

SPRING 1999



**COURSE
SUPPLEMENT**

**TO THE
HAMPSHIRE COLLEGE**

1998/1999 CATALOG AND COURSE GUIDE

NOVEMBER 6, 1998

TIME SCHEDULING GRID

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
8:30					
9:00					
9:30					
10:00					
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HAMPSHIRE COLLEGE COMPLETE SUPPLEMENT
SPRING 1999
NOVEMBER 6, 1998

**EXPERIMENTAL SCHOOL OF
COGNITIVE SCIENCE**

Course Canceled

CS 108

HUMAN MEMORY

New Course

CS/SS 121

**LEARNING REVOLUTIONS:
EDUCATIONAL SOFTWARE AND
INQUIRY LEARNING**

Tom Murray

The founding vision of Hampshire College included two revolutionary ideas about college education. First that learning would be inquiry-oriented and "hands-on," and second that state of the art educational technology would be used to facilitate this style of learning where appropriate. The arrival of highly interactive multi-media computing and the world wide web opens up the possibility that technology finally will make critical contributions to educational change. In this class we will explore topics in educational theory and computer-based learning. A major focus will be on the inquiry learning process and how technology can be used to enhance it. This class will function in part as a research collaborative to generate ideas relevant to an ongoing National Science Foundation research project that is aimed at better understanding inquiry-based teaching as it is practiced at Hampshire, and developing innovative inquiry-based educational software. We will use and evaluate cutting-edge educational software and discuss the state of the art and future trends in educational software design. Students will work in groups on educational software design projects. Class activities will also include discussing relevant readings from the educational, psychological, and computer science literature.

Class will meet once a week for two hours and fifty minutes. Additional project-group meetings will also be required. Enrollment limit is 15. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

New Course

CS 125

INNATENESS

Joanna Morris

Human beings as a species know many things. We know how to speak a language, build airplanes, solve equations and play baseball among other things. But where does this knowledge come from? Historically, there have been two answers to this question...from our genes, i.e., our "nature" and from our experience, i.e., our "nurture." As we learn more about genes and about the nature of learning, we have begun to realize that knowledge most likely comes from the interaction between nature and nurture. This course will examine questions such as what behaviors are innate and which are learned? What does it mean for a behavior to be innate? What is the relationship between genes and innateness? How do different environments and cultures affect supposedly innate behaviors?

Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

Course Number Change

CS 150 Formerly CS 257

THE DEVELOPMENT OF THE INFANT

Carter Smith

The rate of a child's development during the first twenty-four months of life is astounding. During this time infants begin to walk and talk, and prior to these milestones they begin to interact with their environment and the people around them in increasingly sophisticated ways. In this course we will examine the cognitive and perceptual development of the child during these crucial months. In addition to providing an overview of the course of infant development, this class will introduce students to the basic research questions and techniques used to study infant development. Students will read and critique articles from the scientific literature and will examine how this literature is interpreted and presented to the public by the media. Students will write a final paper based on the primary scientific literature.

Class will meet twice a week for one hour and twenty minutes. Enrollment limit is 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

Course Canceled

CS 163

LANGUAGE, THOUGHT, AND REALITY

Course Canceled

CS 183

CHILD LANGUAGE

New Course

CS/NS 211

THE PSYCHOLOGY AND PHYSIOLOGY OF DIGITAL INTERFACE DESIGN FOR DIVERSE NEEDS

Slavoljub Milekic

This course will examine the principles of digital interface design for individuals with special needs. However, the basic assumption will be that all of us have, or develop at one time or another, a special need. For example, a loss of a contact lens can turn one into an individual with special needs in the domain of visual perception, and a sleepless night will impair interactions in cognitively demanding environments. Historically, it was designed for populations with special needs that led to innovations without which we cannot imagine modern times: the telephone, the typewriter and tape-recorder.

During the theoretical part of the course we will examine the evolution of input devices--from the keyboard and the mouse to computers which can be controlled by the direction of one's gaze, speech or gestures. For the hands-on part of the course, the students will be expected to work individually or in small groups on the development of interface concepts and prototypes which respond to a wide range of different needs. A collaborative relationship with the Children's Hospital in Boston is expected to provide a range of practical problems which will be used for class projects. Knowledge of programming (or other design skills) is desirable but not a prerequisite for this course.

Class will meet twice a week for one hour and twenty minutes. Enrollment limit is 25. This course is supported by the Lemelson Program.

Instructor Added

CS 216

DATA STRUCTURES

Dawn Gregory

Instructor Added

CS 226

THEORY OF LANGUAGE

Joanna Morris

Instructor Added

CS 246

COGNITIVE PSYCHOLOGY

Stacy Birch

Course Number and Description Change

CS 257

See CS 150 for description.

Instructor and Enrollment Limit Added

CS 263

ARTIFICIAL INTELLIGENCE

Dawn Gregory

Enrollment limit is 20.

New Course

CS/HACU 286

THEORIES OF COGNITION IN TRADITIONAL CHINESE PHILOSOPHY

Zhaolu Lu

This course is designed for students who are interested in philosophical issues concerning perception, knowledge, mind, and language and would like to explore Chinese philosophical approach to these issues. Students are encouraged to make their own independent judgment on whether the Chinese philosophical perspective constitutes a genuine alternative to the standard Western analytical approach. Our in-class study will be conducted at the introductory level to serve the need of beginning undergraduate students. Those who come to the class with some background preparation in Western philosophy will be given an opportunity to undertake a comparative and cross-cultural project. In the in-class study we will concentrate on Chinese philosophical texts relevant to the above topics. The readings are selected from the works of major figures in Chinese philosophical tradition. A set of background readings in Western philosophy will also be provided for individual study. While participating in the in-class study, each student is required to develop an appropriate project to work on individually. An excellent project developed in this course may be further developed into a Division I project.

Class will meet once a week for two hours and fifty minutes. Enrollment is open but limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies or Humanities and Arts.

Course Description Changed

CS/SS 296

FREEDOM OF EXPRESSION

James Miller and Lester Mazor

Should there be limits as to what people are allowed to say in speech, writing or other forms of social communication? Libertarians argue that in a truly free society there ought to be none. Other critics claim that giving all speech equal access to public forums promotes a "tolerance" that is actually "repressive" of the most worthy expression: Hitler's views appear to be as valued as Ghandi's. Yet most people would agree that falsely shouting "Fire!" in a crowded theater ought to be prohibited.

Taking a perspective that draws on the law, history and various critical traditions in the social sciences, this course will investigate a range of communications issues relating to free speech. We will examine constraints on racial and ethnic "slurs," or "hate speech"; legal traditions regarding defamation, rebellious speech, erotica, regulatory policies toward mass media; and the special problems posed by new digital technologies, including the Internet.

Readings will include judicial decisions as well as literature from several fields. Case studies will be emphasized.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 40. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies or Social Science.

New Course

CS/NS 307

INNOVATIVE INTERFACES AND DIGITAL ENVIRONMENTS: A RESEARCH PRACTICUM

Slavoljub Milekic

This course/practicum is designed around KiddyFace™—a child-friendly digital environment developed by Slavko Milekic. The KiddyFace™ approach transcends the concept of a computer as a tool and explores environments which, although supported by digital technology, are uncomputer-like in many respects. The development of these environments calls for many design changes, starting with changing the input devices (touch instead of mouse, voice instead of keyboard), the shape of 'computers' (no boxes, but interactive surfaces), their location (floor instead of desk), and changes in content structure.

In this course the students will explore further development of KiddyFace™-based environments, the underlying interface design principles and possible educational applications. The Discovery Museum and the Children's Museum in Boston will provide the opportunity to develop and test class projects in a real-world environment. Knowledge of computer programming is desirable but not necessary.

Class will meet once a week for two hours and fifty minutes. Enrollment limit is 8. Instructor permission required. This course is supported by the Lemelson Program.

New Course

CS 328

RESEARCH PRACTICUM IN COGNITIVE DEVELOPMENT

Carter Smith

In this laboratory-based course, students will have an opportunity to participate directly in cognitive research with children. We will investigate

contemporary issues in cognitive development by conducting a small number of laboratory experiments. Possible areas of exploration include, but are not limited to: learning to use analogies in problem solving; text comprehension; tool use; perceptual development; how children attribute beliefs to others; the relationship between spatial representations and language. The goal of the course will be to go beyond replication of published work to the formulation and testing of new hypotheses investigating how children learn about themselves, other people, and the world. Students will be active participants in all phases of the research: contacting parents to recruit children as experimental participants; designing relevant stimuli and procedures; observing children in the experiments; analyzing data and reporting the results in a conference-style forum (e.g., a poster session). Students will work in teams on the research projects.

The course readings will be limited to primary literature directly relevant to particular hypotheses. The course will require students to engage directly in the various duties necessary in a child laboratory including administrative and intellectual endeavors.

This course is most suitable for students working towards their Division II or Division III requirements, but Division I students with a strong interest in cognitive psychology/cognitive science will be considered.

Class will meet once a week for two hours; each student will commit to an additional 3 hours per week of work in the laboratory, duties to be rotated among all students. These hours will be determined jointly by the times parents are available to bring their children to the lab and by the student's own schedule. Course enrollment is 12 subject to instructor permission via an application. Applications will be available in the CS office (ASH 100) November 2 and due back in the CS office by 4:00 p.m. on November 16.

New Course

CS 365

EDUCATIONAL SOFTWARE DESIGN

Tom Murray

This course will serve as a support and discussion group for students currently working on projects in education related to inquiry-oriented and student-active learning. Two types of research and development projects will be supported: 1) creating or evaluating educational software, and 2) studies of learning and instruction in classrooms or other educational settings. This class will function in part as a research collaborative to generate ideas relevant to an ongoing National Science Foundation research project that is aimed at better understanding inquiry-based teaching as it is practiced at Hampshire, and developing innovative inquiry-based educational software. The course is intended for students who

are already working on projects individually or in teams. Teams will give regular presentations and demonstrations to the entire class to show progress and solicit feedback. The course will not explicitly teach students to use software packages or program computers. Students are expected to have some skills or be willing to learn new skills with limited assistance.

Class will meet once a week as a group for two hours and fifty minutes. Additional project-group meetings will also be required. Enrollment limit is 15 by instructor permission.

SCHOOL OF HUMANITIES, ARTS AND CULTURAL STUDIES

The Film/Photography faculty would like students to engage in **AT LEAST ONE COLLEGE LEVEL** critical issues course (film, photography, video, art history, or visual literacy oriented*) *prior to or concurrent with* taking Film/Video Workshop I or Still Photography Workshop I. *(Similar courses giving a grounding in visual theory and practice at the other colleges are suitable as well.)

Please be aware that the selection process for HACU 110 and HACU 111 may be changing. Pre-registration, as in the past, will not be available for these courses. However, additional information about these courses will be available upon your return in the Spring.

CHORUS

There will be no Hampshire College Chorus this spring semester. Ann Kearns, the director, is on sabbatical leave. The chorus will resume its activities Fall 1999.

New Course

HACU 104

INTRODUCTION TO DRAWING

Gideon Bok

This course is designed to develop each student's ability to perceive and depict form, light, and space within a two-dimensional picture plane. A wide range of media are employed in the exploration of subject matter including landscape, still life, the figure/body, and abstraction. A grounding in the history of drawing and the critical vocabulary particular to its discussion is established through group critiques, readings and independent research. Considerable outside of class work is required. This course acts as a mandatory prerequisite for all studio art classes at Hampshire.

Class will meet twice each week for two hours and fifty minutes. Enrollment is limited to 20.

This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

Instructor Changed

HACU 111

STILL PHOTOGRAPHY WORKSHOP I

Kane Stewart

New Course

HACU 113*

MODERN DANCE I

Daphne Lowell and Fran Clairmont*

This is an introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination, kinesthetic awareness, and an understanding of the possibilities and potential for expressive communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25.

This course is not suitable for one-half of a Division I. *Fran Clairmont is a Division III student.

Course Canceled

HACU 114*

MODERN DANCE II

New Course

HACU 126

INTRODUCTION TO TELEVISION THEORY AND PRACTICE IN CONTEMPORARY AMERICAN CULTURE

Bethany Ogdon

In this course you will be introduced to a diverse range of important critical work in the field of television studies, as well as to a number of pertinent cultural theory texts. These writings will inform our consideration of contemporary social trends in relation to televisual representation. We will examine television phenomena such as the rise of MTV in the early 80s, Fox Television's post-Cosby programming, post-feminist network programs such as Ally McBeal, Ellen, and Dharma and Greg, reality television (daytime talk shows, police reality programming), home shopping networks, and contemporary saturation news coverage of national events (for instance, the Clinton/Lewinsky event). These phenomena will be read in the contexts of a) television theory, b) earlier eras in television history, and c) wider cultural trends. The goal of the course is to arrive at an idea of how television functions within US national culture and as US national culture. Central questions addressed in this class include: What is the interrelationship between the political economy of television and developments in

late-20th century American politics? What is the relationship between the rise of multiculturalism/identity politics and developments in television programming? What is the role of television in the formation of both national and individual identity? Is television a fundamental component of modern democracy or does it contribute to democracy's degeneration?

Class will meet twice each week for one hour and twenty minutes. There will be a separate screening time assigned. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

Course Canceled

HACU 135

DIGITAL VIDEO I

New Course

HACU 140

VIDEO I

Kara Lynch

This intensive course will introduce students to basic video production techniques for both location and studio work. In conjunction with a technical mini course offered by the library staff, we will look at the production process piece by piece, giving attention to preproduction, fund-raising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films that are particularly relevant to each facet of our work to ground our discussions. No one form or style will be stressed, though much in-field work will be assigned. "Video art," new narrative, "documentary," compilation tapes, cable shows, and other forms of video practice will be considered. Students will be trained in all technical aspects of video production, from shooting and lighting techniques, studio location and switcher skills to an introduction to the Avid. We will also introduce Adobe Premiere and other desktop computer software including basic graphics for video. Sound work will include omni, shotgun and radio microphones, miking and mixing of sound for studio, and location work for video. Students will learn to edit on RM440s with Uhmatic decks, cuts only, and on-line on the Editmaster. Students will work on projects and exercises in rotation crews throughout the term, as well as a final project. While occasional short writing assignments will be made, students will be primarily engaged in video production. A background in film/video theory, history, or criticism is preferred for entry into the course.

Class will meet once each week for three hours. Enrollment is limited to 15, by instructor permission. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

Course Canceled

HACU 146

MEDIA THEORY

New Course

HACU 157

FEMINISM AND PHILOSOPHY

Lisa Shapiro

What is it to be a woman? Is there something that can be called the nature of woman? In this course, we will begin by critically examining what exactly we mean by 'woman'. We will do so by tracing the idea of female nature through the history of philosophy and up through the 20th century. We will then consider the way in which one conceives of womankind affects the way one thinks about issues that impact on women, issues that are often of concern to feminists. These issues might include: reproductive freedom, pornography, prostitution, equal rights, family, sexuality and gender, and beauty, or any other relevant topic of interest to students in the class.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

New Course

HACU 206

BUILDING BOOKS

Steven Daiber

Building Books is a class designed to explore the definition of a book. This class will cover the history of books, non-adhesive binding structures, sequential relationships and explore the physicalness that defines a book. The focus of the class will be in the craft of book building and of sculpting intellectual ideas into a visual medium.

Class will meet once each week for two hours and fifty minutes. Enrollment is limited to 20. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

Course Canceled

HACU 208

INTRODUCTION TO PAINTING

Judith Mann

Course Canceled

HACU 209

DIGITAL VIDEO II

Instructor Added

HACU 210

FILM/VIDEO WORKSHOP II

Jennifer Montgomery

New Course

HACU 215*

MODERN DANCE III

Felice Wolfzahn

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. Class work will be geared to refining the perception of movement, learning how to move safely, developing the ability to move with more ease, range, specifically and individually. Students will be required to participate in dance outside of class (by attending dance concerts, working as crew for a production, perhaps rehearsing for performance) and submit written evidence of that participation.

Absence from more than 2 or 3 classes is considered unsatisfactory.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open. This is considered a half course, geared to the low intermediate level and cannot be used as one-half of a Division I.

Course Canceled

HACU 216*

MODERN DANCE IV

Cross-Listed with IA

HACU/IA 218

PAINTING TOOLS

Julie Shapiro

This course will focus on material and conceptual tools in painting. Assignments will address the possibilities of oil paint as a material and its ability to construct form. Studio work will be supplemented by frequent critiques. Independent research of both painting materials and issues will be required. Class readings and slides will augment assignments. Students will be encouraged to investigate a wide variety of sources as a means of questioning, developing and clarifying painting issues. Extensive out of class work is required. Materials may run in excess of \$75.00. Prerequisite: Foundation in Visual Media or Beginning Drawing.

Class will meet twice a week for two hours and twenty minutes. Enrollment limit is 15. Instructor permission required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

Course Canceled

HACU 223

FILM AND LITERATURE: NARRATIVE, CULTURE, IDENTITY

Eva Rueschmann

New Course

HACU 229

TWENTIETH CENTURY ART: DADA 1915-PRESENT: ART, ANTI-ART, PERFORMANCE

Karen Koehler

This course is an examination of the modernist phenomenon in the arts known as "Dada". Founded by exiled artists in Switzerland in 1915, Dada was an anarchistic visual, literary, musical, and theatrical response to the insanity of World War I. Dada quickly spread and has continued to be a potent and often incendiary art form for modern and contemporary artists throughout the twentieth century. This course will consider: Zurich Dada, Berlin Dada, Merz and Constructivism, Photomontage, Performance Art, Surrealism, Dada Architecture, Paris and New York Dada, Dada and Exile, Neo-Dada and Pop, as well as the Dada Crossroads of current art practices. Students will be asked to keep journals, give presentations, and write reports. Readings include critical essays, historical analyses, and primary documents such as manifestos.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

New Course

HACU 231

20TH-CENTURY GERMAN PHILOSOPHY

Christoph Cox

This course will focus on the work of four German philosophers (Husserl, Heidegger, Gadamer, and Habermas) representing three of the most influential movements (phenomenology, hermeneutics, and critical theory) in 20th-century European thought. We will pay close attention to central texts by these figures and examine the ways in which each of these philosophers criticizes and extends the work of his predecessors.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

New Course

HACU 235

POLITICS, THEORY AND THE ENGLISH NOVEL

Andrew Parker

1848 was a watershed year in the history of the novel as well as of civil conflict. This course addresses various novels and other related texts produced in and around 1848 in order to both gauge Britain's response to class and gender politics and our own theoretical efforts to make sense of these subjects. Readings may include Disraeli's *Sybil*,

Gaskell's *Mary Barton*, Bronte's *Wuthering Heights*, Dickens's *Dombey and Son*, Trollope's *Barchester Towers*, and Eliot's *Adam Bede*.

We will also read closely, *The Communist Manifesto* on the occasion of its 150th anniversary. In doing so, we will focus especially on the relationship between Marxism, deconstruction, and feminism.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

New Course
HACU/NS 238

IDEAS IN MOTION: A COURSE IN PRACTICAL DESIGN AND INNOVATION

John Fabel

Being creative and inventive is part of what makes us human. Having ideas, being inspired, and wishing to effect the world around us is part of the human experience. Chances are it's one of the reasons you decided to come to Hampshire. How do we come up with ideas? What do we do with them once we've got them? How do we get these things out of our head and marching down the road? It's one thing to have an idea, it's another to be able to do something with it.

The purpose of this course is to become more skilled in the process of turning our ideas into action. In this course, we will start with ideas and areas of interest, work through a process of refining these ideas into concrete projects, which become the foundation of the course. This is a new kind of course, where the content is about the "process", rather than a specific topic. This course is suitable for students of all interests.

Innovation is often simply seeing the everyday in new ways (using a restaurant for social change), or of combining things that haven't been combined before (surfing and environmentalism), or taking an existing thing, and figuring out how to do it better (Dell Computer), or realizing that everyday problems can be opportunities (Bagel Biter). In short, it's the kind of thing we do best at Hampshire. It doesn't necessarily require being a genius, or fiendishly clever, but a willingness to look about us, and to see where we might make a difference.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 15. This course is supported by the Lemelson Program. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

New Course

HACU 244

CONTEMPORARY MUSIC AND MUSICAL DISCOURSE

Daniel Warner and Christoph Cox

This course will explore various forms of contemporary music and various approaches to thinking philosophically and critically about it. We will approach music as a discursive activity, a phenomenon that cuts across cultural and subcultural lines. We will traverse such musical areas as minimalism, indeterminacy, serialism, musique concrète, Free Jazz, heavy metal, punk rock, techno, and electronica and examine these via philosophy, cultural studies, critical theory, film/video, and statements by composers, performers, and fans. We will ask such questions as: why be discursive about music? what is music in relation to silence and noise? can music have a political or critical function? are the distinctions between "classical" and "popular," "high art" and "mass art" still appropriate in the contemporary setting? We will listen to music by such artists as Cage, Stockhausen, Pierre Schaeffer, Derek Bailey, the Art Ensemble of Chicago, Juan Atkins, Jim O'Rourke, DJ Spooky, and Mouse on Mars and read texts by Adorno, Attali, Cutler, Walser, Gracyk, Frith, McClary, Reynolds, and others.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 30. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies or Humanities and Arts.

New Course

HACU 245

TAOIST PHILOSOPHY AND RELIGION

Zhaolu Lu

This course provides students with a systematic introduction to Taoism as a philosophy and as a religion. It is designed to serve the needs of students from all sectors of a college or university and does not presuppose previous knowledge of Chinese language, culture, philosophy, religion. Taoism is one of the major schools of thought which shape the foundations of Chinese civilization and culture. We shall examine both its philosophical insights and its religious spirituality. Our in-class study will include an overview of defining characteristics and historical transformation of Taoism, Taoist philosophy, Taoist religion, and an exegetically detailed study of Lao Tzu or Tao Te Ching, the Taoist sacred text from which all later developments of Taoism drew inspirations. While participating in the in-class study, each student is required to develop an appropriate project to work on individually. An excellent project developed in this course may be further developed into a Division I project.

Class will meet once a week for two hours and fifty minutes each time. Enrollment is open but limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies or Humanities and Arts.

New Course

HACU 246

SOUND CLASH: RACE, ETHNICITY, AND POPULAR MUSIC

Josh Kun

This course approaches the history of US race and ethnicity as a history of popular sound-- a dissonant conglomeration of noises, songs, mixes, beats, verses, and collages that tell revealing stories about the way identities are formed and de-formed and nations are imagined and transgressed. Though we will take a general interest in the often neglected relationship between race, nation, and popular music, we will focus on the sounds of the twentieth century US. Beginning with blackface minstrelsy and Tin Pan Alley and ending with hip hop, breakbeat club cultures, and the Latin/o American rock of "the new world border" (with stops in blues, jazz, salsa, conjunto, and R&B along the way), we will concentrate on cultural exchanges, appropriations, and sound clashes between African-Americans, Latinos, Asian-Americans, and Jewish-Americans. The course is not designed to offer a linear and comprehensive history of American music, nor is it meant to be an introduction to the technical, formalist study of music. Rather, the course asks students to interrogate the role of music in the formation of inter-American identities, in the imagining of "America" as both place and idea, and in the making and unmaking of the "American" self.

While the course will involve an extensive reading list (that ranges across history, literature, sociology, critical race theory, and cultural studies), students will also be required to develop their skills as critical listeners by making weekly entries in a listening journal.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

Course Canceled

HACU/SS 247

CULTURE AND POLITICS DURING THE GREAT DEPRESSION

Aaron Berman and Eric Schöcket

Instructor Dropped

HACU 248

WOMAN AS DIRECTOR OF FILM/VIDEO: ANOTHER HISTORY

Joan Braderman

Cross-Listed with IA

HACU/IA 268

JAPANESE CINEMA

Abraham Ravett

See Course Catalog HACU 268 for description.

New Course

HACU 269

GENDERED IDENTITIES IN MUSIC AND NARRATIVE

Jayendran Pillay and Eva Rueschmann

This course centers on how gender is articulated and crafted through music and narratives. Our approach will be inter textual and interdisciplinary, drawing on a number of fields including ethnomusicology, literary and film studies, anthropology, women's studies, ethnic studies, queer theory and dance studies. We will examine the ways in which male and female identities and sexualities are culturally negotiated and contested in case studies from various parts of the globe, including the Caribbean, African American and Native American cultures, South Asia and its Diaspora, and South Africa.

Prerequisites: at least one 100-level or higher course in music or literature.

Class will meet twice a week for one hour and twenty minutes and once a week for three hours for screenings. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies or Humanities and Arts.

Instructor Changed

HACU 276

VIDEO II:

SKETCHBOOK/STUDIO/INSTALLATION

Kara Lynch

New Course

HACU 278

MONTAIGNE OR 16TH-CENTURY CULTURAL STUDIES

Lisa Shapiro

In the 1580s Montaigne wrote and published a set of essays -- the first instance of that form of writing. In these works, Montaigne is true to the word he identified with his writing: *essais* or *tryings* or *attempts*. He tries not only to understand himself as a part of the rapidly changing world around him but also to reshape who he is as a person, a subject in that world. Thus, many of the themes sounded by Montaigne are very much with us today as we try to understand ourselves in relation to others and to think about who we might want to become. In this course we will engage in close reading of Montaigne's *Essays* and work towards understanding this joint project of self-interpretation and self-construction. We will ask: What does it

mean to reshape oneself? Why would one want to do such a thing? Are there any constraints to such a project and to what one can make oneself into? How does the way one understands oneself in relation to others affect how one refashions oneself?

Class will meet once each week for two hours and fifty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

Course Canceled

HACU 284

**ISSUES IN POPULAR CULTURE:
FILM/VIDEO/SOUND IN THE DIGITAL
AGE**

Course Canceled

HACU/IA 285

LABAN MOVEMENT ANALYSIS

New Course

HACU/CS 286

**THEORIES OF COGNITION IN
TRADITIONAL CHINESE PHILOSOPHY**

Zhaolu Lu

This course is designed for students who are interested in philosophical issues concerning perception, knowledge, mind, and language and would like to explore Chinese philosophical approach to these issues. Students are encouraged to make their own independent judgment on whether the Chinese philosophical perspective constitutes a genuine alternative to the standard Western analytical approach. Our in-class study will be conducted at the introductory level to serve the need of beginning undergraduate students. Those who come to the class with some background preparation in Western philosophy will be given an opportunity to undertake a comparative and cross-cultural project. In the in-class study we will concentrate on Chinese philosophical texts relevant to the above topics. The readings are selected from the works of major figures in Chinese philosophical tradition. A set of background readings in Western philosophy will also be provided for individual study. While participating in the in-class study, each student is required to develop an appropriate project to work on individually. An excellent project developed in this course may be further developed into a Division I project.

Class will meet once a week for two hours and fifty minutes. Enrollment is open but limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies or Humanities and Arts.

Instructor Added

HACU 305

ADVANCED PAINTING

Gideon Bok

Cross-Listed with IA

HACU/IA 310

**DRAWING: METHODS, ISSUES, AND
MEANINGS**

William Brayton and Julie Shapiro

This advanced level studio and discussion course will require students to develop a body of work in drawing that proceeds from a written proposal. Proposals will outline a plan of activity with references to ideas, methods, and sources. Assignments that focus on specific drawing questions will also be incorporated. Frequent readings will be used to generate discussions around contemporary issues in the arts. Themes will include perception and content, literary narrative, new technologies, and cross disciplinary media. Group critiques will provide students with responses to their work from peers and faculty. Students concentrating in other fields who have taken college-level drawing courses are welcome to enroll. Studio Arts concentrators are encouraged to use this class as a forum for the exploration and discussion of ideas pertaining to their Division III projects. Prerequisite: Introductory Drawing at the college level.

Class will meet once a week for four hours. Enrollment limit is 25 by instructor permission.

Course Description Added

HACU 321

**CRITICAL THEORY SEMINAR:
NIETZSCHE, FREUD, AND
CONTEMPORARY CRITICISM**

Mary Russo and Jeffrey Wallen

Nietzsche and Freud are two of the most influential writers for contemporary thought. In this course, we will read several of their key texts, as well as recent work by critics who have appropriated and rethought their ideas (Foucault, Deleuze, Derrida, Butler, Kofman, and many others). We will focus on Nietzsche's critique of truth, his radical rethinking of morality, and his figurations of women, and we will discuss Freud's explorations of the unconscious and sexuality. In addition, we will examine how their writings underlie contemporary strategies of interpretation.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 25.

Course Canceled

HACU 324

**STUDIO ARTS CONCENTRATOR'S
SEMINAR**

Judith Mann

New Course

HACU 325

MUSIC ETHNOGRAPHY

Jayendran Pillay

This intensive reading, intensive listening course reviews the music field research done by ethnomusicologists and anthropologists. We will examine questions about representing the "other", analyzing music from insider and outsider perspectives, contextualizing music in social paradigms, interconnecting music with other expressive art forms, as well as evaluating field methods. This upper-level course is intended for students who already have a background in music and the social sciences.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15 by instructor permission.

Course Canceled

HACU 334

TUTORIALS IN MUSIC COMPOSITION AND THEORY

Daniel Warner

New Course

HACU 344

PSYCHOANALYSIS, MEDIA, CULTURE: SUBJECTIVITY IN THE AGE OF GLOBALIZATION

Bethany Ogdon

This course is an intensive seminar on psychoanalytic theories of the subject. Psychoanalytic readings will include selections from Lacan's *Seminars on Ethics, the Psychoses*, and the *Four Fundamental Concepts of Psychoanalysis*; Freud's *Civilization and its Discontents*, *The Ego and the Id*, and *The Problem of Anxiety*; Jean-Michel Oughourlian's *The Puppet of Desire*; Slavoj Zizek's *The Sublime Object of Ideology*, *Tarrying with the Negative*, and *Looking Awry*; and Joan Copjec's *Read My Desire*. We will work towards gaining both a clear and nuanced understanding of the psychoanalytic subject's relationship to negation, desire, and the real. We will not be content to stop there, however. A number of contemporary cultural critics maintain that psychoanalytic theory contributes powerfully to a greater understanding of how cultural phenomena affect human subjectivity in ways that are socially and politically significant, and we will use the latter part of the course to examine the relationship between subjectivity as it is psychoanalytically theorized and several culturally predominant phenomena associated with both fantasies and realities of globalization.

We will focus primarily on media culture. Participants in this course should be either in the latter stages of their Division II work or filed for Division III. Participants must have already completed at least one critical theory course.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15 by instructor permission.

New Course

HACU 351

FILM THEORY

Ben Singer

This seminar explores main currents in film theory, including formalist, realist, structuralist, psychoanalytic, feminist, poststructuralist, cognitivist and cultural-contextualist approaches to questions regarding the nature, function and possibilities of cinema. The course is designed as an advanced introduction and assumes no prior exposure to film theory.

Class will meet once a week for two hours with an additional one hour and fifty minutes for screening. Enrollment is limited to 15 students by instructor permission.

Instructor Added

HACU 399B

FILM/PHOTOGRAPHY/VIDEO STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, VIDEO AND RELATED MEDIA

Jacqueline Hayden and Jennifer Montgomery

**EXPERIMENTAL SCHOOL OF
INTERDISCIPLINARY ARTS**

New Course

IA 105

INTRODUCTION TO READING AND WRITING FICTION

Laurie Alberts

Through careful reading of published stories, written exercises, and class discussions, we will explore the ways in which stories are made and how their form contributes to their meaning. Students will be expected to read assignments, participate in class discussions, complete writing exercises, and to create and revise their own stories.

Class will meet twice a week for one hour and twenty minutes. Enrollment limit is 15. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

Course Number Change

IA 210

See IA/HACU 218 for description.

IA 212
**INTERMEDIATE FICTION WRITING
WORKSHOP**

Laurie Alberts

This is a course for students who have already filed Division II in creative writing. Emphasis will be on student work as well as outside readings. Revisions required. Students will be expected to come to class prepared to participate in discussions and to offer thoughtful analysis of works read.

Class will meet once a week for two hours and fifty minutes. Enrollment limit is 15. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

Course Number Change and Cross-Listed
IA/HACU 218 Formerly IA 210.

PAINTING TOOLS

Julie Shapiro

This course will focus on material and conceptual tools in painting. Assignments will address the possibilities of oil paint as a material and its ability to construct form. Studio work will be supplemented by frequent critiques. Independent research of both painting materials and issues will be required. Class readings and slides will augment assignments. Students will be encouraged to investigate a wide variety of sources as a means of questioning, developing and clarifying painting issues. Extensive out of class work is required. Materials may run in excess of \$75.00. Prerequisite: Foundation in Visual Media or Beginning Drawing.

Class will meet two hours and twenty minutes twice a week. Enrollment limit is 15. Instructor permission required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

New Course

IA 258

**SCULPTURAL ISSUES IN THE HUMAN
FIGURE**

Thomas Haxo

This sculpture course allows students to focus on the figure. Students will primarily sculpt from live models. Perception and working from life will be central issues. Through the observation of the figure, students will study sculptural issues of structure, proportion, gesture and the resulting image. Drawing, working from memory and some computer three-dimensional modeling in relationship to the figure will be included. Group critiques will encourage the development of a critical vocabulary. Considerable outside class work will be required. A lab fee of \$75 will cover the cost of most materials. Introduction to Drawing or equivalent and Introduction to Sculpture or equivalent is a requirement for enrollment.

Class will meet twice a week for two hours and twenty minutes. Enrollment is limited to 15. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

Cross-Listed with IA

IA/HACU 268

JAPANESE CINEMA

Abraham Ravett

See Course Catalog HACU 268 for description.

Course Canceled

IA/HACU 285

LABAN MOVEMENT ANALYSIS

Cross-Listed with IA

IA/HACU 310

**DRAWING: METHODS, ISSUES, AND
MEANINGS**

William Brayton and Julie Shapiro

This advanced level studio and discussion course will require students to develop a body of work in drawing that proceeds from a written proposal. Proposals will outline a plan of activity with references to ideas, methods, and sources. Assignments that focus on specific drawing questions will also be incorporated. Frequent readings will be used to generate discussions around contemporary issues in the arts. Themes will include perception and content, literary narrative, new technologies, and cross disciplinary media. Group critiques will provide students with responses to their work from peers and faculty. Students concentrating in other fields who have taken college-level drawing courses are welcome to enroll. Studio Arts concentrators are encouraged to use this class as a forum for the exploration and discussion of ideas pertaining to their Division III projects. Prerequisite: Introductory Drawing at the college level.

Class will meet once a week for four hours. Enrollment limit is 25 by instructor permission.

SCHOOL OF NATURAL SCIENCE

Course Description Change

NS 148

**HUMAN GENE THERAPY: PROCEED
WITH CAUTION**

Lynn Miller

This seminar should be useful and, I hope, provocative to all students thinking about careers in health related fields. In the past twenty years, an explosion of techniques in molecular biology has led to the promise of curing human genetic disease by gene transplantation. We will examine this promise

and the risks in this technology, first by reading *The Lives to Come: The Genetic Revolution and Human Possibilities* by Philip Kitcher and *Human Diversity* by Richard Lewontin, and second by learning to read the original literature in this field.

All students are expected to write three essays from the original literature and to lead one seminar. Students are encouraged to launch Natural Science Division I exams in this seminar. Students who finish their essays and class presentation on time usually can complete an NS Division I exam by the end of the term or early in the next term.

Class will meet twice a week for one hour and twenty minutes.

Taught in the Southwest

NS 189

PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST

Debra Martin and Alan Goodman

Refer to the Southwest/Mexico field studies program description.

New Course

NS 206

THE SCIENCE AND ART OF AQUACULTURE

Ken Bergstrom

The purpose of this course is to introduce students to the science and art of aquaculture and hydroponics system design. In the first part of the course, students will be involved in design and implementation of a small system in the Hampshire bioshelter. In addition, they will meet aquaculturists from a variety of facilities who will describe their systems and experiences. In the second part of the course, students will use their knowledge to design an economical roof top system for inner cities.

Aquaculture is an interdisciplinary subject and this class is an introduction to the scientific, economic, and social aspects of aquaculture and hydroponics.

Class will meet twice a week for one hour and twenty minutes with an additional afternoon lab session.

Course Description Change

NS 207

ECOLOGY

Brian Schultz

This course is an introduction to the very different ways ecologists approach the study of natural systems. Topics covered include climatic effects, nutrient cycles, how plant and animal species interact, factors influencing population dynamics, community structure and diversity, and more. A basic ecology text plus several papers will focus our lectures and discussions. In the laboratory section of this course, students will design and carry out

field/laboratory projects in forest, agricultural, and other habitats.

Class will meet twice a week for one hour and twenty minutes, plus an afternoon lab.

New Course

NS/CS 211

THE PSYCHOLOGY AND PHYSIOLOGY OF DIGITAL INTERFACE DESIGN FOR DIVERSE NEEDS

Slavoljub Milekic

This course will examine the principles of digital interface design for individuals with special needs. However, the basic assumption will be that all of us have, or develop at one time or another, a special need. For example, a loss of a contact lens can turn one into an individual with special needs in the domain of visual perception, and a sleepless night will impair interactions in cognitively demanding environments. Historically, it was designed for populations with special needs that led to innovations without which we cannot imagine modern times: the telephone, the typewriter and tape-recorder. During the theoretical part of the course we will examine the evolution of input devices--from the keyboard and the mouse to computers which can be controlled by the direction of one's gaze, speech or gestures. For the hands-on part of the course, the students will be expected to work individually or in small groups on the development of interface concepts and prototypes which respond to a wide range of different needs. A collaborative relationship with the Children's Hospital in Boston is expected to provide a range of practical problems which will be used for class projects. Knowledge of programming (or other design skills) is desirable but not a prerequisite for this course.

Class will meet twice a week for one hour and twenty minutes. Enrollment limit is 25. This course is supported by the Lemelson Program.

New Course

NS/HACU 238

IDEAS IN MOTION: PUTTING YOUR IDEAS INTO ACTION A COURSE IN PRACTICAL DESIGN AND INNOVATION

John Fabel

Being creative and inventive is part of what makes us human. Having ideas, being inspired, and wishing to effect the world around us is part of the human experience. Chances are it's one of the reasons you decided to come to Hampshire. How do we come up with ideas? What do we do with them once we've got them? How do we get these things out of our head and marching down the road? It's one thing to have an idea, it's another to be able to do something with it.

The purpose of this course is to become more skilled in the process of turning our ideas into action. In this course, we will start with ideas and areas of

interest, work through a process of refining these ideas into concrete projects, which become the foundation of the course. This is a new kind of course, where the content is about the "process", rather than a specific topic. This course is suitable for students of all interests.

Innovation is often simply seeing the everyday in new ways (using a restaurant for social change), or of combining things that haven't been combined before (surfing and environmentalism), or taking an existing thing, and figuring out how to do it better (Dell Computer), or realizing that everyday problems can be opportunities (Bagel Biter). In short, it's the kind of thing we do best at Hampshire. It doesn't necessarily require being a genius, or fiendishly clever, but a willingness to look about us, and to see where we might make a difference.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 15. This course is supported by the Lemelson Program. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

Taught in the Southwest
NS 249

METHOD AND THEORY IN BIOARCHEAEOLOGY

Debra Martin

Refer to the Southwest/Mexico field studies program description.

New Course
NS 252

BIOARCHAEOLOGY OF WOMEN

Pamela Stone

This course surveys the emergent field of bioarchaeology which combines method and theory from biological anthropology and archaeology. We will focus on bioarchaeological studies as they relate to our understanding of women in both ancient and historical settings. Women's lives in terms of diet, health, occupation/workload, childbearing and rearing, clothing, ritual and ideology, and iconography will be explored. Through an examination of the bioarchaeological literature, we will cover women in diverse geographical regions (such as the American Southwest, the Near East, Mexico, Egypt and Europe) and time periods ranging from the Paleolithic and Neolithic to historic times.

Class will meet twice a week for one hour and twenty minutes.

New Course
NS 285

BECOMING STUDENTS OF TEACHING: SEMINAR IN SCIENCE EDUCATION

Steve Roof and Jon Kidder

How do most people learn best? What is the proper balance between chaos and order in a classroom? How can a teacher stay motivated and

fresh on a continual basis? How can we achieve equity in attention and resources to all students?

These are some of the tough questions that have confronted educators since before chewing gum appeared below desks. This course will revolve around grappling with these and other open-ended questions. As the title implies, our main goal will be to explore what it means to be lifelong students of the craft of teaching.

Students will observe veteran and beginning educators to analyze effective (and ineffective) teaching. We will practice teaching each other and participate in simulations/role plays. We'll explore philosophies such as inquiry-based learning, cooperative learning, and the theory of multiple intelligences.

Participating students are expected to create a personal educational statement and test/revise it through practice and research. Students will keep a journal, turn in five short papers, co-develop a week-long unit in a local school, and write two extended research papers.

The course is geared toward those interested in educational careers. A weekend retreat early in the semester will help us get acquainted with one another as well as share and develop our missions as educators.

Class will meet twice a week for an hour and twenty minutes. Enrollment is 25.

Taught in the Southwest
NS 289

PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST

Debra Martin and Alan Goodman

Refer to the Southwest/Mexico field studies program description.

New Course
NS/CS 307

INNOVATIVE INTERFACES AND DIGITAL ENVIRONMENTS: A RESEARCH PRACTICUM

Slavoljub Milekic

This course/practicum is designed around KiddyFace™—a child-friendly digital environment developed by Slavko Milekic. The KiddyFace™ approach transcends the concept of a computer as a tool and explores environments which, although supported by digital technology, are uncomputer-like in many respects. The development of these environments calls for many design changes, starting with changing the input devices (touch instead of mouse, voice instead of keyboard), the shape of 'computers' (no boxes, but interactive surfaces), their location (floor instead of desk), and changes in content structure.

In this course the students will explore further development of KiddyFace™-based environments, the underlying interface design

principles and possible educational applications. The Discovery Museum and the Children's Museum in Boston will provide the opportunity to develop and test-class projects in a real-world environment. Knowledge of computer programming is desirable but not necessary.

Class will meet once a week for two hours and fifty minutes. Enrollment limit is 8. Instructor permission required. This course is supported by the Lemelson Program.

Taught in the Southwest
NS 356

TOURISM AND ANTHROPOLOGY IN THE SOUTHWEST

Debra Martin and Kathleen Fine-Dare

Refer to the Southwest/Mexico field studies program description.

Taught in the Southwest
NS 389

PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST

Debra Martin and Alan Goodman

Refer to the Southwest/Mexico field studies program description.

New Course
NS 392I

ETHICAL DILEMMAS IN HUMAN BIOLOGY AND ANTHROPOLOGY: DIVISION III INTEGRATIVE SEMINAR

Pamela Stone

This course is for advanced students pursuing degrees in the fields of anthropology and human biology. Students whose research interests are within these fields face certain ethical questions and concerns inherent to these areas of study. For example, whom does their research benefit? What are the implications of the research to the individual or related cultural group? Does the field of research have ethical guidelines? For emerging scientists and academics, the answers to questions such as these need to be personally formulated and considered.

In addition to exploring the ethical dimensions of research and structures of knowledge, students will share their own research (thesis, Division III work) with the class. Students will have the opportunity for peer review and for discussion of how their own research projects are progressing. Short reading assignments and library research will be required.

Class will meet twice a week for one hour and twenty minutes.

SCHOOL OF SOCIAL SCIENCE

New Course
SS/CS 121

LEARNING REVOLUTIONS: EDUCATIONAL SOFTWARE AND INQUIRY LEARNING

Tom Murray

The founding vision of Hampshire College included two revolutionary ideas about college education. First that learning would be inquiry-oriented and "hands-on," and second that state of the art educational technology would be used to facilitate this style of learning where appropriate. The arrival of highly interactive multi-media computing and the world wide web opens up the possibility that technology finally will make critical contributions to educational change. In this class we will explore topics in educational theory and computer-based learning. A major focus will be on the inquiry learning process and how technology can be used to enhance it. This class will function in part as a research collaborative to generate ideas relevant to an ongoing National Science Foundation research project that is aimed at better understanding inquiry-based teaching as it is practiced at Hampshire, and developing innovative inquiry-based educational software. We will use and evaluate cutting-edge educational software and discuss the state of the art and future trends in educational software design. Students will work in groups on educational software design projects. Class activities will also include discussing relevant readings from the educational, psychological, and computer science literature.

Class will meet once a week as a group for two hours and fifty minutes. Additional project-group meetings will also be required. Enrollment limit is 15. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

New Course
SS 137

AMERICA AND WORLD WAR II

Kate Weigand

World War II was a major watershed in 20th century US history. In the relatively brief period between 1939 and 1945, while the war devastated much of Europe and Asia, it also transformed many aspects of American society, culture, and politics. Among the issues this course will explore are the reasons the US entered the war, women's and men's experiences in the military and on the homefront, the origins of the civil rights movement, the appearance of gay and lesbian communities, and the issues that sparked the Cold War. In addition to historical

analyses of Americans' experiences in World War II we will use novels, movies and other sources to evaluate the war's impact on US culture and its social, political and economic institutions.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

Instructor Dropped

SS 144

AFRICAN DEVELOPMENT

Frank Holmquist

New Course

SS 147

PERU IMAGINED, UNIMAGINED, REIMAGINED

Michelle Bigenho

Anthropologists, travelers, conquerors, priests, journalists, novelists, and "natives" have constructed numerous accounts through which Peru has been imagined. But these imaginings seem to vary as widely as the diversity of their authors: as idealized center of the Inca empire, as a romanticized rural place of self-organized communities where an ethos of collective action outweighs that of individual interest, as a place of Andean dualistic cosmologies ripe for structuralist analysis, as a country of rural-urban migration, as a country of rural-urban refugees, as a nation which has never believed itself to be fully integrated, as the birthplace of a Maoist guerrilla movement, as a place where people have been "disappeared" by the military and a group of mothers does *not* march around a plaza in public protest as they do in Argentina. Through discussions of these representations and the role of anthropology in the representative process, this course brings together historical and ethnographic views of Peru with a critical perspective about this country's contemporary situation. Within this context the course introduces students to the way anthropologists address issues of symbolic meaning, human rights, nation-ness, ethnicity, and cultural transformation.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

Course Canceled

SS 148

WELFARE POLICY IN AMERICAN HISTORY

New Course

SS 156

CULTURE OF EMPIRE

Vivek Bhandari

More than three-quarters of the world's people have had their lives shaped by imperialism and the experience of colonialism. It is easy to see the impact this has had on the political and economic transformations of the past two centuries, but the degree to which these have effected the perceptual frameworks of world's population is less evident. This course will address the ways in which modern perceptions and attitudes are connected to their history of imperialism. Combining the study of empire with the concept of culture helps us to introduce the issue of power, and in turn, forces us to address the ways in which empire is not only a political ideology of domination, but also a cultural formation. This course will study the dynamics of imperial conquest, the forms and effects of colonial rule, and the ways in which colonial and post-colonial cultures respond(ed) to and resist(ed) imperialist hegemony. Chosen with a comparative framework in mind, readings will study the ideas, images, representations, and history of imperialism in parts of Europe, Africa, and Asia. Students will critically examine and write about personal narratives, films, as well as journal articles and academic monographs - all of which will be used to relate contemporary life with the past.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

Instructor Dropped

SS 162

THE PSYCHOLOGY AND ECONOMICS OF ADVERTISING

Stanley Warner

New Course

SS 176

THE PSYCHOLOGY OF SELF-PRESENTATION

Sara Pollak Levine

Is all the world truly a stage? Do we have a true self-presentation or are we constantly altering our public image to achieve interpersonal goals? We will explore these questions and many others as we review a history of research on self-presentation in both humans and animals. Just some of the topics we'll cover are individual differences in expressiveness, the use of nonverbal behaviors such as gestures and facial expressions in self-presentations, the relationship between socialization and expressiveness, and lying and self-presentations. In addition, we will keep in mind the fact that self-presenters are not actors putting on a show for an empty house. They are not even performing for a

packed, but passive, audience. Instead, they are engaged in an improvisational show in which the audience becomes actively involved in the program, influencing the direction of the production as well as its outcome.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

Course Canceled

SS 204

WELFARE POLICY IN AMERICAN HISTORY

Course Canceled

SS 207

STATISTICS AND DATA ANALYSIS

New Course

SS 214

GROUP AND INTERGROUP RELATIONS

Sara Pollak Levine

While we exist as individuals, we often find ourselves in social groups. These groups may be families, friends, extracurricular clubs, work groups, etc. Through the use of readings and group activities, we will explore some of the theory and research findings needed to understand how to make groups effective as well as attempting to apply that knowledge in practical situations. We will spend part of the semester focusing on issues related to individual groups, examining the processes involved in group formation and group functioning. We will also focus, though, on how groups interact with other groups leading to stereotyping, prejudice, and discrimination. Just some of the topics we will deal with are the effects of self-perceptions and attitudes on those who are members of social groups, the psychological needs and motives associated with individuals' attachment and loyalty to groups, and attitudes and emotions directed toward outgroups.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

New Course

SS 216

SOCIAL MOVEMENTS IN HISTORICAL PERSPECTIVE

Ann Holder

The progressive social movements in the US, from the 1950s to the present, all had antecedents in the previous century. In 1999, it is fascinating to look back at the social movements that were the most active and lively, and at the turmoil and upheaval that accompanied the transition to the 20th century. The conflicts and contradictions across and within a range of social movements were apparent. The movement

for full citizenship and racial equality among African-Americans was evidenced by resistance to Jim Crow, but the strategies for "racial uplift" were hotly debated. The first wave of feminism was manifest through the struggles for suffrage but also through a wide array of social reforms, many aimed at homogenizing or assimilating "outsiders" to white, middle-class and nativist standards of respectability. Serious differences over questions of politics and priorities disrupted or prevented strategic alliances.

This course will establish critical perspectives on the relations between and within social movements at the turn of the last century. Who were the adherents? How did they propagandize and with what success? What were the internal debates and how did those manifest? What was the reception of the dominant "American" culture to dissident voices?

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

Course Canceled

SS/HACU 247

CULTURE AND POLITICS DURING THE GREAT DEPRESSION

Aaron Berman and Eric Schocket

New Course

SS 249

CITIES AND SUBURBS

Louis Prisock

Some would argue that inequality in American society is best represented by the social, political, economic, and geographic divide between cities and suburbs. Cities today are commonly associated with social problems like homelessness, racial hostility, poverty and crime rather than with such redeeming qualities as cultural diversity, political activism, and resistance. Suburbs, though frequently parodied, are often seen as havens from the dirty, scary, and 'dangerous' public space known as the city. This course will critically explore assumptions about cities and suburbs, examining such issues as the "partnerships" now seen in many cities between the private and public sectors. We will also examine the impact that issues such as race, class, and gender have on life in the city and suburbs. For example, we will analyze what it means to have "chocolate cities and vanilla suburbs." Other issues that will be examined are "leisure and public space," "the suburban ideology," and "arena politics."

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

New Course

SS 254

COLLOQUIUM ON COMMUNITY DEVELOPMENT

Michael Ford and Preston Smith

The purpose of this course is to expose students to the various ideas, debates, and strategies regarding the development of inner-city communities. We discuss competing notions of development that range from community-based organizations to private developers. We also determine whether nonprofit, community-based organizations (the "third sector") are more successful at community development than the public or private sectors.

It features speakers from related fields of community-development. Ethnographic studies will examine residents' perceptions of their neighborhoods and their strategies to improve them. Students will participate in research projects which have been generated by community-based organizations in Holyoke and Springfield. Students will get the opportunity to test ideas and approaches discussed in class through researching topics that have practical relevance to urban social agencies. This is a community-based learning course.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

New Course

SS 259

SENSES, CULTURE, AND POWER

Michelle Bigenho

Music is a powerful form of human expression, but the sources and directions of that power are often left unexplained. "Music is beyond words" becomes the adage to parallel "seeing is believing." In many Western cultures sense experiences have been finitely numbered, hierarchically ordered and assumed to be "naturally" so. Vision is to be trusted while listening remains shrouded in mystery. Drawing on the disciplines of anthropology, musicology, philosophy, and history, this course explores the senses cross-culturally, thereby questioning the "naturalness" of these modes and orderings of sense experiences. Structures of power are founded on these principles, structures which pit literacy against orality as vision is pitted against the other senses. By situating the senses within issues of power, and on that fine line between nature and culture, this course will include discussions about how the senses work in relation to music performance, health and healing, signs and symbols, and language in colonial encounters. Some of the readings will be selected from: Keil's and Feld's *Music Grooves*, Schwarz's *Listening Subjects*, Stoller's *Sensuous Scholarship*, and *The Taste of Ethnographic Things*, Classen's *Worlds of*

Sense, Taussig's *Mimesis and Alterity*, Merleau-Ponty's *The Primacy of Perception*, Descartes' *The Passions of the Soul*, Csordas' *The Sacred Self*, Haraway's *Simians, Cyborgs, and Women*. In conjunction with the readings, the class will view and listen to relevant ethnographic films and audio recordings.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

Course Description Change

SS 264

CHILDREN AND FAMILIES IN A SOCIAL CONTEXT

Stephanie Schamess

What do parents need to provide for their children to grow up as healthy, functioning adults in society? This course approaches child development as an interaction between the biological/social imperatives of children's developmental needs; and the socioeconomic, psychological, and cultural circumstances that affect how families and communities interpret and meet those needs. For the first part of the semester we will focus on Bowlby's theory of attachment, read cross-cultural studies on parents' child-rearing strategies, and explore research on the processes by which children become socialized into the larger society. Following that, we will focus on case studies of children reared in settings ranging from extreme poverty in Brazil to inner-city neighborhoods and to "mainstream" middle-class America, centering in each case on particular aspects of the child's social milieu: for example, parental belief systems, the socialization "messages" of preschools, or the effects of exposure to violence. Background in child development is helpful although not required.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limit to 30. This course may serve as one of the two courses for completing a Division I in Social Science.

New Course

SS 269

CULTURE AND POWER IN MODERN SOUTH ASIA

Vivek Bhandari

Following recent nuclear tests, and the region's shift towards policies of economic liberalization, South Asia has been the subject of considerable attention all over the world. Treating these developments as its frame of reference, this course will study the interaction between social power, cultural change, and the political economy of modern South Asia. By adopting an analytical perspective that treats ethnicity, religion, caste, and class as both process and social formation, this

course will examine their relationship with the history of state power in the sub-continent. The study of changes in South Asian society will be carried out within an elongated time horizon from the colonial period to the present. Such an analytical strategy will help us to emphasize how disparate identities and meanings have had historically contingent boundaries that have become the basis for political ideologies because of changing power relations.

Through a detailed assessment of monographs, novels, essays, and films, this course will raise questions about issues of local, regional, and national identity, as they have shaped different parts of the sub-continent. By addressing the specifics of the history of South Asia, the course also hopes to bring questions of "doing history" into sharper focus, and explore what traditional forms of social and political theory have to offer as a guide to the future.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

New Course

SS 279

RACE, GENDER AND POWER IN BRAZIL

Helen Quan

In the mid-1960s, the famous Brazilian Marxist historian, Caio Prado Junior maintained that contemporary economic, racial and political problems (in Brazil) stem from settlement patterns based upon colonial commerce of Brazil's past. Yet, until recently Brazil was seen as having a non racist national culture in which democracia racial flourished. How much do we really know about racial formation and power in Brazil? Similarly, what do we really know about gender relations in Brazil? This seminar investigates the material and intellectual structures and processes of race, gender and class in Brazil. In addition, we will examine social, political and cultural movements in the last century to interrogate questions of power and the mappings of Brazil's social stratification. Therefore, our focus will be on 1) social, economic and political inequalities along the lines of race and gender, and the popular mobilizations for social justice as a result of such inequalities; and 2) the meaning and logic of race and gender as articulated and contested in Brazil. Special emphasis will be placed on the centrality of African heritage in Brazilian culture and history and the role that Afro-Brazilians may or may not play in the African Diaspora.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. A prior course in either Latin American Studies, Black Studies or African Studies is highly recommended, but not necessary. This course may serve as one of

the two courses for completing a Division I in Social Science.

Course Canceled

SS 282

CONTEMPORARY CRITICAL SOCIAL THEORY: THE PREDICAMENT OF MODERNITY

New Course

SS 286

BIGOTRY, BRUTALITY, HISTORY AND MEMORY

Mitzi Sawada

Is there a way that we can examine the reasons for a people to embrace a mentalité that allows for brutality and bigotry? How are violence, war, rape and annihilation of a people remembered? And by whom?

This course focuses on historical examples which have justified the exercise and abuse of power in ways that forcefully transmuted societies and cultures. We will study four cases: slavery in the United States, the Nazi holocaust, the atomic holocausts of Hiroshima and Nagasaki, and the violence against Korean women under Japanese colonialism. Materials will include works in history, psychology, literature, cultural studies and film. Student will be expected to keep up with the requirements, and reflect and participate fully in class discussions. More important, their goals should be to gain a deeper understanding of how histories are framed and why memories are sustained.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

Course Description Change

SS/CS 296

FREEDOM OF EXPRESSION

Lester Mazor and Jim Miller

Should there be limits as to what people are allowed to say in speech, writing or other forms of social communication? Libertarians argue that in a truly free society there ought to be none. Other critics claim that giving all speech equal access to public forums promotes a "tolerance" that is actually "repressive" of the most worthy expression: Hitler's views appear to be as valued as Ghandi's. Yet most people would agree that falsely shouting "Fire!" in a crowded theater ought to be prohibited.

Taking a perspective that draws on the law, history and various critical traditions in the social sciences, this course will investigate a range of communications issues relating to free speech. We will examine constraints on racial and ethnic "slurs," or "hate speech"; legal traditions regarding defamation, rebellious speech, erotica, regulatory policies toward mass media; and the special problems

posed by new digital technologies, including the Internet. Readings will include judicial decisions as well as literature from several fields. Case studies will be emphasized.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 40. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies or Social Science.

New Course

SS 313

ENVIRONMENTAL STUDIES RESEARCH SEMINAR

Bob Rakoff and Stan Warner

This seminar is designed for Division III and advanced Division II students who wish to undertake interdisciplinary research on topics in environmental studies in a supportive workshop setting.

In Spring 1999 the seminar will focus on the political economy of water. Our purpose will be to analyze the social, cultural, political, and economic institutions which shape the way we think about and use water. In the first part of the course we will critically examine ideas of nature and progress, the impact of capitalism and property rights, and the role of technological power and knowledge in shaping specific water regimes. We will explore some of the key debates and methods of analysis that seek to interpret the political economy of water. Specific readings might include the history of industrialization and river uses, the impact of dams and irrigation on land and on indigenous people, the development of water law, urban sanitation and drinking water, cost-benefit analysis, control of point and non point pollution, and protection of wetland and groundwater resources.

In the second part of the semester, each student will do research on controversies involving a body of water of his or her choosing and will report to the seminar on that research.

Class will meet once a week for two hours and fifty minutes. Instructor permission is required.

SOUTHWEST/MEXICO FIELD STUDIES PROGRAM

As part of the Hampshire College U.S. Southwest/Mexico Field Studies Program, students can apply to work in the Southwest as part of their Hampshire studies. Based at Fort Lewis College in Durango, Colorado, students can take a variety of courses and independent studies, some taught by Hampshire professor Debra Martin. See the descriptions in the course guide for NS 189/289/389, NS 249 and NS 356. Students can also take courses at Fort Lewis from their extensive Southwest Studies Program.

In order to participate in this program, students must see Debra Martin in Natural Science to discuss how work in the Southwest fits into their divisional work, and to pick up an application form, which is due November 9. Students will be notified of acceptance into the program on November 13. Because participation in the program is limited, students will be chosen based on how well the work in the southwest complements their coursework and goals at Hampshire. The semester-in-the-Southwest runs from January 10 to April 25, 1999.

LEMELSON CENTER FOR DESIGN CO-CURRICULAR COURSES

DESIGNING FOR HUMANS: APPLYING UNIVERSAL DESIGN PRINCIPLES TO DESIGNING FOR PEOPLE

Colin Twitchell

This seminar series will be an introduction to applied design and universal design as it relates to designing for people. In this seminar series we will use examples of adaptive equipment and universally designed equipment to understand what a designer must know about humans and the design process in order to successfully design for them. In the earlier part of this seminar series we will study some of the elements that make up applied design. These elements include design style, expression of design ideas, design parameters, anatomy, ergonomics and market influence on design. In the middle and later part of the seminar series we will apply these elements to the design of some equipment for people with disabilities. Working in groups, we will design and fabricate mock-ups and/or prototypes (time permitting) of our ideas for this equipment. Students in this seminar series will be expected to work on their projects outside of the seminar class time. Academic credit in the form of an independent study

project will be available for this seminar series. If you are interested, talk with the instructor about it.

No previous design experience is needed for this seminar. Students with any kind of interest in design are encouraged to take this seminar as most end products of any field of design end up being used and influenced by people.

Class will meet twice a week for two hours. Enrollment is limited to 14. The meeting times are Tuesdays and Thursdays from 4 to 6 pm at the Lemelson Center for Design.

OUTDOOR SOFT GOODS DESIGN

Glenna Lee Alderson and Colin Twitchell

This course involves understanding the design process through outdoor equipment design. Learn to sew! Explore the Design Process! Create Projects! Sponsored by the Lemelson Program at Hampshire College, this course is an experimental introduction to the principles of applied design, using outdoor soft goods design as an educational medium. No previous design or sewing experience is required. Emphasis will be placed on applied design and the creation of 'soft goods' from clothing to basic outdoor functional items. Students will be encouraged to build on their knowledge of garment construction from one project to another. Additional topics of discussion will include: anatomy, ergonomics, establishing design parameters and market influence on design.

Class will meet and will meet twice a week for one hour and twenty minutes. Enrollment is limited to 10 students. The meeting times are Wednesdays and Fridays from 9 to 10:20 am at the Lemelson Center for Design.

FIVE COLLEGE COURSE OFFERINGS

ARABIC COURSES

Mr. Jiyad will be on leave spring semester 1999. The continuation of first year Arabic at Mount Holyoke and the University of Massachusetts will be taught by staff. The continuation of second year Arabic at Mount Holyoke will also be taught by staff.

Additional courses in First Year Arabic (instructor: Professor Tayeb El-Hibri) will be taught at Amherst College and Smith College. Second Year Arabic (instructor: Professor Tayeb El-Hibri) will also be taught at the University of Massachusetts.

Hampshire

HACU 241

COMPARATIVE CARIBBEAN DANCE

Yvonne Daniel

This course focuses on Cuban, Haitian, and Brazilian dance traditions. While attending to strength, flexibility, and endurance training, the course trains students in sacred, social, and popular forms of dance that permeate the Caribbean region. The course also includes video presentations, mini-lectures, discussions, singing, and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings.

Smith

Dance 142DB

CULTURAL DANCE FORMS: HAITIAN I

Yvonne Daniel

This course is designed to train students in African-derived movement and to place specific dances of Africa and Haiti in their cultural contexts. The course focuses on Katherine Dunham technique and also includes mini-lectures, discussion, reading and video presentations. Students are encouraged to perform in studio or concert settings.

Smith

Dance 375B

ANTHROPOLOGY OF DANCE

Yvonne Daniel

This course is a cross-cultural examination of dance in the history of anthropology. It covers dance as both ritual behavior and theatrical performance. Through lectures, readings and films, the literature of dance anthropology is reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions, and the Americas are used as examples of the importance of dance in societies, past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are

embodied in dance movement. Prerequisite: 272 or consent of the instructor.

UMASS

Geology 591V.

VOLCANOLOGY

J. Michael Rhodes

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited.

UMASS

Italian 240

INTERMEDIATE ITALIAN

Elizabeth H. D. Mazzocco

Using satellite transmissions, newspapers, magazines, and the WEB, students will increase their understanding of contemporary Italian culture. Through a selection of short readings, films, and short-subject videos, students will be introduced to cultural themes and concerns affecting Italy now and in the 21st century. Student projects will include short essays, oral presentations, and creative work like video production and web-page design.

Hampshire

HACU 246

SOUND CLASH: RACE, ETHNICITY, AND POPULAR MUSIC

Josh Kun

This course approaches the history of US race and ethnicity as a history of popular sound--a dissonant conglomeration of noises, songs, mixes, beats, verses, and collages that tell revealing stories about the way identities are formed and de-formed and nations are imagined and transgressed. Though we will take a general interest in the often neglected relationship between race, nation, and popular music, we will focus on the sounds of the twentieth-century US. Beginning with blackface minstrelsy and Tin Pan Alley and ending with hip-hop, breakbeat club cultures, and the Latin/o American rock of "the new world border" (with stops in blues, jazz, salsa, conjunto, and R&B along the way), we will concentrate on cultural exchanges, appropriations, and clashes between African-Americans, Latinos, Asian-Americans, and Jewish-Americans. The course is not designed to offer a linear and comprehensive history of American music, nor is it meant to be an introduction to the technical, formalist study of music. It will involve an extensive reading list (that ranges from literature and sound theory to critical race theory and cultural studies) and

students will be required to develop their skills as critical listeners in a series of weekly writing exercises.

UMASS

Comparative Literature 391

IM/MIGRATION AND TWENTIETH-CENTURY AMERICAN LITERATURE

Josh Kun

This course explores the impact of im/migration on the construction of "American" identities and the formation of the "American" literary imagination. How have processes of immigration and migration served as organizing themes throughout twentieth-century American literature and how have they impacted the history of racial and ethnic formations in the US? By examining im/migrant novels and short stories by Asian-Americans, Latinos, African-Americans, and Jewish-Americans, we will analyze how the im/migrant narrative (in all of its various forms) depicts and enacts shifting articulations of ethnic and racial identities. We will pay attention to the very different ways in which these im/migrant stories portray and interrogate issues such as citizenship (both cultural and political), border crossing, assimilation, racial passing, and patriotism. We will examine each text in the context of the federal and state immigration policies in which they were produced and the way such policies contribute to the changing profile of US race and ethnicity in the public sphere. By concentrating on writing that moves between national geographies and produces mobile subjects and mobile identities, we will emphasize how im/migrant narrativity continues to re-map the borders and boundaries of "American" literature.

Mount Holyoke

International Relations 320S

RUSSIAN NATIONALISM

Constantin Pleshakov

Modern Russia's painful search for national, post-Soviet identity. Discussion of traditional Russian nationalism of the 16th-19th centuries, but the main intellectual effort will be related to Russia in the 1900s. Can this multi-ethnic country reach an understanding of what its identity is? What will it borrow from its imperial and Soviet past? Is nationalism compatible with democracy? And, last but not least, what are the possible meanings of nationalism in the modern world?

University

Political Science 397I

POLITICS OF THE COLD WAR

Constantin Pleshakov

We will start the course by discussing the results of World War II, go through all the major Cold War events like the Cuban missile crisis and Soviet invasion in Afghanistan, and finish with the

collapse of communism. In which ways was the Cold War different from the other conflicts in history? What role did nuclear weapons play in it? To which extent was it just a conflict between the US and the Soviet Union? How important have other countries—like Germany, China, Vietnam and Cuba—have been in the Cold War? How did historic figures like Joseph Stalin, Mao Zedong, Harry Truman and John F. Kennedy contribute to the Cold War?

Amherst
Political Science 64

SEMINAR ON INTERNATIONAL SECURITY POLITICS

Michael Klare

An intensive investigation of current themes in international security politics, with particular emphasis on the central role played by the United States. We will begin by examining the domestic and international debate over what sort of global role the United States should play as the world's "sole superpower." Will then consider various aspects of US policy and practice regarding international security affairs, including US-Russian arms control agreements, US-China relations, nuclear proliferation, the conventional arms trade, "rogue" states, NATO expansion, regional security (especially in the Middle East and the Asia-Pacific), U.N. peacekeeping, and ethnic conflict. Students will be expected to discuss and debate these policy issues in class and to prepare a research paper on some aspect of contemporary international security politics.

Smith
FLS 280B

VIDEO PRODUCTION WORKSHOP: FROM NUTS AND BOLTS TO VIDEO ART

Crystal Griffith

This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the work of independent video/filmmakers. Enrollment limited to 13.

UMASS
COMM 397
**SPECIAL TOPICS-ADVANCED 16MM
FILM PRODUCTION**

Crystal Griffith

In this class, intermediate to advanced level students will produce short collaborative and individual projects on 16mm, black and white film.

Special emphasis will be placed on cinematography. Enrollment limited to 13.

UMASS
Comm 397M

SPECIAL TOPICS-VIDEO PRODUCTION II: BLACK CINEMA LECTURE, STUDIO

Crystal Griffith

The subject of this course is Black representation in American films and videos. We will interrogate the historical, social, structural and aesthetic constructs which influence the imaging of Blacks in "Hollywood" and "independent" cinema. This course is project oriented and offers students an opportunity to see, imagine and create alternative representations of Black people and communities on video. Through this process, we hope students will not only gain a mastery of the art of video, but also a fuller understanding of how alternative representation of Black experiences and histories are critical to social progress. Special emphasis will be placed on story conceptualization and development. Prerequisites: Previous production experience, application process and permission of instructor. Students must fill out and submit an application for this course.

Amherst
English 82S

PRODUCTION WORKSHOP ON THE MOVING IMAGE

Elisabeth Subrin

An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading. Limited to 15 students. Requisite: Permission of instructor. (Contact English Department before registration.)

Mount Holyoke
FS310

PRODUCTION SEMINAR ON THE MOVING IMAGE

Elisabeth Subrin

An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Requisite: English 82F and/or permission of the instructor. Seminar meets once weekly plus evening film screening. Limited enrollment. (Contact Film Studies Department before registration.)

NEW FACULTY BIOGRAPHIES

Steven Daiber, adjunct assistant professor of Art, received his B.F.A. in painting from the University of Delaware and a M.F.A. in painting from Cranbrook Academy of Art. As an artist, Steven integrates the creative work of art making and his personal history as a naturalist. He has been working with books as a medium for 10 years. His books have been in the 1995 exhibition Science and the Artist's Book at the Smithsonian Institution Libraries in Washington, DC, and the current exhibition traveling in Canada--Art of the Book 98, The Canadian Bookbinders and Book Artist Guild.

Yvonne Daniel, associate professor of Dance at Smith College, received her B.A. from California State, her M.A. from Mills College, and a M.A. and Ph.D. from Columbia University.

John Fabel, visiting lecturer of Design, received his B.S. and M.S. from the University of Massachusetts at Amherst. He has worked as a project consultant for the Lemelson National Program and as a designer for area businesses.

Karen Koehler, adjunct assistant professor of Art History, received her B.A. and M.L.S. from the University of Illinois, Urbana, an M.A. in Art History from the University of Massachusetts, Amherst and a M.A., Ph.D. from Princeton University in Modern and Contemporary Art and Architecture. Karen is also a Five College Associate working on a historiography of Bauhaus architecture theory.

Josh D. Kun, Five College Assistant Professor of Comparative Literature, is located at the Center for Crossroads in the Study of the Americas at the University of Massachusetts at Amherst.

Andrew Parker is Professor of English at Amherst College. He received his B.A. from Princeton (1975), and his M.A. (1977) and Ph.D. (1987) from the University of Chicago. He's taught at Amherst since 1982.

Jayendran Pillay, assistant professor of World Music, a South African citizen, received the B.Mus. (ED) degree from the University of Durban-Westville, the Hons. B. Musicology degree from the University of South Africa, and the M.A. and Ph.D. degrees in Ethnomusicology from Wesleyan University. He was a Fulbright scholar, won various awards in music performance, composed music for theatre and bands, published in journals, and received the prestigious Charles Seeger award from the Society for Ethnomusicology in 1989. Pillay has taught in various schools in South Africa, Wesleyan University, Carleton College, and Middlebury College.

Julie Shapiro, visiting associate professor of Art, received her B.A. from the University of California, Santa Cruz and her M.F.A. from Yale University. She has taught at Southern Methodist University and The Creative Arts Workshop. Her work has been shown nationally and is in several institutional and corporate collections.

Ben Singer, Assistant Professor and Director of the Film Studies Program at Smith College. He received his Ph.D. in Cinema Studies from New York University; B.A. from Harvard. His book entitled *Melodrama and Modernity: Early Cinema and the Social Contexts of Sensationalism* is forthcoming from Columbia Univ. Press.

Felice Wolfzahn, adjunct assistant professor of Dance, received her B.A. from The Juilliard School and her M.F.A. in dance from Bennington College. Felice has taught many workshops and master classes nationally and internationally.

HAMPSHIRE COLLEGE SCHEDULE OF CLASSES

Spring 1999

Includes only courses to be taught in Spring 1999 as of 11/6/98.
See the descriptions in the supplement for course cancellations.

EXPERIMENTAL SCHOOL OF COGNITIVE SCIENCE

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
CS/SS 121⊕	Learning Revolutions	Murray	Open	15	W 230-520 +	ASH 221
CS 125 ⊕	Innateness	Morris	Open	25	TTH 1030-1150	ASH 221
CS 136 ⊕	Intro to Philosophy	Cruz	Open	25	TTH 1230-150	ASH 126
CS 150⊕	Development of the Infant	Smith	Open	25	TTH 9-1020	ASH 222
CS 164 ⊕	Intro to Neuropsychology	Birch	Open	25	MW 1030-1150	ASH AUD
CS 191⊕	Sound in Nature	Feinstein	Open	20	MW 1030-1150	ASH 221
CS/NS 211	Digital Interface Design	Milekic	Open	25	T 1230-150/TH 1230-150	CSC 2nd O/ASH 221
CS 216 ⊕	Data Structures	Gregory	InstrPer	20	WF 1-220	ASH 222
CS 226 ⊕	Theory of Language	Morris	Open	25	MW 1030-1150	ASH 222
CS/NS 241⊕	Computer Models of Bio Systems	Spector/Murray	Prereq	18	TTH 1030-1150/TH 1-3	CSC 2nd O
CS 246 ⊕	Cognitive Psychology	Birch	Open	20	MW 1-220	ASH AUD
CS 263 ⊕	Artificial Intelligence	Gregory	Prereq	20	TTH 2-320	ASH 222
CS 265 ⊕	Methods and Fnd of Cog Sci	Cruz/Weisler	Prereq	35	W 230-520	ASH 111
CS/HACU 286 ⊕♦	Theories of Cogn Chinese Phil	Lu	Open	25	W 230-520	FPH 101
CS 292 ⊕	Multimedia Lab	TBA				
CS/SS 296 ⊕	Freedom of Expression	J. Miller/Mazor	Open	40	MW 1-220	FPH 108
CS/NS 307	Innovative Interfaces	Milekic	InstrPer	8	W 230-520	GRN 38
CS 308	New Media	J. Miller	Open	15	MW 9-1020	ASH 221
CS 328	Practicum Cognitive Development	Smith	InstrPer	12	W 4-6	ASH 118
CS 365	Educational Software Design	Murray	InstrPer	15	W 230-520	ASH 221

SCHOOL OF HUMANITIES, ARTS AND CULTURAL STUDIES

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
HACU 104 ♦	Intro to Drawing	Bok	Open	20	MW 1-350	ARB
HACU 110 ♦	Film/Video Workshop I	Ravett	InstrPer	15	TH 9-1150	PFB class
HACU 111 ♦	Still Photography Workshop I	Stewart	InstrPer	15	M 1-350	PFB class
HACU 113*	Modern Dance I	Lowell/Claumont	Open	25	MW 4-520	MDB main
HACU 126 ⊕	Intro TV Theory and Practice	Ogdon	Open	25	TTH 1230-150+	ASH 222

* This course does not fulfill the requirements for the two-course option.

⊕ This course may serve as one of the two courses for completing Division I in Cognitive Science/Cultural Studies

♦ This course may serve as one of the two courses for completing a Division I in Humanities and Arts

SCHOOL OF HUMANITIES, ARTS AND CULTURAL STUDIES

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
HACU 138 ♦	Russia: Film/Lit of Revolution	Hubbs	Open	25	TTH 1230-150	EDH 4
HACU 140 ⊕	Video I	Lynch	InstrPer	15	T 630-930 pm	LIB B5
HACU 151 ♦	Dance Composition I	Lowell	Open	25	MW 230-430	MDB main
HACU 157 ⊕	Feminism and Philosophy	L. Shapiro	Open	25	TTH 1230-150	ASH 111
HACU 164 ♦	Text, Canon, Tradition	Hodder	Open	25	MW 1030-1150	EDH 4
HACU 165 ♦	Man-Made Environment	Pope	Open	25	WF 1030-1150	EDH 3
HACU 187 ♦	Camus	Meagher	Open	20	TTH 9-1020	EDH 1
HACU 193 ♦	American Literary Modernism	Schocket	Open	25	TTH 2-320	FPH 103
HACU 197 ⊕	Cross-Cultural Readings	Rueschmann	Open	25	MW 1030-1150	FPH 103
HACU 206 ♦	Building Books	Daiber	Open	20	M 9-1150	EDH 3
HACU 210 ♦	Film/Video Workshop II	Montgomery	InstrPer	15	T 630-930 pm	PFB class
HACU 211 ♦	Still Photography Workshop II	Hayden	InstrPer	15	T 1230-320	PFB class
HACU 215*	Modern Dance III	Wolfzahn	Open	25	WF 1-220	MDB studio
HACU/IA 218 ♦	Painting Tools	J. Shapiro	InstrPer	15	TTH 1-320	ARB
HACU 219 ♦	Ancient Greek Drama	Meagher	Open	20	TTH 2-320	EDH 1
HACU 226 ♦	Faulkner and Morrison	Kennedy	Open	25	TTH 1230-150	FPH 104
HACU 229 ♦	Twentieth Century Art	Koehler	Open	35	WF 1030-1150	FPH WLH
HACU 231 ⊕	20th-Century German Philosophy	Cox	Open	25	TTH 1230-150	FPH 103
HACU 232 ♦	Aestheticism and Decadence	Wallen	Open	25	TTH 1030-1150	FPH 104
HACU/SS 233B *	Elementary Yiddish	Lewin	InstrPer	18	MW 230-350	YBC
HACU 234 ♦	Tolstoi	Hubbs	Open	25	W 230-520	EDH 4
HACU 235 ♦	The English Novel	Parker	Open	25	MW 1-220	EDH 4
HACU/SS 236 ♦	The American West	Rakoff/Tracy	Open	35	MW 1-220	FPH 107
HACU/NS 238 ♦	Ideas in Motion	Fabel	Open	15	TTH 2-320	GRN 5
HACU 239 ♦	Jazz Performance Seminar	Lateef	Prereq	25	M 8-1030 am	MDB recital
HACU 241B *	Comparative Caribbean Dance	Daniel	Open	25	TTH 330-5	MDB main
HACU 242 ♦	Myth and Myth Theory	Hodder	Open	25	TTH 1030-1150	EDH 4
HACU 243 ♦	Nature & Practice of Improv	Edwards	Prereq	25	TTH 1230-150	MDB class
HACU 244 ⊕	Contemp Music & Discourse	Cox/D. Warner	Open	30	TTH 9-1020	MDB recital
HACU 245 ⊕	Taoist Philosophy and Religion	Lu	Open	25	M 230-520	FPH 104
HACU 246 ♦	Race, Ethnicity and Pop Music	Kun	Open	25	TTH 2-320	EDH 4
HACU 248 ⊕	Woman as Director of Film/Video	Braderman	Prereq	20	W 230-520/TH 7-930 pm	ASH AUD
HACU 253 ♦	Hist of Photography by Women	Matthews	InstrPer	15	TTH 9-1020	FPH ELH
HACU 256 ♦	US Women's Auto/Biography	Tracy	Open	25	TTH 2-320	FPH 104
HACU 257 ♦	Seminar in Music Composition	Edwards	Prereq	10	MW 1030-1150	MDB class
HACU 258 ⊕	Magazines Cultural Commentary	Kerr	Open	20	TTH 1030-1150	FPH 103
HACU 265 ♦	Music II	D. Warner	Prereq	15	TTH 1030-1150	MDB class
HACU/IA 268 ♦	Japanese Cinema	Ravett	Open	25	F 9-1150/F 130-330	PFB class

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SCHOOL OF HUMANITIES, ARTS AND CULTURAL STUDIES

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
HACU 269 ♦	Gendered Identities in Music	Pillay/Rueschmann	Prereq	35	MW 1-220/M 630-930 pm	MDB recital/ASH AUD
HACU 276 ⊕	Video II	Lynch	Prereq	15	M 230-520	LIB B5
HACU 278 ⊕	Montaigne/16th C. Cultural St.	L. Shapiro	Open	25	W 230-520	ASH 222
HACU/CS 286 ⊕♦	Theories of Cogn Chinese Phil	Lu	Open	25	W 230-520	FPH 101
HACU 305	Advanced Painting	Bok	InstrPer	15	T 1-5	ARB
HACU/IA 310	Drawing Methods/Issues	Brayton/J. Shapiro	InstrPer	25	W 1-5	ARB
HACU 321	Critical Theory Seminar	Russo/Wallen	InstrPer	25	M 230-520	EDH 4
HACU 325	Music Ethnography	Pillay	InstrPer	15	MW 9-1020	MDB class
HACU 335	Shakespeare and Company	Kennedy	Open	20	M 230-520	EDH 2
HACU 344	Psychoanalysis, Media, Culture	Ogdon	InstrPer	15	W 230-520	ASH 126
HACU 351	Film Theory	Singer	InstrPer	15	TH 3-450/TH 730-930 pm	ASH AUD/EDH 4
HACU 399A	Advanced Video Production III	Braderman	InstrPer	15	TH 1230-320	LIB B5
HACU 399B	Film/Photography/Video Studies	Hayden/Montgomery	InstrPer	30	W 1-350	PFB class

EXPERIMENTAL SCHOOL OF INTERDISCIPLINARY ARTS

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
IA 105 ♦	Intro Reading and Writing Fiction	Alberts	Open	15	TTH 2-320	EDH 2
IA 110 ♦	Reading and Writing Poetry	Jenkins	Open	20	WF 1030-1150	KIVA
IA 120 ♦	Sculpture Foundation	Brayton	InstrPer	15	TTH 1-320	ARB
IA 127 ♦	American Voices, American Lives	Lesy	InstrPer	15	MW 9-1020	FPH 105
IA 204 ♦	The Female Playmakers	Donkin	Open	25	TTH 9-1020	FPH 101
IA/SS 206 ♦	Psych Dynamics in Drama	Donkin/Mattei	Prereq	35	TTH 1030-1150	FPH 108
IA 212 ♦	Intermediate Fiction Writing	Alberts	Prereq	15	W 9-1150	EDH 1
IA 216 ♦	Black Literature and Drama	Coles/Moore	Open	25	MW 1030-1150	EDH 2
IA/HACU 218 ♦	Painting Tools	J. Shapiro	InstrPer	15	TTH 1-320	ARB
IA 236 ♦	Practice of Literary Journalism	Lesy	InstrPer	15	TTH 9-1020	EDH 2
IA 243 ♦	The Mind's Eye	Kramer/Moore	Open	40	T 1230-320	FPH 108
IA 250 ♦	Stage Craft	Kramer/Kallok/Walker	Open	60	MW 230-350	EDH mainstage
IA 258 ♦	Sculptural Issues Human Figure	Haxo	Prereq	15	TTH 930-1150	ARB
IA/HACU 268 ♦	Japanese Cinema	Ravett	Open	25	F 9-1150/F 130-330	PFB class
IA/HACU 310	Drawing Methods	Brayton/J. Shapiro	InstrPer	25	W 1-5	ARB
IA 399	Advanced Seminar in Writing	Hanley/Jenkins	InstrPer	15	T 9-1150	KIVA

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SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
NS 110p	Science and Popular Opinions	Lowry	Prosem	16	MW 1030-1150	CSC 126
NS 120/320	Conventional and Comp Med	Jarvis	Open	25	TTH 1230-150	CSC 114
NS 125	Seeing the Forest and the Trees	Winship	Open	25	WF 1-220/F 230-520	CSC 114/lab
NS 148	Human Gene Therapy	L. Miller	Open	25	TTH 1030-1150	CSC 126
NS 156	Environmental Cellular Pathology	Prattis	Open	25	WF 1030-1150	CSC 2nd O
NS 159	Probability	Kelly	Open	25	M 130-220/WF 1-220	CSC 2nd O
NS 169	Mathematics and the Other Arts	Hoffman	Open	25	MWF 230-350	CSC 2nd O
NS 170	Biological Chemistry	Oke	Open	25	MW 9-1020/M 4-520	CSC 114/lab
NS 181	Sustainable Technology	Wirth	Open	25	MW 1030-1150	CSC 302
NS 183/383	Quantum Mechanics	Bernstein	Open	25	MWF 1030-1150	FPH 102
NS 205	Physics II	Wirth	Open	25	TTH 230-320/TH 330-520	CSC 3rd O/lab
NS 206	Science and Art of Aquaculture	Bergstrom	Open	25	TTH 1230-150/ T 2-5	CSC 202+Greenhouse
NS 207	Ecology	Schultz	Open	25	TTH 1030-1150/ TH 1-5	CSC 114/lab
NS/CS 211	Digital Interface Design	Milekic	Open	25	T 1230-150/TH 1230-150	CSC 2nd O/ASH 221
NS 214	Organic Chemistry II	Lowry	Prereq	25	MWF 9-1020/M 130-4	CSC 126/lab
NS 216	Compost Sci and Technology	Winship	Open	16	MW 1030-1150/M 130-5	CSC 3rd O/lab
NS 220	Physiology: Integrative Biology	McNeal	Prereq	20	TTH 1030-1150/M 130-5	CSC 302/lab
NS 227	Population Genetics and Evol	L. Miller	Open	25	M 130-220/WF 1-220	CSC 202
NS 234	Molecular Biology	Jarvis	Open	25	TTH 9-1020/W 12-5	CSC 126/lab
NS/HACU 238 ♦	Ideas in Motion	Fabel	Open	15	TTH 2-320	GRN 5
NS/CS 241 ⊕	Comp Models of Bio Systems	Murray/Spector	Prereq	18	TTH 1030-1150/TH 1-3	CSC 2nd O
NS 252	Bioarcheology of Women	Stone	Open	25	TTH 1030-1150	FPH ELH
NS 260	Calculus I	Kelly	Open	25	MWF 9-1020	ASH AUD
NS 261	Calculus II	Hoffman	Open	25	MWF 9-1020	CSC 2nd O
NS 277/377	Science/Hist Alternative Med	McNeal/Selin	Prereq	25	TTH 9-1020	CSC 114
NS 285	Seminar in Science Education	Roof/Kidder	Open	25	MW 1-220	CSC 126
NS 286	New Ways of Knowing	Bernstein	Open	25	M 230-520	CSC 126
NS 287	Sustainable Agriculture	Oke	Open	25	MW 230-350/W 4-520	CSC 114/lab
NS/CS 307	Innovative Interfaces	Milekic	InstrPer	8	W 230-520	GRN 38
NS 320/120	Conventional and Comp Med	Jarvis	Open	25	TTH 1230-150	CSC 114
NS 326	Organ/Tissue Engineering	Prattis	Prereq	25	WF 9-1020/ W 230-520	CSC 302/lab
NS 365	Environmental Geochemistry	Roof	InstrPer	10	TTH 1030-1150/TH 1-430	CSC 202/lab
NS 377/277	Science/Hist Alternative Med	McNeal/Selin	Prereq	25	TTH 9-1020	CSC 114
NS 383/183	Quantum Mechanics	Bernstein	Open	25	MWF 1030-1150	FPH 102
NS 392I	Dilemmas Bio Anthro	Stone	Open	25	TTH 1230-150	CSC 126

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SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
SS 111	East Central Europe Since WW II	Wald/Mazor	Open	35	MW 9-1020	FPH 108
SS/CS 121⊕	Learning Revolutions	Murray	Open	15	W 230-520 +	ASH 221
SS 137	America and World War II	Weigand	Open	25	MW 9-1020	FPH 104
SS 142	Anthro of Human Rights	Darlington	Open	25	MW 1030-1150	FPH 104
SS 144	African Development	Holmquist	Open	35	TTH 9-1020	FPH 107
SS 147	Peru Imagined, Unimagined	Bigenho	Open	25	TTH 1230-150	FPH 105
SS 156	Culture of Empire	Bhandari	Open	25	MW 230-350	FPH 105
SS 162	Psych and Econ of Advertising	S. Warner	Open	25	MW 230-350	FPH 106
SS 170	Asian American Experience	Sawada	Open	25	TTH 2-320	FPH 105
SS 176	Psychology of Self-Presentation	Sara Levine	Open	25	WF 1030-1150	FPH 105
SS/IA 206 ♦	Psych Dynamics in Drama	Donkin/Mattei	Prereq	35	TTH 1030-1150	FPH 108
SS 210*	Introductory Economics	Weaver	Open	25	MW 4-520	FPH 107
SS 214	Group and Intergruop Relations	Sara Levine	Open	25	WF 230-350	FPH 107
SS 216	Social Mvmt in Historical Persp	Holder	Open	25	TTH 1230-150	FPH 106
SS 220	The Jewish-Christian Encounter	Glick	Open	25	MF 1030-1150	FPH 106
SS 231	Ab/Normal Psychology	Mattei	Open	25	M 230-520	FPH 102
SS 232	Global Capitalism	Holmquist/Weaver	Open	35	TTH 1230-150	FPH 105
SS/HACU 233B *	Elementary Yiddish	Lewin	InstrPer	18	MW 230-350	YBC
SS/HACU 236 ♦	The American West	Rakoff/Tracy	Open	35	MW 1-220	FPH 107
SS 240	Reproductive Rights	Hartmann/Fried	Open	35	TTH 2-320	FPH 106
SS 249	Cities and Suburbs	Prisock	Open	25	TTH 1030-1150	FPH 106
SS 254	Community Development	Ford/Smith	Open	35	M 230-520	FPH 101
SS 259	Senses, Culture and Power	Bigenho	Open	25	TTH 2-320	FPH 107
SS 263	Encounters with the Past	Wald	Open	25	M 9-1150	FPH 101
SS 264	Children/ Families	Schamess	Open	30	TTH 1030-1150	FPH 107
SS 266	Democracy/Workplace/Community	Nisonoff/Warner	Open	35	TTH 1030-1150	FPH 102
SS 269	Culture and Power South Asia	Bhandari	Open	25	MW 9-1020	FPH 103
SS 279	Race, Gender, & Power in Brazil	Quan	Open	25	WF 1030-1150	FPH 101
SS 286	Bigotry, Brutality, Hist., Mem	Sawada	Open	25	MW 230-350	FPH 103
SS 290	Postmodernity and Politics	Bengelsdorf/Cerullo	Open	35	WF 1-220	FPH ELH
SS 292	Ritual, Sanctity and Social Life	Darlington	Open	25	TTH 1030-1150	FPH 101
SS/CS 296 ⊕	Freedom of Expression	J. Miller/Mazor	Open	40	MW 1-220	FPH 108
SS 311	Women and Work	Nisonoff	InstrPer	15	W 1-350	FPH 104
SS 313	Enviro Studies Research Sem	Rakoff/S. Warner	InstrPer	16	TH 1230-320	FPH 108
SS 397I	Writing About the Third World	Bengelsdorf	InstrPer	15	TH 1230-320	FPH 101

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CO-CURRICULAR COURSES

BP 102	Interpretive Skills, Part II	DeShields	InstrPer	15	M 130-4	EDH 1
WP 130	Writing Strategies	Gorlin	Open	16	MW 1030-1150	GRN Writing Ctr
WP 201	Writing Project Workshop	Siegel	Open	16	WF 1030-1150	GRN Writing Ctr
	Life-Work Exploration	Wright	See Descr	16	MW 4-520	FPH 106

FOREIGN LANGUAGES

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6 pm	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6 pm	PH B-1

OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-730 pm	RCC
OPRA 102	Inter Shotokan Karate	Taylor	Prereq	None	TTH 6-730 pm	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TTHSu 6-8 pm	RCC
OPRA 106	Hatha Yoga (M)	Williams	Open	20	T 430-6pm	RCC South Lounge
OPRA 107	Hatha Yoga (N)	Williams	Open	20	W 1230-2	RCC South Lounge
OPRA 108	Hatha Yoga (O)	Williams	Open	20	TH 430-6 pm	RCC South Lounge
OPRA 112	Intermediate Aikido	Hayes	Open	None	MW 4-515	RCC South Lounge
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTH 3-430	RCC South Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MW 2-4	RCC South Lounge
OPRA 118	Beginning T'ai Chi	Barry	Open	None	TTH 12-1	RCC
OPRA 119	Continuing T'ai Chi	Barry	Open	None	TTH 130-230	RCC
OPRA 123	Begin WW Kayaking (X)	E. Alderson	InstrPer	6	W 130-245/F 1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	InstrPer	6	W 245-4/F 1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	InstrPer	6	TH 130-300/TH 1230-6 pm	Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 11-12	Pool
OPRA 145	Lifeguard Training	G. Alderson	Open	10	TW 6-8pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	Prereq	None	M 6-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	E. Alderson	Open	12	TH 1230-6 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	TH 1230-6 pm	RCC
OPRA 156	Lead Rock Climbing	Kyker-Snowman	Prereq	None	T 1-430/T 1230-530 pm	RCC
OPRA 161	Bicycle Maintenance	E. Alderson	Open	10	W 330-6 pm	RCC
OPRA 174	Basic Fitness and Training	Hill	Open	12	TTH 830-10	MSC
OPRA 182	Telemark Skiing	E. Alderson	Open	None	T 12-6 pm	RCC

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OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
OPRA 185	Tennis Eye-Opener	McRae	InstrPer	12	WF 8-930	MSC
OPRA 186	Tennis Drills and Thrills	McRae	InstrPer	8	F 5-630	MSC
OPRA 218	Outdoor Leadership	Warren	Prereq	12	T 1-5/TH 1-3	FPH 102

Course	Title	Instructor	Method	Enrollment Limit	Time	Location
ASTFC 114	Stars and Galaxies	Richard White	Class begins 1/27		MWF 125-245	University
ASTFC 215	History of Astronomy	Richard White	Class begins 1/27		MW 2:40-4:00	Smith
ASTFC 223	Planetary Science	P. Schloerb	Class begins 1/26		TTH 2:30-3:45	University
ASTFC 223	Planetary Science	Darby Dyar	Class begins 1/26		M 7:00-9:50 PM	Mount Holyoke
ASTFC 225	Galactic and Extragalactic Astro	Greenstein, Lovell	Class begins 1/27		MW 2:30-3:45	Amherst
ASTFC 338H	Tech of Radio Astronomy	R. Snell	Class begins 1/26		TTH 2:30-3:45	University
ASTFC 452H	Astrophysics II: Galaxies	J. Lowenthal	Class begins 1/27		MWF 2:30-3:45	University

FIVE COLLEGE COURSES

Refer to the appropriate college course schedule for more information.

FIVE COLLEGE DANCE

Students may get a copy of the Five College Dance Department course schedule from the HC dance office.

CODES

ARB	Arts Building	FPH	Franklin Patterson Hall	PH	Prescott House
ARF	Animal Research Facility	GRN	Greenwich House	PFB	Photography and Film Bldg
ASH	Adele Simmons Hall	KIVA	Harold F. Johnson Library 3rd Floor	RCC	Robert Crown Center
CSC	Cole Science Center	LIB	Harold F. Johnson Library	TBA	To Be Announced or Arranged
BDH	Emily Dickinson Hall	LDL	Lemelson Design Lab	WLH	West Lecture Hall
ELH	East Lecture Hall	MDB	Music and Dance Building	YBC	Yiddish Book Center
EMS	Electronic Music Studio	MLH	Main Lecture Hall		
EH	Enfield House	MSC	Multi-Sports Center		

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HAMPSHIRE COLLEGE

V/Visiting A/Adjunct F/Five College

Faculty Member	Phone	Mail	Office
F Aguilar, Nancy	5775	NS	CSC 203
V Alberts, Laurie	5308	HA	EDH 14
Amarasiriwardena, Dula	5561	NS	CSC 211
Bengelsdorf, Carol	5402	SS	FPH 213
Berman, Aaron	5378	DO	CSC116
Bernstein, Herb	5573/5582	NS	CSC 208
Bhandari, Vivek	5356	SS	FPH G-7
V Bigenho, Michelle	5578	SS	FPH 208
V Birch, Stacy	5476	CS	ASH 207
V Bok, Gideon	5793	MB	Art Barn
Braderman, Joan	5550	CS	ASH 209
Brand, Bill, LvAY	5570	PF	PF 206
Brayton, Bill	5637	MB	Art Barn
Breitbart, Myrna	5457	SS	FPH 206
Bruno, Merle	5414	NS	CSC 308b
Cerullo, Margaret	5514	SS	FPH 215
Coles, Robert	5363	HA	FPH G-14
Conrad, Rachel	5394	SS	FPH 205
Coppinger, Ray, LvAY	5487	FC/CS	ARF
Cox, Christoph	5604	HA	EDH 8
Cruz, Joseph H.	5619	CS	ASH 205
Darlington, Susan	5600	SS	FPH G-9
D'Avanzo, Charlene	5569	NS	CSC 305
I DeShields, Shirley	5669	SS	PHA-3
Donkin, Ellen	5511	HA	EDH 26
Edwards, Margo	5643	MB	MB 104
V Else, Mary Jane	5775	NS	CSC 212
L Fabel, John	5884	LM	GR - 33
Feinstein, Mark	5498/5551	CS	ASH 212
Ford, Michael	5393	SS	FPH 204
Fried, Marlene	5565	SS	FPH G-5
Glazer, Penina	5708	SS	FPH 216
Glick, Leonard	5388	SS	FPH 202
Goodman, Robert	5359	HA	EDH 29
W Gorlin, Deborah	5531	WP	GR-A
V Gregory, Dawn	5687	CS	ASH 204
Hanley, Lynne	5407	HA	EDH 16
Hartmann, Betsy	5506	SS	FPH G-6
L Haxo, Thomas	5794	MB	Art Barn
Hayden, Jacqueline	5617	PF	PF 204
Hodder, Alan	5589	HA	GR - WP
Hoffman, Ken	5401	NS	CSC 207
V Holder, Ann	5644	SS	FPH 201
Holland, Norman	5490	HA	ASH 211
Holmquist, Frank	5377	SS	FPH 212
Hubbs, Joanna	5361+	HA	EDH 11
Jarvis, Chris	5580	NS	CSC 210
Jenkins, Paul	5552	HA	EDH 15
Johnson, Kay	5498/5400	SS	FPH 211
Juster, Norton	5633	PH	PH A-5
Kearns, Ann	5545	MB	MB 105
A Keefe, Maura	5546	HA	DB 203
Kelly, David, SbFT	5375	NS	CSC 305
Kennedy, Brown	5509	HA	FPH G-12
Kerr, David	5672	DB	DB 2
F Klare, Michael	5563	SS	PH D-2
Kramer, Wayne	5480	HA	EDH 28
V Kybartas, Stashu	5618	HA	ASH 106
V Lateef, Yusef	5673	DB	Dance 1
Lesy, Michael	5399	CS	ASH 210
V Levine, Sara	5507	SS	FPH G-2

FACULTY LIST - FALL 1998

W/Writing Program L/Lemleson

Levine, Sura	5493	CS	ASH 200
Lowell, Daphne	5674	DB	DB 8
Lowry, Nancy	5581	NS	CSC 304
V Lynch, Kara	5686	HA	ASH 208
V Lu, Zhaolu	5588	CS	PH A-2
Mann, Judith, LvAY	5793	MB	Art Barn
Martin, Debra	5576	NS	CSC 301b
Mattei, Lourdes	5515	SS	FPH G-16
Matthews, Sandra	5447	PF	PF 207
Mazor, Lester	5719+	SS	FPH 203
McNeal, Ann, SbFT	5358	NS	CSC 309
Meagher, Bob	5417	HA	GR-G
Miller, James	5510	CS	ASH 202
Miller, Lynn	5360	NS	CSC 204
Mirsepasi, Ali	5677	DO	CSC119
V Montgomery, Jennifer	5570	PF	PF 206
V Montoya, Delilah	5447	PF	PF 207
Moore, Kym, SbFT	5748	HA	EDH 27
V Morris, Joanna	5462	CS	ASH 103
Murray, Michelle	5688	NS	CSC 212
L Murray, Thomas	5433	CS	ASH 212
Nisonoff, Laurie	5397	SS	FPH 209
Ogdon, Bethany	5559	CS	ASH 104
Oke, Benjamin	5323	NS	CSC 209
Pillay, Jay	5690	MB	MB 101
Pope, Earl	5362+	HA	EDH 29
Prattis, Susan	5632	NS	CSC 308a
VPrisock, Louis	5400	SS	FPHG11
Ra'ad, Walid	5618	CS	ASH 106
Rakoff, Bob	5396	SS	FPH 207
V Ramirez, Mary Anne	5465	CS	ASH 218
Ravett, Abraham	5492	PF	PF 205
Reid, John	5568	NS	CSC 205
Risech-Ozguera, Flavio	5504	SS	FPH G-10
Roof, Steven	5667	NS	CSC 206
V Rueschmann, Eva	5429	CS	ASH 107
Russo, Mary	5747	HA	EDH 7
W Ryan, Will	5646	WP	GR-B
Savoy, Lauret	5667	NS	CSC 206
V Sawada, Mitziko	5357	SS	FPH 210
V Schamess, Stephanie	5355	SS	FPH 214
Schocket, Eric	5821	CS	ASH 102
Schultz, Brian	5486	NS	CSC 312
V Shapiro, Julie	5321	MB	Art Barn
Shapiro, Lisa	5390	CS	ASH 105
W Siegel, Ellie	5577	WP	GR-C
Smith, W. Carter	5329	CS	ASH 206
Spector, Lee	5352	CS	ASH 201
Sperling, Jutta, LvAY	5507	SS	FPH G-2
Stillings, Neil, LvAY	5513	CS	ASH 203
V Stone, Pamela	5372	NS	CSC303
Tracy, Susan	5518	SS	FPH G-4
F Vonschmidt, Helen	5671	HA	DB-3
Wald, James	5592	SS	FPH G-15
Wallen, Jeffrey	5428	HA	EDH 10
Warner, Daniel	5586	MB	MB 103
Warner, Stanley	5598	SS	FPH G-3
Weaver, Fred	5102	SS	FPH 226
V Weigand, Kate	5644	SS	FPH 201
Weisler, Steven	5365	CS	ASH 101
Winship, Larry	5387	NS	CSC 315
Wirth, Fred	5572	NS	CSC 306