing Climate	F13	Cianfrani	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.
CSI-0265-1	Environmental Human Rights in the International Legal Regime	F13	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. 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.

NS-0222	Vernal Pools: Ecology, Evolution and Conservation	S13	Charney	Vernal pools have served as model systems throughout much of biology, with their inhabitants yielding insights into the evolution of sex, metapopulation theory, endosymbiosis, endangered species conservation and more. In this course we explore ecology, evolution, and conservation through the lens of the ephemeral wetland microcosm. Each week we will examine case studies from the scientific literature, exploring the system from many different angles. A primary focus of the course will be on developing and defending scientific study designs. For their final project, students will complete an independent experimental study. During lab periods, we will pay weekly visits to ponds on campus. Prerequisite: a course in evolution, ecology, or statistics.
CSI-0267	Economics and the Environment	S14	Scharber	How much environmental degradation is too much? How should we value intangible goods like environmental quality? Who wins and who loses from environmental degradation? In this survey course, we will examine how the theories of neoclassical, ecological and political economics have been used to answer these questions. Using these economic lenses, we will analyze a range of issues related to pollution and natural resource use, with special attention to climate change. We will also consider the policy prescriptions of these economic approaches and compare them to existing and proposed environmental policies. This theory-based survey class is appropriate for Division II students with some background in environmental and/or economic issues, though formal training in economic theory is not required. Some assignments will have a creative option and quantitative reasoning will be assessed through a student-led cost-benefit analysis of environmental goods.
NS-0287	Elements of Sustainability	S13	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.

CSI-0242	Buddhist Economics	S13	Darlington/Scharber	What is Buddhist economics? How does it compare to modern, mainstream economic and capitalist thought? Existing economic systems do not seem to be sustainable, for the planet or for the majority of people in the world. Based on the philosophy of utilitarianism, mainstream economics claims to seek the greatest good for the greatest number. In theory, this approach sounds appealing, but in practice it translates to producing and consuming as much stuff as possible, without regard to who does and does not get to participate. Buddhism offers a different philosophy and set of potential economic practices, seemingly more suitable for environmental and social sustainability.
NS-0291	Green Chemistry and Catalysis	S13	Moriera	Molecules which speed up specific chemical processes but remain unchanged are called catalysts. They play key roles wherever chemistry takes place, whether in the cell, the environment, or the manufacturing plant.
CSI-0249	The Sustainable Self: Resources for Body and Mind	F14	Nordstrom, Rebecca	The Sustainable Self: Resources for Body and Mind: In our increasingly fast-paced, multi-tasking technological culture, did you ever wonder what happens to the body? Falling out of sync, or losing touch with one's physical and sensory self can cause a host of problems including stress, injury and a decreased sense of wellbeing. These problems can also dampen creativity and undermine technique. What's a body to do? This course introduces students to several body based disciplines that offer helpful strategies for sustaining a healthy and creative body/mind. Some practices are deeply meditative and slow moving, others vigorous and action oriented. All share the goal of keeping your personal human "eco-system" in balance. Learn techniques that will help you cope with environmental stressors and rise to creative challenges. Study current literature from sustainability science to search for ideas that inform your explorations of body/mind sustainability. Investigate the principles and philosophies behind somatic practices such as Bartenieff Fundamentals and The Alexander Technique. For the final project, you will have the opportunity to independently research a somatic discipline or sustainability issue of your choosing. This course is open to all students and though prior experience in any movement practice is not required, students must be willing to engage fully, deeply, and energetically in a range of guided movement activities.

NS-118T-1	Sustainable Hampshire	F14	Roof, Steven	<p>Sustainable Hampshire: Hampshire College has joined the American College and University Presidents' Climate Commitment with the goal to become "climate neutral" by eliminating or neutralizing all of our greenhouse gas emissions. Students in this class will further develop specific energy conservation strategies to attain this goal. We will focus on raising energy awareness across the campus and reducing energy use through behavioral changes and innovative technical solutions. We will start by learning about the current energy use and carbon emissions of the Hampshire College campus. We will then investigate existing energy conservation measures that can be used at Hampshire as well as invent new ones. Students will research, develop, implement, and evaluate their energy conservation projects over the course of the semester.</p>
NS-0122-1	Sustainable Landscaping Practicum	F14	Winship, Lawrence	<p>Sustainable Landscaping Practicum: Combining ideas, principles, and practices from horticulture, ecology and landscape design, we will develop and implement a sustainable landscape plan for part of the Hampshire College campus. We will first visit and come to understand several different natural plant communities in the Pioneer Valley and learn about native plants in the landscape from experts at Nasami Farm. We will learn how to identify herbs, vines, perennials, shrubs and trees, and how to place them with regard to soil, water, nutrients and canopy structure. We will then map an area, identify invasive species to be suppressed, and design a multi-storied sustainable plan incorporating both human and ecological design goals such as interesting flowers, colors, improved sight lines, and incorporation of edible species. Writing for the course will include a site inventory and an analysis of plant environment and dynamics, as well as a documented plan. Students will be expected to put in hours outside of class time improving and maintaining our site.</p>
NS-0126-1	Water in a Changing Climate	F14	Cianfrani, Christina	<p>Water in a Changing Climate: 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.</p>

NS-0150-1	Agriculture, Ecology, and Society	F14	Schultz, Brian	Agriculture, Ecology, and Society: 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.
NS-0181-1	Sustainable Technology	F14	Wirth, Frederick	Sustainable Technology: The structures and systems of the Hampshire campus have both obvious and subtle effects on our lives as individuals and as a community. In addition, their design, construction, functioning, maintenance and eventual disposal have long-term effects on the environment and the local and global ecology. We will use these systems to examine a number of ways in which technological decisions can be evaluated in a larger context, and, in so doing, develop tools for evaluating proposals for "greening" our campus. Students will work problem sets, write two papers, read and present original literature to the class, and develop original projects in fields of interest. Evaluations will be based on class participation, problem sets and papers, class presentations and a report on the final project.
NS-0320-1	Agriculture, Food and Health	F14	Conlisk, Elizabeth	Agriculture, Food and Health: This hands-on course examines food in the broadest sense, from its production in the field to its complex role in health promotion and disease prevention. Students learn basic principals of agriculture, plant science, nutrition and epidemiology, with an emphasis on the original research linking food and food production to human health. Readings for the class are drawn from the primary and secondary scientific literature and from agriculture and nutrition textbooks. Students also assist with the weekly vegetable harvest on Hampshire's organic farm and participate in a new initiative linking the farm with an inner-city school in Springfield. This is an ideal course for students who are serious about scientific inquiry, community service and a few hours of farm work each week.

IA-0208-1	Creativity, Innovation and Social Entrepreneurship in Sustainable Agriculture & Energy	S15	Seretta, Bill	Creativity, Innovation and Social Entrepreneurship in Sustainable Agriculture & Energy: Design, test and deploy a product, process or service that will assist the sustainable agriculture or energy communities in moving towards a more sustainable future. Working in teams, students will utilize the Human Centered Design Process that they learned in the required Winter Term Workshop to develop their product/service/process. Teams will utilize the Business Model Canvas to develop a business model for their product. At the end of the semester and after several iterations and product testing each team will present their product/service/process to a group of investors and potential customers to test the viability of their products. The class will meet once a week for 3 hours. Class time will be split between project work, guest speakers and selected readings and discussions. Topics to be explored include: Sustainability, Social Entrepreneurship, Biomimicry, Cradle-to-Cradle Design and Business Enterprise Design.
IA-0274-1	Social Entrepreneurism (SE) & Food Sustainability	S15	Stenn, Tamara	Social Entrepreneurism (SE) & Food Sustainability: Students explore food systems and different ways to address nutrition needs, vulnerability, and change through enterprise development. Grounded in experiential learning, this class is a balance of theory, hands-on learning, best practices and critical thinking. Students actively explore controversial issues affecting today's global food systems such as the use of GMOs, Fair Trade verses free trade, human rights and environmental concerns, large-scale chemical production and efficiencies versus small-scale local production and study emerging social enterprises in the food and agriculture industries. Class includes case studies, guest speakers and a possible field trip. No prior entrepreneurship or agriculture experience is necessary. Student groups apply course knowledge to develop an enterprise concept plan and create a food-based business.
IA-0294-1	Environmentally Sustainable Design: Study and Practice	S15	Cohn, Donna	Environmentally Sustainable Design: Study and Practice: Is it possible to completely eliminate negative environmental impact of the everyday things we buy with careful design? In this class, students will choose one consumer product, find out how it was made, track the source of its components and materials, and learn what happens to it upon disposal. The challenge will then be to make a functionally equivalent version of that product that does no harm. Students who take this class should be diligent, resourceful researchers, comfortable with the process of making, and willing to work as part of a team.

NS-0157-1	Sustainable Water Resources	S15	Cianfrani, Christina	<p>Sustainable Water Resources: All life requires water to survive. Where do we get our water? Where does it go? Will there always be enough? How can we manage our water resources to ensure there is enough? What policies affect these decisions? This course explores these topics using a systems approach to gain an understanding of how our water resources are intimately tied with the surrounding ecosystem. Topics include the water cycle, hydrologic budgets, urban stormwater management and low impact development. Students will read and discuss primary literature, delineate watershed boundaries, compute water budgets (at the watershed level and for their own water use), and complete a group design project. Each group will develop a design for a stormwater best management practice to be located somewhere on the Hampshire campus. Designs will include: assessment of need for improved stormwater management, building layout/plan, and stormwater calculations. Groups will be required to present their final designs to the class.</p>
NS-0294-1	Sustainable Agriculture and Organic Farming	S15	Schultz, Brian	<p>Sustainable Agriculture and Organic Farming: This course is a broad introduction to the practices of sustainable agriculture and organic farming. It includes experience in the field, combined with study of the underlying science and technology of several key agricultural topics and methods, as well as some more economic/political aspects. We will focus on sustainable and/or organic methods that minimize the use of nonrenewable resources and the associated pros and cons. Coursework will include activities and assignments at the Hampshire College farm and nearby farms/groups, as well as short papers, problems, and options for independent work in particular areas. In-class topics also include readings, discussions, and assignments aimed at understanding sustainable practices in general. For example, we will study problems with pest control and how to manage pests sustainably/organically, given their life cycles and ecology; basic aspects of soil and fertility management; how animals fit into sustainable schemes of production; winter greenhouses; maple sugaring; crop and farm diversification; the concerns about buying local vs. imported and/or organic food; labor and energy issues; and more.</p>

NS-0382-1	Agricultural Issues Seminar	S15	Schultz, Brian	<p>Agricultural Issues Seminar: This course will study sustainable agriculture or agroecology at a relatively advanced level with readings and discussions of the current literature, visiting and working on projects at the Hampshire College Farm, and class trips to other farms, gardens, and other production or research facilities. Some previous experience in farm/class/project work in agriculture or ecology is expected. The class in part may take the form of a seminar, where for some classes the students each choose topics, often from their own work (e.g., Div III), for which they provide readings and then make presentations, or lead discussions, trips, work sessions or demonstrations. There will also be topics and sessions provided by the farm staff and faculty and visitors. Examples of topics could include recent literature and/or activities on the production potential of organic/sustainable farming to meet world food needs, the future sustainability of N, P, K and other fertilizer nutrients, crop diversification as a tool (e.g., polyculture, push-pull crops, shade coffee), pest resistance to cultural as well as chemical controls, the pros and cons of GM crops, the pros and cons of biofuels, nonchemical weed control (e.g., roller-crimpers), Hampshire campus production plans, the relative nutritional value of organic vegetables, permaculture or edible forest gardening, urban farming, recent problems with honeybees, movements to produce local food, international food sovereignty, the limits of market agriculture, Cuban agriculture, and more.</p>
CSI-0227-1	Environmental Law and Policy: The Role of Activism	S15	Bitov, Kelly	<p>Environmental Law and Policy: The Role of Activism: This course will introduce students to the legal regime in the United States in which citizens and activists work to protect public health and the environment. How does the law help protect us and our environment? What are its shortfalls? Who are the stakeholders in this system? What can you do to make change happen? We will explore the law and policy around major environmental issues including global climate change, mass toxic chemical exposure, environmental impacts of the industrial food system and more, while analyzing the different approaches, values and impacts of environmental activists dedicated to these issues. In addition to assigned readings, students will watch a collection of topical environmental documentaries and films. Written assignments are two short response papers, a legal case summary of a major environmental case, and a semester long project on an environmental activist group culminating in a final report and presentation.</p>

NS-0207	Critical Ethnography: Following the Food	S13	Chang	In this course, we will use the method of critical ethnography to explore food as a system that connects individuals and communities, both locally and globally. Students will carry out a multi-sited ethnographic research project that begins with a question about food, whether about production and consumption, culture and identity, health and environment, memory and desire, community and activism. Students will "follow the food" wherever their questions take them-from table to market to factory to farm-and be guided through the process of posing ethnographic questions, conducting fieldwork and interviews, writing fieldnotes and other forms of ethnographic documentation, and engaging throughout in the critical, reflexive act of interpretation and writing. As part of the Luce Grant on Asian Studies and the Environment, this course will focus on global food chains across the Pacific and students are encouraged to explore connections between U.S. and Asia in their own projects.
NS-0125	Ecology	F13	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.
NS-0268-1	Ecology of New England Old Growth Forests	F13	Winship	In this course, we will visit old growth sites, learn how to identify, age, and census trees, and how to read the history of a site. We will locate and map special trees, soils and plants. We will examine the literature on both the social and ecological significance of old trees and old soils. Students will complete group or individual projects.
NS-0232	Introduction to Geographic Information Systems and Natural Resource Management	S13	Roof	In this course, we will learn GIS tools, specifically ArcGIS and Google Earth, necessary to map and analyze the natural resources, focusing on the Hampshire College campus.

NS-0292	Life and Water in the American Southwest	S13	Winship	Life and Water in the American Southwest: Water comes to the American Southwest in cloudbursts and monsoons, in flash floods that turn dust to fertile soil overnight. For centuries human populations have adapted to episodic rainfall culturally and technologically, using water-sparing methods not unlike those seen in native plants and animals. In this course we will spend the first few weeks learning about the peoples, climates, and ecological communities along the Mexico/US border and up into the Mogollon highlands and mountains of Arizona and New Mexico, with emphasis on the Colorado River Basin. There will be an optional joint trip with OPRA to the lower Colorado.
HACU-0261	Stream Ecology	F12	Cianfrani	Rivers and streams wind through the landscape moving water, sediment and other materials and provide habitat for a variety of organisms. In this class we will discuss the main processes that occur in rivers and the means for observing them. We will learn to interpret the morphology (shape) of rivers and fluvial landscapes. We will use both field measurements (i.e. get our feet wet in the stream) and computer models to analyze local river systems from both a hydrological and ecological perspective. Students will explore the primary literature, complete lab exercises, develop a stream project, and discuss the response of streams to natural and human induced environmental change.
HACU-0309	Advanced Architectural Design Studio: Narrative and Journey, in Designed Space	S13	Darling	This is an advanced architectural design studio that will investigate the notion of narrative and journey in designed spaces at the urban scale, building scale, and smaller scale such as exhibitions and sculpture. Students will be asked to analyze one or more precedents in terms of narrative and journey by developing methods of notation and mapping to present their analysis. The second half of the semester will be dedicated to a studio design project in which students can apply lessons learned from the precedent study to design an exhibition to be mounted in conjunction with the publication of a historical non-fiction narrative. In designing the exhibition for a specific display space, we will consider materials, embodied energy, assembly/disassembly, and the adaptability of the design to other exhibition spaces. These issues will be considered through the lens of sustainability.
CSI-0138-1	Advanced Design + Media Lab: Art, Architecture and, Environment	S13	Brown	This course is highly interdisciplinary in nature, yet designed for students developing projects in physical arts, graphic design, interactive design, industrial design, environmental design, architecture and urban planning. This course will be marked by an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects.

CSI-0240	Animals and the Law	F13	Hamilton	How and under what circumstances are non-human animals considered persons before the law? Using perspectives from anthropology, science studies, and legal studies, this course explores the shifting status of non-human animals in Anglo-American legal tradition. While our main focus will be the understanding and treatment of non-human animals in the contemporary United States, we will also examine these issues from historical and cross-cultural perspectives. Of particular interest is how scientific knowledge comes to bear on these kinds of legal questions.
IA-0186-1	Artivism	S13	Valentin-Escobar	In this interdisciplinary course, we explore how artists have historically responded to the call for social change. We will investigate how art and activism come together around a variety of themes and issues, such as artistic citizenship, feminist art, public art, art and the role of art in social movements, the avant-garde, the role of artistic institutions, how artists invoke new social imaginations, the role of artists in cultivating social change, the relationship between art and new or alternative public sphere(s), the tensions between the socially "real" and the "imaginary," political art vs. activist art, and the impact of artistic expressions and movements in transforming collective mentalities or consciousness.
CSI-0218-1	Bicycle Frame Design and Fabrication	F13	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.
CSI-0162-1	Bioethics in a Post-Genomic Age	F13	Hamilton	Do you own your body and who has the right to profit from your genetic materials? Does testing for genetic diseases on embryos before implantation constitute eugenics? Should one company own a patent on a genetic test for breast cancer? These questions, among others, provide the basis for an exploration of the emergence and growth of bioethics in the context of genetic research. Using perspectives from legal studies, ethics, anthropology, and the social studies of science, this course takes as its starting point the investigation of the close relationships and continuing tensions that have developed between the fields of genetics and bioethics, especially during the past two decades.
NS-0202	Bodies, Guts, and Bones: Biocultural Approaches to Diet and Nutrition	F13	Stone	Students will work on independent projects that test popular notions about diet and nutrition using a broad range of methodologies (such as, 24-hour dietary recall, diet surveys, food ethnographies, anthropometry and exercise physiology). Students will design and carry out an original project on some aspect of food, nutrition and culture. Topics in human diet and nutrition will be examined from a biocultural perspective and will include an examination of the evolution of human nutrition and gut alongside current information on things such as growth and development, nutrition and disease processes, diet and culture, anthropology, and

				genetics.
CSI-0187	Chemistry I	F13	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.
CSI/HACU-0230	China Rising	F12	Chang	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.
IA-0350	Controversies in U.S. Economic and Social History	S13	Nisonoff/Tracy	This course addresses the development of the United States economy and society from the colonial period to the present. Focusing on the development of capitalism, it provides students with an introduction to economic and historical analysis. Students study the interrelationship among society, economy and the state, the transformation of agriculture, and the response of workers to capitalism.
IA-0262	Creative practices, the arts, social justice & social change	S14	Lewis	The seminar will foster interdisciplinary discussions about the very diverse creative approaches and practices that can forge new insights into questions of power, exploitation, discrimination, inertia, neglect etc. , looking at different ways creative arts can inspire attentiveness to social issues, stir understanding and longing for social change - and spark or communicate different levels of engagement in social justice issues.

IA-0256	Creative Reuse: Tinkering meets Repurposing	S13	Twitchell	Tinkering meets Repurposing: 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.
HACU-0206	Design and Entrepreneurship for Social Impact	S13	Cohn/Briggs-Lyster	This class will blend practices of both applied design and social entrepreneurship using human centered design processes. We will research, conceive, design and build testable prototypes and/or systems that have the potential to create economic, social and/or environmental value. We will collaborate with local community partners, observing and listening carefully to what they want and need. Our intention is to set a tone of innovation and creativity, combining techniques of design thinking with an entrepreneurial mindset and the fabrication resources of the Center for Design.
NS-0145	Design Investigations	S14	Darling	This is an introductory studio for those students interested in exploring the design fields: architecture, interior design, landscape architecture, and product design. These fields all share a studio based approach to problem solving that is at once spatial, material, conceptual and social. In practice today, this also necessitates considering sustainability issues in the broadest sense from the very beginning of the design process.
CSI-0216	Earth and Life through Time	S13	Roof	In this course, we will travel through time to study the evolution of Earth from its fiery beginning over 4.5 billion years ago to the present day. We will explore the physical and biological evolution of Earth and gain an appreciation for Earth as a series of complex systems that interact dynamically and holistically. We will also learn how geologists reconstruct Earth history as well as predict the future. Local fieldtrips will highlight billions of years of Earth history in the Connecticut River Valley. This course will be valuable for anyone who is concerned about the future of Earth and its tenants.

HACU-128T-1	Economic Development	F12	Dahi	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. 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
NS-0223	Ethical Imagining in Contemporary Culture	F13	Falk	In his last interview Fluxus artist Dick Higgins said, "One of the areas that has been understated since the immediate post-war era has been ethics. Exploring the nature of kindness or of cruelty, or of the various implications of Bosnia or of militarism or things like that. Ethical exploration is an area of subject matter that has to be dealt with." More recently, Canadian cultural critic Jeanne Randolph has explored how we act morally and ethically while participating in a culture of abundance, opulence and consumerism. This course will explore ethics as a subject in the work of contemporary artists and thinkers in different media and disciplines, and across different cultures. It will explore ethical imagining as a cultural practice-how the imagination is elusive, contingent, yet exceedingly precious, and how it helps us understand changes in human relations and in culture that have evolved with 20C and 21C materialism.
CSI-0142	Field Naturalist	F13	Charney	The majority of this class will be held outside. Each week we will visit a different field site and spend the afternoon untangling the natural history of the landscape at that location. We will examine how plant and animal communities in western Massachusetts are shaped by processes such as geology, hydrology, weather, fire, and human land use. Students will be expected to learn skills in species identification and landscape interpretation. Class work will include a final group project as well as weekly assignments.
CSI-0165-1	Gender in the Changing Global Economy	S13	Ramnarain	Using the entry point of gender, we will not only revisit age-old issues such as the international and intra-household division of labor, unequal access to resources, the impact of welfare cuts, economic crisis, and the feminization of migration, but also expand our analysis to new sites of upheaval such as the milieu of globalization, post-conflict and post-socialist transitions, environmental change, and popular movements for change/resistance.

CSI-0256	Gender, Economic Development and Globalization	F14	Pickbourn	The course will conclude with an evaluation of tools and strategies for achieving gender equity within the context of a sustainable, human-centered approach to economic development.
NS-0206	Geographies of Exclusion	F12	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.).
CSI-0210	Geography, Ecology, and Indigenous Americans in the Pacific, Northwest, 1800 to the Present	S13	Westover	The course will discuss the ecology of the Pacific Northwest region, explore underlying scientific principles, and ask these questions: How has human history, including the dispossession of Native Americans, influenced land use and ecological and agricultural changes in the northwest? How did the river and mountain geography of the Columbia Basin influence the development of pre-1800 indigenous civilization? What are the chief ecological issues, past and present, in this region? What was the immediate and long-term Native American response to the Lewis and Clark expedition of 1804-06 and its aftermath? How have power dams on the Columbia and Snake Rivers affected salmon populations and regulations perpetuating Indian fishing rights? What cultural and political developments led to the Nez Perce trek of 1877? How have Indian reservations and land use patterns changed through the 20th century? What do we know about invasive species, rare and endangered populations, and the effects of climate change in the northwest? How has federal land and Indian policy in the northwest evolved? The course will make use of readings in northwest ecology and Native American history and will include seminar-type discussions that focus on individual projects and presentations.
CSI-147T-1	Introduction to Economics	S13	Ramnarain	Is capitalism the best economic system for meeting human needs? Can microeconomic theory help us figure out what to do about climate change? Will macroeconomic theory get us out of the recession? In this course, we will use these questions to frame the study of our economic system and the theories most often used to explain its workings.

NS-0115	Land Stories, Land Rights	F12	Darlington	Humans have long identified with the land on which they live. Yet different people tell different stories of themselves, their histories, their relations with the land and the land itself. Whose stories are heard while others are silenced? How do told and untold stories affect access and rights to land or decisions about land use? This course will explore cases from around the world, examining debates such as creation and use of national parks, urban development, environmental justice, and questions of indigenous rights versus economic development. We will examine our own histories, experiences with, and concepts of land and nature to frame the course. Concepts such as "nature," "environment," and "community" will be unpacked and critically examined from multiple cultural perspectives.
CSI-0160	Natural Products of Farm & Forest	F12	Moriera	This course will explore the natural product chemistry of plants through a combination of classroom, field and optional lab experiences. We'll take advantage of both the Farm Center and the richly forested areas on and around Hampshire's campus to learn about the roles of molecules plants make, from lipids and carbohydrates to antioxidants to pigments to toxins, in both the human world and the lives of plants themselves. In class we will learn to analyze primary literature as well as critically examining articles from the popular press.
HACU-126T-1	Panacea or Pipe-dream: Microfinance in International Development	F12	Ramnarain	The lack of access of rural and urban poor to credit facilities in many parts of the developing world has meant the rapid proliferation of microfinance institutions in the last thirty to forty years. Spurred by an international movement of large institutions such as the World Bank, non-governmental organizations, government donors, foundations and private investors, microfinance promised to be a solution to the poor's lack of access to credit and consequently, an indispensable tool for poverty alleviation in the developing world. This course seeks to critically examine the discourses surrounding the 'microcredit revolution' from a political economy perspective, especially interrogating its promises of poverty alleviation, social transformation and women's empowerment.
CSI-0232	Photography, Observation, Landscape: Portrait of a Place	F13	Mandle	In this class students will use photography, writing and sound to create an in depth portrait of a place. Each student will choose a location (in a building or in a landscape) and they will be expected to spend extensive time observing and responding to this place throughout the semester. Visits with ecologists, sociologists, architects and historians will help students refine their observations. At the end of the semester the class will create an exhibit of their work and a map of their places.
IA-0287	Rivers of Life & Death	F12	Darlington	We will critically examine several case studies of rivers to unpack the cultural, environmental, economic, and identity conflicts that arise worldwide as people's concepts of rivers collide. Issues explored will include colonization and trade, indigenous histories and rights, economic development and dams, water rights, environmental debates, and transnationalism.

NS-0318	Social Entrepreneurship	S14	Briggs Lyster	<p>Social entrepreneurs are faced with the challenge of developing ideas that embrace and are shaped by this complexity, ideas that engage communities, cross disciplines and have the potential to disrupt and transform systems. What do social entrepreneurs need to understand about the people who are impacted by their entrepreneurial actions? Where are the spaces in which to experiment with improvisational and flexible forms of intervention that might open new economic and social opportunities? What is the role of the social entrepreneur in communities? And what do we mean by this term "entrepreneurship" anyway? In this course, we will explore these questions by examining examples of entrepreneurial action and methodology. Mid-semester we will partner with a sister course in urban planning and design to both combine our collective learning and work collaboratively on a shared project. This project(s) will bring students together to share, repurpose and utilize the methodologies they have learned about social enterprise development and participatory urban planning/design in order to creatively address an identified need or opportunity on campus.</p>
NS-0381-1	Terrestrial Ecology	F12	Schultz	<p>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.</p>
IA-0181	The American Transcendentalists	F13	Hodder	<p>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.</p>

CSI-0271	The Business of Change: Social Action Through Entrepreneurship	F12	Briggs Lyster	This course will explore how social entrepreneurship affects change in society. Using real world examples, participants in this course will identify key entrepreneurial methods and practices that are, or could be used to foster positive change. The course will start off with a look at the general effects entrepreneurship has on society and then move on to investigating key entrepreneurial processes and techniques that are used for creating change. For participants in this course to be successful, they must desire to make a difference in the world, be comfortable doing research, enjoy sharing their ideas and thoughts in discussions, and be self-directed.
HACU-0234	The Contested American Countryside	F13	Rakoff	This class will analyze the role of government and large corporations in reshaping rural areas, the continuing importance of farming and ranching, the role of extractive industries like mining and logging, the changing lives of rural men, women, and children, and the portrayal of rural topics in literature and popular culture. Students will study a range of interpretations of rural life and will undertake their own research projects.
IA-0169	The Culture of Capitalism	S13	Block	This course examines the British culture of capital through its defining literary tropes. The seminar features units addressing narratives of production, figurations of slavery, and the aesthetics of consumption, among other topics. We study the ways in which British literary culture both reflects and produces the historically specific economic system of modern capitalism.
CSI-0280	Theater and Performance of Social Change	S14	MacAdams	From anti-Apartheid protest theater to Teatro Campesino; from playwright Jo Carson to students creating work at Hampshire and beyond, theater makers have often played a key role in envisioning and embodying social change. What sparks their passion? How do they balance theatrical craft with an activist vision? And how can we learn both from their successes and from the places in their work that are inconsistent, incomplete, and contradictory? In this course, students will read texts, explore videos and on-line work, and also lead discussions about artists that they chose to be incorporated into the syllabus. The goal is explore the dynamic, electric, and sometimes explosive relationship between artists and their time.
HACU-0218	U.S. Foreign Policy, Human Rights and Democracy	S13	Western	Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of--and compliance with--international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to a broad range of contemporary human rights and democracy issues with special attention given to analyzing and comparing the post-Cold War

				state-building efforts in the Balkans, Iraq, Afghanistan, and the broader Middle East.
NS-0255	Utopia	F12	Koehler	The course will consider the role of history in utopian schemes: how different projections about life in the future are also harsh criticisms of the present, which often rely upon real or imagined views of social organizations in times past. We will examine the relationship of the individual to the community, and consider how spatial constructions-real and imagined-can affect this relationship. The course begins with an examination of significant literary utopias, including the books by Sir Thomas More, Edward Bellamy, and William Morris. Different philosophies and approaches to utopian design will be studied, as in the theories of Jean Jacques Rousseau, Ptr Kropotkin, Ernst Bloch, Karl Mannheim and Lewis Mumford. This class will also examine the critically important relationship between theory and practice, by looking at the successes and failures of actual attempts at utopian communities, (such as the Shaker villages, the Kibbutz, the Darmstadt Kunstlerkolonior Walt Disney's Celebration, Florida). The course will conclude with a discussion of contemporary sensations of dystopia and chaos, and consider whether utopian design is applicable to the 21st century.
CSI-0255-1	Watershed Hydrology	F13	Cianfrani	Students will explore topics in hydrology and watershed management. Areas of focus will include hydrologic cycle/water budgets, watershed characteristics, groundwater hydrology, aquatic ecosystems, and urban hydrology. Students will get their hands and feet wet in the lab and around Hampshire's campus, read and discuss primary literature, analyze data in teams, and learn basic skills scientist use to analyze water-related issues. In addition to gaining an understanding of hydrological processes, students will collect and analyze hydrologic data from a local watershed and develop a comprehensive watershed management plan.

CSI-160T-1	Writing about the Outdoors	S13	Rakoff	This seminar will explore approaches to writing about people in the outdoors -- working, playing, transforming nature, or simply contemplating the world. We will read and critique a number of genres including traditional nature writing, historical accounts, creative nonfiction, fiction, and academic analyses. We will pay particular attention to narrative choices and the role of the narrator as well as to the use of landscape description, scientific language, and other vehicles for constructing ideas of nature. Our analytical focus will be on the historical and cultural origins of both mainstream and critical views of the human presence in the natural world.
CSI-0165-1	Land Stories, Land Rights	F14	Darlington, Sue	Land Stories, Land Rights: Humans have long identified with the land on which they live. Yet different people tell different stories of themselves, their histories, their relations with the land and the land itself. Whose stories are heard while others are silenced? How do told and untold stories affect access and rights to land or decisions about land use? This course will explore cases from around the world, examining debates such as creation and use of national parks, urban development, environmental justice, and questions of indigenous rights versus economic development. We will examine our own histories, experiences with, and concepts of land and nature to frame the course. We will use Hampshire's history as a case study to think about our connections to land and history. Concepts such as "nature," "environment," and "community" will be unpacked and critically examined from multiple cultural perspectives.
CSI-0208-1	Gender and Economic Development in a Globalizing World	F14	Pickbourn, Lynda	Gender and Economic Development in a Globalizing World: The rapid integration of global markets that has taken place since the 1980s is the outcome of a common set of macroeconomic policies implemented in both developed and developing countries. This course examines the often contradictory impacts of these policies on gender relations in developing countries and asks: what challenges do global economic trends pose for gender equality and equity in developing countries? To answer this question, we will begin with an introduction to alternative approaches to economics and to economic development, focusing on the differences between neoclassical and feminist economics. We will then go on to examine and critique the theoretical frameworks that have shaped the gender perspective in economic development. This will be followed by an exploration of the impacts of economic development policy on men and women and on gender relations in Africa, Asia and Latin America, in the context of a globalizing world economy. Special topics will include the household as a unit of analysis; women's unpaid labor, the gendered impacts of economic restructuring and economic crisis; the feminization of migration flows and the global labor force in the formal and informal sectors. The course will conclude with an evaluation of tools and strategies for achieving gender equity within the context of a sustainable, human-centered approach to economic development.

HACU-0247-1	Housing: The Geography and Politics of Shelter	F14	Gonzales, Michael	Housing: The Geography and Politics of Shelter: How do we dwell in our cities? Through what economic, political, and social processes are our living environments constituted? What does it mean to be shelterless and homeless in our propertied world? This course will look at housing processes and housing policies in and across a range of global contexts. It will explicitly adopt a comparative and transnational approach to the geography of housing, showing how a globalized perspective provides important insights into local shelter struggles and housing policy debates. In the broadest sense, the course will use housing as a lens to study space and society, state and market, the public and private sectors, power and change.
IA-0204-1	Introduction to Social Entrepreneurism	F14	Stenn, Tamara	Introduction to Social Entrepreneurism: Students explore themselves, talents, motivations and dreams to realize new ways to address social needs and change through enterprise development. Grounded in experiential learning, this class is a balance of theory, hands-on learning, best practices and skills building. Students actively engage in creating a social enterprise. Class includes case studies, guest speakers and a possible field trip. No prior entrepreneurship or business experience is necessary. All students will complete and present an enterprise concept plan.
IA-0290-1	Social Entrepreneurism Design	F14	Stenn, Tamara	Social Entrepreneurism Design: Students who already have ideas for their own social enterprises spend the semester building the skills and connections to make these ideas a reality. This hands-on, experiential class explores innovation, finding and creatively using resources, economics and well-being, impact studies, feasibility, cross cultivation, market analysis, publicity, global opportunities, design and planning. Students create their own syllabus and present business simulations. Instructor permission required. Instructor Permission Criteria: Students must already have a strong idea for a social enterprise. They need to be able to express this idea in a one-page project statement which includes the name of the enterprise, how it works, who it serves, why it is needed/important, and what social needs it addresses.
NS-149T-1	Terrestrial Ecology and Agriculture	F14	Schultz, Brian	Terrestrial Ecology and Agriculture: This course will examine terrestrial ecology and natural history with an emphasis on our area and studies of the Hampshire fields and forests, as well as visits to other local points of interest (e.g., Mount Tom, the Conn. River flood plain, the Quabbin reservoir); focusing on birds, arthropods, and plants, but with attention to mammals, herps, geology, etc. We will spend as much time as possible outside, weather permitting, and combine walking and seeing and learning the local flora and fauna, such as the birds migrating through in the Fall or local trees, with scientific sampling studies of such features as life under logs (e.g., millipedes and red-backed salamanders) or in the canopy (using the Hampshire canopy walkway), or the biodiversity of the Hampshire campus (including quantitative inventories and museum-type

				collections for display in Cole Science).
IA-0204-1	Introduction to Social Entrepreneurism	S15	Stenn, Tamara	Introduction to Social Entrepreneurism: Students explore themselves, talents, motivations and dreams to realize new ways to address social needs and change through enterprise development. Grounded in experiential learning, this class is a balance of theory, hands-on learning, best practices and skills building. Students actively engage in creating a social enterprise. Class includes case studies, guest speakers and a possible field trip. No prior entrepreneurship or business experience is necessary. All students will complete and present an enterprise concept plan.