

SPRING 2001



COURSE SUPPLEMENT #2

TO THE

HAMPSHIRE COLLEGE

2000/2001 CATALOG & COURSE GUIDE

January 24, 2001

TIME SCHEDULING GRID

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
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FOR STUDENTS ENTERING PRIOR TO FALL 1999 COURSES THAT WILL SATISFY DIVISION I IN CCS

[Note: Cross listed courses in two schools may serve as one of the two courses for completing a Division I in only one of the schools]

COGNITIVE SCIENCE

CS 105
HAND, EYE, AND BRAIN
Carter Smith

CS 113
INTRODUCTION TO PROBLEMS IN THE PHILOSOPHY OF MIND
Ernest Alleva

CS 116
INTRODUCTION TO DIGITAL IMAGING
Chris Perry

CS 153
INTERNET THEORY AND PROGRAMMING
Ryan Moore

CS 156
QUANTUM COMPUTING WITH NO PREREQUISITES OF ANY KIND
Lee Spector

CS 158
THE COGNITIVE BASES OF DECEPTION AND PRETENSE
Carter Smith

CS 183
CHILD LANGUAGE
Joanna Morris

CS 189
DIGITAL DIVIDE
Jaime Dávila/James Miller

CS 206
SEX, DRUGS, ROCK 'N ROLL, AND SEAT BELTS: INDIVIDUAL LIBERTY, MORALITY, AND POLITICS
Ernest Alleva

CS 225
INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN
Joanna Morris

CS 232
COMPUTER MODELING AND SHADING
Chris Perry

CS 239
DIGITAL INTERFACE DESIGN
David Gosselin

CS 240
INSTRUCTIONAL METHODS FOR INQUIRY-BASED TEACHING
Laura Wenk

CS 242
BIOACOUSTICS
Mark Feinstein

CS/SS 244
COLLABORATIVE AND DISTANCE LEARNING
Tom Murray

CS 246
COGNITIVE PSYCHOLOGY
Neil Stillings

CS 253
JOURNALISM IN CRISIS
James Miller

CS 262
LITERACY ACQUISITION AND READING METHODS
Mary Anne Ramirez

CS 263
ARTIFICIAL INTELLIGENCE
Lee Spector

CS 276
TEACHING DEVELOP ELEMAND MIDDLE SCHOOL MATH, INTRO TO STATS IN ED RESEARCH
Mary Anne Ramirez/Lise Rubin

CS 291
SOFTWARE ENGINEERING
Jaime Dávila

CS/SS 299
LANGUAGE, CULTURE AND MEANING
Steve Weisler/Barbara Yngvesson

HUMANITIES, ARTS AND CULTURAL STUDIES

HACU/SS 105
THE "DEBATE ON WOMEN" IN EARLY MODERN EUROPE
Lisa Shapiro/Jutta Sperling

HACU 126
INTRODUCTION TO VISUAL CULTURE
Sura Levine/Eva Rueschmann

HACU 132f
EXPERIMENTS IN JOURNALISM
David Kerr

HACU 140
VIDEO I
Liz Miller

HACU/IA 142
PUBLIC EYE: THE SURVEILLANCE SOCIETY
Julia Meltzer

HACU 143
REASON, POWER, AND TRADITION: LEGACIES OF THE ENLIGHTENMENT
Christoph Cox

HACU 154
MEDIA STUDIES: IMAGE AND REALITY
Bethany Ogdon

HACU/SS 194
CULTURE BETWEEN THE WARS
Norman Holland/James Wald

HACU 219
CRITICAL THINKING AND COMMUNITY MEDIA
Liz Miller

HACU 229
CONTEMPORARY CRIME FICTION: JOHN D. MCDONALD AND HIS FOLLOWERS
David Kerr

HACU 234
TRAVELING IDENTITIES: IMMIGRANTS, EXILES AND SOJOURNERS IN FILM, LITERATURE AND CULTURE
Eva Rueschmann

HACU 236
THEORIZING MULTICULTURALISM
Bethany Ogdon

HACU 263
MARX AND MARXISMS
Christoph Cox/Eric Schocket

HACU 279
TOPICS IN EARLY MODERN EUROPEAN PHILOSOPHY
Lisa Shapiro

HACU/IA 281
BLACKS AND RUSSIA
Kara Lynch/Robert Coles

HACU 283
WRITING THE SELF: VARIETIES OF MEMOIRS AND AUTOBIOGRAPHY
Mary Russo

FOR STUDENTS ENTERING PRIOR TO FALL 1999

COURSES THAT WILL SATISFY DIVISION I IN HA

[Note: Cross Listed Courses In Two Schools May Serve As One Of The Two Courses For Completing A Division I In Only One Of The Schools]

HUMANITIES, ARTS AND CULTURAL STUDIES

HACU/SS 105
**THE "DEBATE ON WOMEN"
IN EARLY MODERN EUROPE**
Lisa Shapiro/Jutta Sperling

HACU 110
FILM/VIDEO WORKSHOP I
Brian Frye

HACU 111
**STILL PHOTOGRAPHY
WORKSHOP I**
Robert Seydel

HACU 111b
**STILL PHOTOGRAPHY
WORKSHOP I**
Kane Stewart

HACU 126
**INTRODUCTION TO VISUAL
CULTURE**
Sura Levine and Eva Rueschmann

HACU 132f
**EXPERIMENTS IN
JOURNALISM**
David Kerr

HACU 133f
**SOUTHERN WRITERS: A
SENSE OF PLACE?**
L. Brown Kennedy

HACU 140
VIDEO I
Liz Miller

HACU/IA 142
**PUBLIC EYE: THE
SURVEILLANCE SOCIETY**
Julia Meltzer

HACU 143
**REASON, POWER, AND
TRADITION: LEGACIES OF
THE ENLIGHTENMENT**
Christoph Cox

HACU 151
DANCE COMPOSITION I
Daphne Lowell

HACU 154
**MEDIA STUDIES: IMAGE
AND REALITY**
Bethany Ogdon

HACU 156
**THREE RUSSIAN WRITERS:
PUSHKIN, GOGOL AND
TURGENEV**
Joanna Hubbs

HACU 159
**ARCHITECTURE: THE MAN-
MADE ENVIRONMENT—THE
PHYSICAL DETERMINANTS
OF FORM**
Earl Pope

HACU 164
**TEXT, CANON, TRADITION:
SCRIPTURES AND THEIR
EMERGENCE IN WORLD
RELIGIONS**
Alan Hodder

HACU 179
**ANCIENT GREEK AND
INDIAN DRAMA**
Robert Meagher

HACU 193
**AMERICAN LITERARY
MODERNISM**
Eric Schocket

HACU/SS 194
**CULTURE BETWEEN THE
WARS**
Norman Holland/James Wald

HACU 202
NATURALIST BOOK ART
Steven Daiber

HACU 208
**INTRODUCTION TO
PAINTING**
Gideon Bok

HACU 209
**NEW GERMAN CINEMA:
FASSBINDER-HERZOG-
KLUGE-WENDERS**
Christian Rogowski

HACU 210
FILM/VIDEO WORKSHOP II
Abraham Ravett

HACU 213
**DIGITAL IMAGING FOR
PHOTOGRAPHERS**
Jacqueline Hayden

HACU/SS 218
**SHAPING THE CITY: GREEK
ANTIQUITY TO MODERN
EUROPE**
Jutta Sperling

HACU 219
**CRITICAL THINKING AND
COMMUNITY MEDIA**
Liz Miller

HACU 223
MUSIC AND RITUAL
Jayendran Pillay

HACU 228
**THE WORLD OF FEODOR
DOSTOEVSKY**
Joanna Hubbs

HACU 229
**CONTEMPORARY CRIME
FICTION: JOHN D.
MCDONALD AND HIS
FOLLOWERS**
David Kerr

HACU 230
**NINETEENTH-CENTURY
FICTION**
Jeffrey Wallen

HACU 234
**TRAVELING IDENTITIES:
IMMIGRANTS, EXILES AND
SOJOURNERS IN FILM,
LITERATURE AND CULTURE**
Eva Rueschmann

HACU 235
**"ODD" WOMEN: GENDER,
CLASS, AND VICTORIAN
CULTURE**
Lise Sanders

HACU 236
**THEORIZING
MULTICULTURALISM**
Bethany Ogdon

HACU 237
**FIRE AND STEEL: CALYPSO
AND SOCA IN PRACTICE**
Jayendran Pillay

HACU 239
**JAZZ PERFORMANCE
SEMINAR**
Yusef Lateef

HACU 242
MYTH AND MYTH THEORY
Alan Hodder

HACU 257
**SEMINAR IN MUSIC
COMPOSITION**
Margo Simmons Edwards

HACU/IA 259
**ARCHITECTURAL DESIGN
FOR DIVERSITY AND
SOCIAL CHANGE**
Robert Goodman

FOR STUDENTS ENTERING PRIOR TO FALL 1999

COURSES THAT WILL SATISFY DIVISION I IN HA

[Note: Cross Listed Courses In Two Schools May Serve As One Of The Two Courses For Completing A Division I In Only One Of The Schools].

HACU 263
MARX AND MARXISMS
Christoph Cox/Eric Schocket

HACU 265
TONAL THEORY II
Daniel Warner

HACU 270
**FLEETING IMAGES:
CHOREOGRAPHY ON FILM:
FROM CHARLIE CHAPLIN
TO JACKIE CHAN**
Constance Valis Hill

HACU 279
**TOPICS IN EARLY MODERN
EUROPEAN PHILOSOPHY**
Lisa Shapiro

HACU/IA 281
BLACKS AND RUSSIA
Kara Lynch/Robert Coles

HACU/IA 282
**NONFICTION
FILM/VIDEO/DIGITAL**
Abraham Ravett/Julia Meltzer

HACU 283
**WRITING THE SELF:
VARIETIES OF MEMOIRS
AND AUTOBIOGRAPHY**
Mary Russo

HACU/IA 285
**LABAN MOVEMENT
ANALYSIS**
Rebecca Nordstrom

HACU 288
SHAKESPEARE AND WOOLF.
L. Brown Kennedy

INTERDISCIPLINARY ARTS

IA 101
**WORKING ACROSS THE
ARTS**
William Brayton/Robin
Lewis/Kym Moore

IA 108
**FOUNDATION IN DRAWING
AND VISUAL MEDIA**
Thomas Haxo

IA 127
**AMERICAN VOICES,
AMERICAN LIVES**
Michael Lesy

IA/HACU 142
**PUBLIC EYE: THE
SURVEILLANCE SOCIETY**
Julia Meltzer

IA 161
**LIVING FOR TOMORROW:
CULTURAL
CONTESTATIONS, GENDER
POLITICS AND THE AIDS
EPIDEMIC**
Jill Lewis

IA 185
**WEST AFRICAN
LITERATURE**
Robert Coles

IA 204
**THE FEMALE PLAYMAKERS:
WOMEN PLAYWRIGHTS IN
EIGHTEENTH AND
NINETEENTH CENTURY
LONDON**
Ellen Donkin

IA 236
**THE PRACTICE OF
LITERARY JOURNALISM**
Michael Lesy

IA 255
**FICTION MEETS POETRY: A
WRITING WORKSHOP**
Lynne Hanley/Paul Jenkins

IA 256
**WHERE ARE THE DRESSING
ROOMS? EXPLORING
PERFORMANCE SPACES
AND DESIGNING WITHIN
THEM**
Peter Kallok

IA/HACU 259
**ARCHITECTURAL DESIGN
FOR DIVERSITY AND
SOCIAL CHANGE**
Robert Goodman

IA/HACU 281
BLACKS AND RUSSIA
Robert Coles/Kara Lynch

IA/HACU 282
**NONFICTION
FILM/VIDEO/DIGITAL**
Abraham Ravett/Julia Meltzer

IA 284
ADVANCED PLAYWRITING
Ellen Donkin

IA/HACU 285
**LABAN MOVEMENT
ANALYSIS**
Rebecca Nordstrom

IA 290
**DRAWING AND DIGITAL
ANIMATION**
William Brayton

IA 299
**CRITICAL
INTERROGATIONS AND
CREATIVE COMMITMENTS:
READING VIRGINIA WOOLF**
Jill Lewis

SPRING 2001 COURSE DESCRIPTION SUPPLEMENT #2

COGNITIVE SCIENCE

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated, 100- and 200-level courses may serve as one of the two courses for completing a Division I in Cognitive Science. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

New Course

CS 153

INTERNET THEORY AND PROGRAMMING

Ryan Moore

This class encompasses both the technical and social issues that arise from the rapidly evolving ways in which people interact with computers. This course explores both current and future issues surrounding digital interactivity in discussion while simultaneously teaching the mechanics of digital interactivity through various internet mediums. Students are expected to examine and discuss textbook and article reading assignments. Students are also expected to design and produce examples of their learning through small projects during the course. A basic knowledge of computers will be helpful, i.e., how to web surf and use e-mail. Enrollment limit is 20.

Course Canceled

CS/NS 223

EDUCATION AND DEVELOPMENTAL PSYCHOLOGY

Laura Wenk

Prerequisite Added

CS 230*

EVOLUTION OF BEHAVIOR

Raymond Coppinger

Behavior is probably the functional component of evolutionary

change. How well an animal runs is what is selected for, not legs. We will study in detail the evolution of behavior and will explore the processes of evolutionary change. We will examine and contrast the differences in the perceptions of embryologists and Darwinians. We will examine theories of speciation as they too have evolved. We will ask what the selective advantage of learning is, and how could nonfunctional behaviors such as play possibly evolve at all.

The readings in this course will range from paleontology to orphometrics to embryology. We will also read a book on the evolution of the evolutionists. The student should emerge from the course a little leary-eyed but with a good overview of evolutionary theory. A literature review of a topic of the student's choice is also required.

Prerequisite: Division I examination passed in either Cognitive Science or Natural Science. Enrollment limit is 20.

New Course

CS 239

DIGITAL INTERFACE DESIGN

Goose Gosselin

This course will explore the many facets of designing an interface for a successful human/computer interaction. We will cover topics such as button theory, guiding the user, theories of instruction and communication, and digital sensory overload. By the end of the semester a student will be able to design and evaluate interfaces for today's technologies.

There will be several interface design projects during the semester in which students will be working in small groups. Readings will focus on traditional methods of design as well as Human/Computer Interaction techniques. Students

will also be analyzing and critiquing existing multimedia tutors. Final projects will be presented to the class at the end of the semester.

Prerequisite: CS 108 Iconography and Memory or prior computer art/programming experience or a solid foundation in artistic design principles. Enrollment limit is 15.

New Course

CS 240

INSTRUCTIONAL METHODS FOR INQUIRY-BASED TEACHING

Laura Wenk

In this course students learn what inquiry-based instruction is and how to teach by engaging their students in inquiry. Students experience and produce short inquiry-based units that are organized in different ways, e.g. engaging in authentic research, answering essential questions, using case-based and problem-based instruction, etc. The methods are not only inquiry-based, but also involve other pillars of the educational studies program: community partnerships, educational research, and educational technology. In addition to examining the structure of inquiry, students learn pedagogical strategies that support inquiry, such as cooperative learning and peer writing workshops.

This course does not focus on curriculum development, but rather the rationale for inquiry-based instruction and the instructional methods associated with it. Students complete library research on inquiry and complete micro-teaching units. The course is designed for Division II and III students who are interested in teaching in formal or non-formal settings at any level. Enrollment limit is 21.

New Course

CS 262

LITERACY ACQUISITION AND READING METHODS

Mary Anne Ramirez

An essential skill required of those who intend to work with students of all ages and with all educational settings, whether formal or informal, is the ability to promote literacy acquisition. That is, to promote the development of oral language skills, reading, writing, and communication. This is particularly important today in a fast-paced, communication-based world such as the one in which we live. Unfortunately, even in so developed a country, as the United States, the rate of illiteracy is still exceptionally high. "Teaching individuals to read and write at high levels of literacy is a complex, long-term commitment that our society and our schools must make if we are going to remain competitive in the twenty-first century" (Cunningham, et al. 2000). This course is intended to provide the student with:

- a background in literacy acquisition theory and research, major educational trends, and critiques of their effectiveness,
- the design, implementation and evaluation of developmental and remedial reading programs,
- the use of formal and informal assessment with practical application through work with students,
- analysis and interpretation of prescribed reading and language instruction, materials and methods to foster an integration and interrelationship among reading, writing, listening, and speaking,
- approaches to literacy development including pedagogy for reading instruction and the selection of appropriate developmental literature for the student and various programs and approaches,
- skills and strategies for reading across the curriculum including reading for understanding in the content area, educational characteristics and reading and language needs of students with different

cultural and linguistic needs, as well as students with different learning styles and abilities (including severe problems, ESL, and the older student), use of technology in literacy acquisition and reading methods.

Enrollment limit is 20 and the course must be scheduled individually with the instructor.

Additional Screening Time

CS 263

ARTIFICIAL INTELLIGENCE

Lee Spector

I put you in for Wednesday nights from 7:00 to 9:00 p.m.

Additional screening times will be on Wednesdays from 7-9 pm in the ASH Auditorium. The first screening will begin Wednesday Feb 7.

New Course

CS 272*

HEALTH FOR TEACHERS

Mary Anne Ramirez

Students often come to the classroom with needs far outside the traditional expectations of teaching subject matter. In many areas the school setting is the only stable, safe place for the child who is overwhelmed by the complexities and the responsibilities of life. In other situations, teachers are confronted with issues of abuse, medical care needs, inclusion demands, and the like that cannot be ignored. Even where such glaring needs are not evident, the everyday needs for teaching children about their own health, nutrition, safety, and environmental decisions make up an important piece of the curriculum for teachers at all grade levels. This course will look at the physical, emotional, and social dimensions of health as they pertain to the classroom. It will investigate, using case studies, issues in health education, first aid, safety, health counseling, health promotion and prevention of substance abuse, family violence and the law, and inclusion and care of children with special needs. Recent

research and theory will be explored. Students will be expected to develop a project in an area of interest, read research articles in the area of health education, and develop a resource file in health education issues and practices.

Enrollment limit is 20 and the course must be scheduled individually with the instructor. Prerequisite: CS 228 The Exceptional Child. This course is not suitable for one-half of a Division I.

New Course

CS 273*

SPECIAL EDUCATION: PROVIDING THE LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENT

Mary Anne Ramirez

Under current laws all students with disabilities must be educated in the setting least removed from that of the general education classroom. Commonly termed "the least restrictive setting," the label most often used for this action is inclusion. The purpose of this course is to familiarize the students with the arguments for and against full inclusion, to present recent research documenting the efficacy of such a program, to study theories and strategies for mainstreaming students, and to investigate through case studies and pre-practicum experiences whether the legal obligations of the law best meet the needs of various students when inclusion is the choice. This will include teaching students with higher-incidence disabilities, lower-incidence disabilities, and students with other special needs. Through the course students will develop an understanding of models of service delivery, using the PASS variables for promoting effective inclusive instruction, collaboration, effective instructional methods and curricular materials, and assessment. In addition, the class will investigate methods for improving classroom behavior and social skills, enhancing motivation and affect, improving attention and memory, and teaching study skills. Specific strategies and

pedagogy for the content areas will be studied as well as vocational skills needed to transition into the work setting. Special field study experiences in special education programs will be required.

Enrollment limit is 20 and the course must be scheduled individually with the instructor. Prerequisite: CS 228 The Exceptional Child. This course is not suitable for one-half of a Division I.

New Course

CS 274*

SPECIAL EDUCATION LAW, TESTING, AND IEPs

Mary Anne Ramirez

In 1975 Congress passed a law that would change the meaning and provision of public education in the United States. This law, now known as the Individuals with Disabilities Education Act (originally called the Education for All Handicapped Children Act), set off a series of legal battles and new bills. The original concept of special education was extended to include not only all handicapped children recognized under the original law but students with milder disorders, gifted individuals, and students with cultural and language differences. To fully understand the impact of the law on the teacher, the students, and the classroom, one needs to investigate the federal and state laws and regulations pertaining to special education. This course will aid the student in this endeavor as well as understanding and conducting comprehensive evaluations and the preparation and implementation of Individualized Educational Plans (IEPs). Theories and procedures of non-discriminatory evaluation and principles of assessment, interpreting test results, observing behavior, evaluating clinical information from different theoretical perspectives, and diagnostic hypothesizing will also be covered. Students will work in pre-practicum experiences with special education providers, engage in IEP development and conferences, and participate in conference

and consultations with students, families, school and community personnel.

Enrollment limit is 20 and the course must be scheduled individually with the instructor. Prerequisite: CS 228 The Exceptional Child. This course is not suitable for one-half of a Division I.

New Course

CS 276

TEACHING DEVELOPMENTAL ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS, WITH AN INTRODUCTION TO STATISTICAL METHODS IN EDUCATIONAL RESEARCH

Mary Anne Ramirez and Lise Rubin

Today's culture and technology assume established abilities and habits in quantitative reasoning, problem solving, and in the use of numerically and visually presented information. This course will include content in the areas of numerical computational operations, simple algebra, geometry, measurement, data analysis, probability, problem solving, reasoning, and the effective interpretation and communication of this information through verbal, visual-spatial and technological means.

Course activities will include the interpretation of charts, graphs and other forms of data presentation, and will expose students to the process of obtaining, reviewing and critiquing related methodological research and popular press quantitative literature. Students will complete an investigation or study on a topic of interest.

Through developing a repertoire of effective methods, within an inquiry-based, learner-led context, future teachers will demonstrate skills in the selection of appropriate teaching methodology and materials. This course will be of use for teacher certification and for those seeking to use simple forms of statistical analysis in preparation for future academic work.

Enrollment limit is 20.

Course Canceled

CS/NS 372

BIOTECHNOLOGY AND DESIGNER PROCESSES

Susan Prattis

HUMANITIES, ARTS, AND CULTURAL STUDIES

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated, 100- and 200-level courses may serve as one of the two courses for completing a Division I in Humanities, Arts, and Cultural Studies. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

Course Canceled

HACU 109

VIDEO I

Julia Meltzer

Instructor Added and Time Change

HACU 110

FILM/VIDEO WORKSHOP I

Brian Frye

Class will meet Wednesdays from 6-9 pm.

New Course

HACU 111B

STILL PHOTOGRAPHY I

Kane Stewart

This course is an additional section of HACU 111 for Mount Holyoke College students. The number of spaces for Hampshire College students is very limited.

Instructor Added

HACU 114*

MODERN DANCE II

Daphne Lowell

New Course
HACU 140
VIDEO I
Liz Miller

This intensive course will introduce students to basic video production techniques for both location and studio work. Over the course of the semester students will gain experience in pre-production, production and post-production techniques as well as learn to think and look critically about the making of the moving image. Projects are designed to develop basic technical proficiency in the video medium as well as the necessary working skills and mental discipline so important to a successful working process. No one form or style will be stressed, though much in-field work will be assigned. Students will be introduced to both digital editing with Adobe Premiere and analog editing using 3/4" decks and an Editmaster system. There will be weekly screenings of films and video tapes which represent a variety of stylistic approaches. Students will work on projects and exercises in rotation crews throughout the term. Final production projects will experiment with established media genres. In-class critiques and discussion will focus on media analysis and image/sound relationships. (Lab fee \$50)

Class meets once a week for three hours and enrollment is limited to 15 to first year students.

New Course
HACU/IA 142
PUBLIC EYE: THE SURVEILLANCE SOCIETY
Julia Meltzer

Credit and debit cards, security scans that read DNA, EZ Pass, video surveillance cameras in public space, jennycam.com, and 2,000,000 people currently incarcerated in the US all are evidence of the insecurity which generates the security state. *The Public Eye* is a theory/production course where we will consider

how the advancement of technology, the proliferation of capital, and the 'information age' all contribute to the development of systems of control at the individual, social and political levels. Through readings, screenings, writing of response papers, and several technical workshops on digital media tools, students will respond to the subject of surveillance. There is an additional screening outside of class on Thurs. 7-10. Enrollment limit is 25. This class can serve as a prerequisite to an advanced digital imaging class.

Course Canceled
HACU 150
MUSIC OF INDIA
Jayendran Pillay

New Course
HACU 202
NATURALIST BOOK ARTS
Steve Daiber

The word "book" comes from the Anglo Saxon word for Beech tree; "codex", from the Latin *caudex*, tree trunk. In this class the history of the book is explored with concern for recycling natural and man-made materials into artists' books. Some book arts experience is helpful.

Enrollment limit is 15.

New Course
HACU 209
NEW GERMAN CINEMA: FASSBINDER-HERZOG-KLUGE-WENDERS
Christian Rogowski

The course will provide an introduction to the work of four of the best-known representatives of the "New German Cinema." We will examine the stylistic variety of the various filmic vocabularies they developed, from hypnotic exoticism (Herzog), visual stylization (Fassbinder), associative montage (Kluge) to the meditative calm of Wenders. While the main emphasis will be on these four directors, their films will be supplemented by videos from a

variety of other sources. The course will culminate in analysis of Wim Wenders' masterpiece *Wings of Desire*.

Class will meet twice a week for one hour and 20 minutes with screenings once a week in the evenings.

Instructor Change
HACU 210
FILM/VIDEO WORKSHOP II
Abraham Ravett

New Course
HACU 215*
MODERN DANCE III
Rebecca Nordstrom

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, and 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.

Enrollment limit is 25. 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
TBA

New Course
HACU/SS 218

SHAPING THE CITY: GREEK ANTIQUITY TO MODERN EUROPE

Jutta Sperling

This class seeks to address the history of European cities from the perspective of art and architecture, religion and philosophy, politics and economic development. We will investigate, among others, how the religious significance of landscape in Ancient Greece informed the transparency of architecture; how the ideal of monastic enclosure influenced the reordering of private and public spaces, and why the "rational" grid patterns of Roman cities were abandoned in favor of seemingly organically grown neighborhoods in medieval times. Focussing on the intersection between politics and urban design, we will discuss how the so-called "communal" revolution of the 12th and 13th centuries and the invention of perspective informed urban planning, and how, in the Renaissance, aristocratic city governments aimed at reordering public spaces for the purpose of representing and legitimizing power. We will examine phenomena such as the emergence of streets and façades as interfaces between the private and the public, and ask how the relationship with nature, the countryside, and landscape figured into urban architectural development. Moving into modern times, we will discuss the influence of capitalism and the industrial revolution on European city design, as well as study gender relations and the representation of urban life in French Impressionist painting.

Enrollment limit is 25.

New Course
HACU 219

CRITICAL THINKING AND COMMUNITY MEDIA

Liz Miller

Community media when linked to various trends in cultural theory provides an

opportunity for artists and educators to make connections between their work and critical issues such as identity, power, agency and democracy within a specific community. By analyzing concrete examples of media activism, media literacy, and community art practice and referencing the work of theorists such as Stuart Hall, Paolo Freire, bell hooks and Wendy S. Hesford, this course will strengthen the praxis of theory and practice within a framework of critical pedagogy. In addition to readings, class assignments will focus on a series of studio production projects and collaborations with local community organizations.

Enrollment limit is 12.

Room Change

HACU 230

NINETEENTH-CENTURY FICTION

Jeffrey Wallen

Class will meet in EDH 2.

Room and Time Change

HACU 234

TRAVELING IDENTITIES: IMMIGRANTS, EXILES AND SOJOURNERS IN FILM, LITERATURE AND CULTURE

Class will meet for film/video screenings on Mondays from 2:30-5:30 in ASH AUD and for seminars/discussion on Wednesdays from 2:30-5:20 in FPH 107.

New Course

HACU 235

"ODD" WOMEN: GENDER, CLASS, AND VICTORIAN CULTURE

Lise Sanders

In this course, we will analyze a number of female types found in Victorian fiction, poetry, and criticism -- the governess, the fallen woman, the shopgirl, and the 'new woman', to name just a few -- who figure centrally in debates over marriage, work, and the changing position of women in nineteenth-century Britain. Although

our reading will range from the late 1840s to the beginning of the twentieth century, we will focus primarily on two historical periods, the 1850s-1860s and the 1890s, during which the "woman question" was hotly debated in the press and in fiction. Topics for discussion will include the convergence of gender, sexuality and politics in late-Victorian feminist and socialist reform movements; the role of class in defining women's experience; and women's conflicted participation in British imperialism. Students will be encouraged to conduct primary research on nineteenth-century women's history in local archives in conjunction with course papers and divisional work.

Enrollment limit is 25.

New Course

HACU 237

FIRE AND STEEL: CALYPSO AND SOCA IN PRACTICE

Jayendran Pillay

This course focuses in the musical tradition primarily the islands of Trinidad and Tobago. We will study the cultural context of calypso, Soca, Zuk and Chutney within a broader Caribbean expressivity. A significant amount of time in class will be spent on the finer details of musical performance on the steel pans and percussion work.

Enrollment limit is 15. Students who have taken HACU 106* Steel Band during the fall semester will be given preference.

Course Canceled

HACU 241

CULTURE CLASH: MODERNIZATION, GLOBALIZATION, AND LATIN AMERICA

Norman Holland

Description Addition

HACU 263

MARX AND MARXISM

Christoph Cox and Eric Schocket

Interested students should read *The Communist Manifesto* in preparation for the first class.

Instructor Added

HACU 265

TONAL MUSIC II

Daniel Warner

New Course

HACU 270

FLEETING IMAGES: CHOREOGRAPHY ON FILM: FROM CHARLIE CHAPLIN TO JACKIE CHAN

Constance Valis Hill

This selected survey of choreography on film and video indulges in the purely kinesthetic experience of watching the dancing body on film. We will focus on works that have most successfully effected a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body.

We will view the works of such filmmakers and choreographers as Maya Deren, Busby Berkeley, Doris Humphrey, Martha Graham, Vincente Minelli, Norman McLaren, George Sidney, Bob Fosse, Stanley Donen, Roland Petit, and Merce Cunningham, as well as music television videography, as we examine and elucidate the imaginative and ingenious ways film dance artists have captured the fleeting image of the moving body on film. This course is open to students interested in dance, theatre and cultural studies, choreography, filmmaking, photography, and videography.

Enrollment limit is 25.

Description Change, Instructor and Room Added

HACU/IA 282

NONFICTION FILM/VIDEO/DIGITAL

Abraham Ravett and Julia Meltzer

"As digital imaging techniques proliferate, the fiction/nonfiction border will become an ever more active site of contestation and play. The insights regarding the ontological, epistemological, and ethical status of the image derived from documentary studies will become increasingly more pertinent"

Michael Renov, *Collecting Visible Evidence*

This is a seminar geared for experienced film/video concentrators who would like to explore or refine their interest in documentary practice. Students in this class will produce both non-linear web projects and linear time-based work. We will discuss the difference between these two types of documentary practice and the strategies that each entails. Utilizing a combination of film/video screenings, viewing of web-based and CD-ROM non-fiction work, technical workshops, and contemporary reading as a foundation for our discussions, the goal of the workshop will be to produce individual or multiple collaborative class projects.

Division II or Division III students. Prerequisite: completion of Film/Video Workshop I, Video I, Photo Workshop I or an intro Digital Imaging class. Instructors' permission is required. This course will meet in B2 in the Library as well as in the film and photo building classroom.

Enrollment limit is 18.

New Course

HACU 283

WRITING THE SELF: VARIETIES OF MEMOIRS AND AUTOBIOGRAPHY

Mary Russo

In the last twenty years, there has been a remarkable transformation in the forms of autobiographical writing. "Personal writing" has infiltrated fiction, critical essays, philosophical treatises, ethnography, legal discourse, medical case studies, and political history. It is found

increasingly both on the best-seller lists (*Angela's Ashes*, *The Liars Club*) and in specialized bibliographies (Gillian Rose's philosophical memoir, Patricia Williams' *The Rooster's Egg*, *Love's Work: A Reckoning with Life*; Eve Kosofsky Sedgwick's *Dialogue on Love*). In this course, we will consider the varieties of contemporary memoirs and their relationship to earlier forms of confessional and testimonial writing. Political memoirs, spiritual memoirs, literary memoirs, psychoanalytical memoirs, memoirs of illness, recovery, and trauma will be discussed in relation to contemporary notions of textuality and performance.

The performative act of writing the self will be addressed along side theoretical and historical texts on autobiographical forms and tradition. Students in this course will be expected to develop their writing skills in short analytical papers and in experimental critical and autobiographical writing exercises. This course is open to students from all disciplines but it is designed especially for students concentrating in writing and literature.

This class will meet once a week for two hours and 50 minutes plus workshops to be announced. Enrollment limit is 15.

Course Canceled

HACU 286

STUDIO ART DIVISION II WORKSHOP

Judith Mann

New Course

HACU 315

READING THE ROMANCE: WOMEN AND THE TEXTS OF POPULAR CULTURE

Lise Sanders

This seminar is designed for advanced students in literature and cultural studies, gender studies, film and media studies. The course takes as its central concern a subject dear to the hearts and pens of Anglo-American writers and social critics since the early nineteenth century: the

endangerment of femininity as a result of the voracious consumption of popular romances. We will begin by asking the following questions: How have cultural critics historically viewed the practice of reading and its influence on women? What types of texts were girls and young women encouraged to read, and conversely, which texts were considered degrading to their morals and conduct? How have women's reading practices changed over the past two centuries, and how are they perceived in our own time? We will read the work of novelists and essayists alongside medical and psychological accounts of the effects of "instructive" and "harmful" reading in an effort to explore the workings of fantasy, identification, and desire as elements of the reading process. Areas of study will include Gothic fiction, the woman's film of the 1940s, contemporary films, soap operas and other media. The goal of our analysis will be to view reading in its larger social context, examining this activity as an individual interpretive practice as well as a signifier of changing cultural structures and perceptions.

Enrollment limit is 16.

New Course

HACU 320

DIVISION III DANCE LAB CONTINUED

Daphne Lowell

This course is a continuation of the fall semester HACU 320. A time will be arranged with the students once they know their spring schedules.

New Course

HACU 323

INTEGRATED MEDIA SEMINAR

Daniel Warner

This course will focus upon the development of creative projects using integrated analog and/or digital media in music and across other time-based arts. Students will design and execute projects that might involve solo/group improvisation, interactive arts programming

linking sound, graphics, and video (using the Kyma, MAX, Director, and Videodelic programs), or combinations of new technology and "found" objects for presentation in new or traditional performance settings, on the Internet, or in CD/CD-Rom format. The class will also engage in an ongoing discussion of critical issues inherent in the use of technology in time arts practice, interdisciplinary collaboration, performance, dissemination, and display of work with integrated media.

Enrollment limited is 12 for upper-level Division II and Division III students by permission of instructor.

Room Change

HACU 335

THE EPIC VOICE

Alan Hodder and Robert Meagher

Class will meet in EDH 4 and FPH
WLH.

INTERDISCIPLINARY ARTS

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated, 100- and 200-level courses may serve as one of the two courses for completing a Division I in Interdisciplinary Arts. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

Instructors Added

IA 101

WORKING ACROSS THE ARTS

William Brayton, Robin Lewis, Kym Moore

Instructor Added

IA 108

FOUNDATION IN DRAWING AND VISUAL MEDIA

Thom Haxo

New Course

HACU/IA 142

PUBLIC EYE: THE SURVEILLANCE SOCIETY

Julia Meltzer

Credit and debit cards, security scans that read DNA, EZ Pass, video surveillance cameras in public space, jennycam.com, and 2,000,000 people currently incarcerated in the US all are evidence of the insecurity which generates the security state. *The Public Eye* is a theory/production course where we will consider how the advancement of technology, the proliferation of capital, and the 'information age' all contribute to the development of systems of control at the individual, social and political levels. Through readings, screenings, writing of response papers, and several technical workshops on digital media tools, students will respond to the subject of surveillance. There is an additional screening outside of class on Thursdays from 7-10pm.

Enrollment limit is 25. This class can serve as a prerequisite to an advanced digital imaging class.

New Course

IA 161

LIVING FOR TOMORROW: CULTURAL CONTESTATIONS, GENDER POLITICS AND THE AIDS EPIDEMIC

Jill Lewis

What critical and creative tools can we explore to develop sexual safety education that is vivid and engaging? What does it mean to question gender norms in different cultural contexts? How can we design initiatives that involve young people actively in questioning gendered sexual behaviors that reproduce risk and damage and enable them to help stem the HIV/AIDS epidemic? In this course we will look at cultural texts - to open discussion of gender and how masculinity and femininity are culturally scripted. We will look at ways gender research

questions the institution of heterosexuality. And we will take these questions into the context of the HIV/AIDS epidemic - relating the cultural scriptings of gender to this urgent contemporary political crisis the world faces. The course will include group assignments for planning educational action.

Enrollment limit is 25.

Instructor and Time Added

IA/LM 180

DESIGN FUNDAMENTALS: BUILDING THE BACKBONE OF YOUR DESIGN ABILITIES

Colin Twitchell

This course is open and the enrollment limit is 12. Class will meet on Fridays from 1-3:20 pm in the Lemelson Center for Design.

New Course

IA 204

THE FEMALE PLAYMAKERS: WOMEN PLAYWRIGHTS IN EIGHTEENTH AND NINETEENTH CENTURY LONDON

Ellen Donkin

This course will use the plays and correspondence of a small group of women playwrights in the late eighteenth and nineteenth century as its primary source of evidence for both theatrical practice and expectations around gender. Students in the class will participate in informal staged readings of both plays and letters as a way to extrapolate the technologies of staging and the social contract between actors and audience. Readings will include the commentary of eighteenth-century critics and selected twentieth-century critical theorists. As part of the final project, students will collaborate on the writing and performance of a one-act play based on their own creative efforts, their research, and surviving fragments from the period.

Enrollment limit is 25.

New Course

IA 256

WHERE ARE THE DRESSING ROOMS? EXPLORING PERFORMANCE SPACES AND DESIGNING WITHIN THEM

Peter Kallok

Designers, choreographers, and performers frequently face a traditional empty space or, as is often the case, face a non-traditional space and then question how to "fill" or design within it. What elements help create the functionality and appropriateness of a performance space? We will explore a variety of spaces with this question in mind. We will then focus on designing scenery and lighting within these spaces, while examining the many ways these particular design elements serve the text and/or vision of a performance piece. Special emphasis will be placed on current student projects or divisional work. Designers, choreographers, and performers with any amount of experience may enroll.

Enrollment limit is 15.

Course Canceled

IA 270

CULTURE, ETHNICITY AND PERFORMANCE

Kym Moore

Description Change, Instructor and Room Added

HACU/IA 282

NONFICTION FILM/VIDEO/DIGITAL

Abraham Ravett and Julia Meltzer

"As digital imaging techniques proliferate, the fiction/nonfiction border will become an ever more active site of contestation and play. The insights regarding the ontological, epistemological, and ethical status of the image derived from documentary studies will become increasingly more pertinent"

Michael Renov, *Collecting Visible Evidence*

This is a seminar geared for experienced film/video concentrators who would like to explore or refine their interest in documentary

practice. Students in this class will produce both non-linear web projects and linear time-based work. We will discuss the difference between these two types of documentary practice and the strategies that each entails. Utilizing a combination of film/video screenings, viewing of web-based and CD-ROM non-fiction work, technical workshops, and contemporary reading as a foundation for our discussions, the goal of the workshop will be to produce individual or multiple collaborative class projects.

Division II or Division III students. Prerequisite: completion of Film/Video Workshop I, Video I, Photo Workshop I or an intro Digital Imaging class. Instructors' permission is required. This course will meet in B2 in the Library as well as in the film and photo building classroom.

Enrollment limit is 18.

Instructor Added

IA 284

ADVANCED PLAYWRITING

Ellen Donkin and Peter Kallok

New Course

IA 299

CRITICAL INTERROGATIONS AND CREATIVE COMMITMENTS: READING VIRGINIA WOOLF

Jill Lewis

In this course we will take time to read and reflect on the work of one writer whose work traces, in fiction, diaries, letters and essays, the social and artistic contestations in the first half of twentieth-century England. We will explore the interweavings of Woolf's life with writers, visual artists and political thinkers of her time and the critical interrogations these fertilized in her thinking and creative processes. Her radical challenges to gender norms and nationalism and her fascination with different modes of narrative and biography will be central themes in the course. There will be weekly personal writing, text-focused critical papers. Students of literature,

gender studies, creative writing and visual arts will be able to develop their own angle of interests for their final class project.

Enrollment limit is 20 by instructor permission. Please send note to instructor signaling interest before course begins.

Course Canceled

IA 325

THEATRE CONCENTRATOR'S SEMINAR

Ellen Donkin

Instructor Added

IA 330

ADVANCED SCULPTURE: EMPHASIS ON THE FIGURE

Thom Haxo

NATURAL SCIENCE

One method of completing the Natural Science Division I requirements is through two 100-level courses or by a 100- and 200-level course combination, however students must check with the faculty teaching those courses to plan how they may meet the goals for the Natural Science Division I. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

New Course, Room Change, Instructor Added

NS 115

ECOLOGICAL FOOTPRINTS

John Fabel/Charlene D'Avanzo

It could be argued that the most fundamental problem in the world today is consumption: humans consume too much for the world to support. Environmental implications are especially clear, fixed resources like fossil fuels simply can't last forever. The concept of ecological footprints is one way to look at these issues, how much land is needed to support each person given various assumptions about resource use and waste management. We will examine the problems of consumption and waste in detail, with a focus on food, land, production, and pollution issues, and on energy as an underlying need and priority. We will look at technical and related

socioeconomic issues, and make use of individual and group projects to assess the problems and suggest solutions. What might be the footprint of Hampshire College? Can alternative energy be "competitive" with oil in the sense of costing less, and if not, is there a role for government in subsidizing its development or use? Class will meet in CSC 2nd Open Lab.

New Course

NS 117

HEALTH AND WEALTH

Ann McNeal and Elizabeth Conlisk

It's true that wealth is associated with health and longevity in almost all countries of the world--but why? Is it due to environmental factors related to socio-economic status such as diet, sanitation and quality of health care? Are there innate differences in disease susceptibility by factors that correlate with wealth, such as race and ethnicity? The biologic basis to race has long been discredited, but racial differences in health status are often assumed to be genetic in origin. This course will examine the environmental vs. genetic basis for group differences in such health outcomes as infant mortality, childhood growth and development and cardiovascular disease. We will also discuss the use of race in health research and the debate as to whether racial breakdowns help or hinder efforts to eliminate health disparities. Students will form teams to examine other health outcomes and present their findings to the class. These projects can lead to Division I examinations.

New Course, Room Change, Instructor Added

NS 123

**HUMAN BIOLOGICAL VARIATION:
EXPLODING MYTHS OF RACE**

Alan Goodman/Lynn Miller

This course focuses on the science of human biological variation. What is the true nature and significance of human variation in, for example, skin color and sports performance?

How are individuals grouped, how are differences studied, and to what purpose? This semester we will focus on the myths of race-as-biology. How did the idea of race arise, and how, despite widespread evidence of its fundamental flaws, does it persist? The main purpose of our scientific critique is to study why race is wrong. We will consider a new non-racial paradigm that explains biological variation, while maintaining the reality of race as lived experience. Finally, we will evaluate some of the biological costs of racism, particularly in health and medical care.

Class will meet in FPH 108.

Course Canceled

NS 130

**ANIMALS IN HUMAN SOCIETIES:
TRENDS, IDEAS, PHILOSOPHIES**

Susan Prattis

New Course

NS 147

PESTICIDE ALTERNATIVES

Brian Schultz

The use of synthetic chemical pesticides has created environmental and health problems throughout the world, from the contamination of water supplies in Western Massachusetts to the poisoning of farm workers in Costa Rica. This course will examine how problems associated with pesticides arise. We will then review in detail various methods for the "biological control" of pests, such as the use of predatory insects to control insect pests or the use of their own sex attractants to confuse them. The politics of pesticide use, such as who really benefits from the overuse of pesticides and how they are often "dumped" in the Third World, will also be an important component. This course may serve as part of the two-course method for fulfilling Division I in Natural Science. This course will consist of lectures, discussions, films, field trips, and field/lab research.

Course Canceled

NS 148

HUMAN GENE THERAPY: PROCEED WITH CAUTION

Lynn Miller

New Course

NS 176

INVENTING REALITY: THE HUMAN SEARCH FOR TRUTH

Douglas Leonard

Creating order out of our universe has been a perennial human pastime. Accepted truths have had a history of transience, with the models of each age yielding to the paradigm shifts of the next. Here we examine this continuing human dialogue, tracing a crooked line from ancient Babylonia to the present, accompanied along the way by such powerful thinkers as Aristotle, Aquinas, Newton, and Einstein. We will explore the physical world on all scales, from the fundamental constituents of matter to the origin, evolution, and fate of the universe. Though the focus will be on astronomy, related topics in classical physics, quantum mechanics, religion, music, art, and philosophy will not be avoided.

No prior background in astronomy or physics is assumed, and math will be limited to high school algebra and geometry. Students will directly confront the original writings of the philosophers, scientists, and theologians studied, and there will be frequent short writing assignments in addition to one longer paper. Class will meet three times a week for one hour and 20 minutes, with one session held in the evening to allow for astronomical observations. astronomy, physics, philosophy

Course Canceled

NS 206

AQUACULTURE

Ken Bergstrom

Description Change

NS 207

ECOLOGY

Charlene D'Avanzo

This course is an introduction to the very different ways that ecologists approach the study of natural systems. Topics covered include factors limiting populations, how plants and animals interact at the community level, and nitrogen cycling on an ecosystems scale. We will use a basic ecology plus primary papers to focus our discussions. In the laboratory section students will design and carry out 3 field projects on topics such as the north/south slopes of the Holyoke Range, vernal ponds, and nutrient removal from aquaculture systems. This course is for students interested in ecology, environmental science and studies, conservation studies, and natural history.

Course Canceled

NS 251

MODERN APPROACHES TO PREVENTING AND TREATING CARDIOVASCULAR DISEASE

Merle Bruno

Course Canceled

NS/CS 223

EDUCATION AND DEVELOPMENTAL PSYCHOLOGY

Laura Wenk

Course Canceled

NS 227

POPULATION GENETICS AND EVOLUTION

Lynn Miller

New Course

NS 233

MOLECULAR BIOLOGY - USING DNA TO SOLVE BIOLOGICAL QUESTIONS

Lynn Miller

In this course we will spend most of our time in the laboratory. We will learn to do DNA/DNA hybridizations [Southern blots]; how to prepare DNA for sequencing; how to look at DNA sequences; how to determine the number of "variable numbers of tandem repeats" in a repetitive sequence, and various other lovely tricks of the modern DNA laboratory. We may do some cloning and gene expression experiments if you are interested. Each student will write at least one paper on the application of one or more of these methods to a biological problem.

The seminar will meet once each week to discuss the methods. The laboratory sessions will be flexible; some experiments will require more than two lab sessions; some experiments will leave free time for writing and discussion. We hope that some will develop possible Div III topics in the lab.

New Course

NS 248

EPIDEMIOLOGY

Elizabeth Conlisk

Epidemiology is built upon the premise that ill health is not randomly distributed in a population. Thus, comparing the sick to the well is a simple but surprisingly informative way of identifying the cause of disease. This course is an introduction to the principals and practice of epidemiology and to the use of epidemiologic data in program planning and policy development. Key concepts will be illustrated by case studies in which students are asked to work step by step through epidemiologic investigations conducted by the Centers for Disease Control and other public health agencies. Selected case studies include an outbreak of hemorrhagic fever in Africa, the relationship between oral

contraceptives and ovarian cancer, the identification of a 'mystery' disease in rural South Carolina and a policy analysis of mandatory pre-nuptial HIV screening.

Prerequisite: Completion of Division I in Natural Science or permission of instructor.

Course Canceled

NS 353

SEMINAR IN CONSERVATION ECOLOGY

Charlene D'Avanzo

New Course

NS 362

INTEGRATIVE SEMINAR IN ENVIRONMENTAL AND HEALTH EDUCATION

Merle Bruno

This course is for students who are in Division III or the final semester of Division II pursuing degrees in the fields of environmental or health education. The class will be structured around the work students are doing and will serve as a sounding board, practice classroom, editing team, critical friends' group, source of ideas, and planning group. A variety of models of active learning classrooms will be examined and practiced.

Readings and writing assignments will be tailored to the needs of individuals and will include active reading of work written by other students. These assignments will be designed to support the development of material for the Division III theses of students in the class or of substantive Division III proposals. Students will be responsible for organizing and presenting most classes after the first two weeks; the class syllabus will be set up jointly by the students and instructor early in the semester.

Class will meet once a week for 2-3 hours at a time to be decided by the group. The class size is limited to 8 with preference given to Division III students. Instructor permission is required, so e-mail, call, or visit Merle Bruno

(mbruno@hampshire.edu; 559-5414; CSC 308B). Indicate times you are unable to meet during the week.

Course Canceled

CS/NS 372

BIOTECHNOLOGY AND DESIGNER PROCESSES

Susan Prattis

New Course Taught at Fort Lewis College

300-level

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.

This class will be taught at Fort Lewis College. Refer to page 8 of the Course Catalog for more information on the U.S. Southwest and Mexico Program.

New Course Taught at Fort Lewis College

300-level

ANTHROPOLOGY OF REPRODUCTION

Pamela Stone

This course focuses on the biological and cultural components of reproduction from an evolutionary and cross-cultural perspective. Beginning with the evolution of the pelvis, this course examines the nutritional problems, growth and developmental problems, health problems,

and the trauma that can affect successful childbirth. The birth process will be studied for women in the ancient world and we will examine historical trends in obstetrics, as well. World-wide rates of maternal mortality will be used to understand the risks that some women face. Birthing customs and beliefs will be examined for indigenous women in a number of different cultures.

Students will be required to present and discuss material and to work on a single large research project throughout the semester that relates to the course topic.

This class will be taught at Fort Lewis College. Refer to page 8 of the Course Catalog for more information on the U.S. Southwest and Mexico Program.

SOCIAL SCIENCE

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated, 100- and 200-level courses may serve as one of the two courses for completing a Division I in Social Science. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

Course Canceled

SS 112

THE WEST IN AMERICAN CULTURE

Robert Rakoff

New Course

SS 129

DREAMS IN PSYCHE AND CULTURE

Martha Hadley

Dreaming and the symbolic language of dreams are universal. Yet, while there is no more personal medium of expression, our experience and understanding of dreams is shaped by the culture and era in which we live. This course will present an historical and cross-cultural perspective on beliefs about and practices related to dreams. We will consider the influence of the social context on dreams, their meaning and use,

as well as the significance and expressive power of dreams for the individual. Reading and discussion will include cross cultural and historical consideration of the nature of dreams, different types of dreams, dream symbols, alternative approaches to dream interpretation, and theories concerned with the origins of dreams and the process of dreaming. Readings from anthropology, psychology, classical studies and psychoanalysis will be included. Stories of famous dreamers and dreams will provide examples for reflecting on the dynamics and power of dreams in different eras and cultures.

New Course
SS 145

SEXUALITY, YOUTH AND EDUCATION
Kristen Luschen

Sexuality is everywhere in schools— in classrooms, hallways and at the lockers (Fine, 1988). Yet, when it purposefully is addressed in a classroom, sex education typically emphasizes the biological aspects of sexuality and the mechanics of “safer sex.” In this course we will interrupt that approach and focus on how politics, media representations, cultural assumptions and ideologies organize our understandings around youth and sexuality and their relationship to contemporary U.S. educational practices and policies. We will discuss discourses of youth and sexuality during the 20-century and how they intersect with education around sexuality. Further we will consider how ideas of youth and sexuality are constructed within power relationships organized by discourses of heterosexism, white supremacy, sexism and classism. Finally, we will examine specific school-based practices and policies, such as school-based health clinics, abstinence-only education, and pregnancy prevention programs, to discuss how they frame and address the issue of adolescence and sexuality in contemporary U.S. society.

Course Canceled
SS 149
NARRATIVES OF TRAUMA
Rachel Conrad

New Course
SS 150
ENVIRONMENTAL LAW IN THE GLOBAL ECONOMY
Stephanie Levin

The legal system is increasingly the arena where conflicts about the environment are fought out. This course will focus on such controversial areas as the proper balance between development and environmental protection, the role of Native Americans and other indigenous peoples in raising questions of land use and development, the meaning of wilderness and how it should be protected, and the place of non-human species in our legal system. It will introduce students to the basic array of environmental laws and treaties, as well as examining the impact of international free trade regimes such as the World Trade Organization and NAFTA on environmental regulation.

Course Canceled
SS 165
WOMEN WHO TRIED TO CHANGE OUR LIVES
Penina Glazer

New Course
SS 206
CONTEMPORARY ISSUES IN EDUCATIONAL REFORM
Kristen Luschen

The public rarely is satisfied with public education. However, because schooling is often constructed as the hope of future generations and a space to cure many of societies troubles, the public is divided about, yet strongly invested in, what happens in U.S. public schools. Hence, varied and often conflicting perspectives on

changing/ “re-forming” the practice and structure of public education commonly do battle over educational policy.

This course is designed to examine the terrain of education by examining how scholars and practitioners in the field describe the crises of contemporary U.S. education. Further, we will consider and critique their suggestions through a historical and sociological lens. We will begin the semester by addressing what constitutes educational reform. How, when and by whom is something named as educational reform? We will then examine the complexities and interconnections of various contemporary educational reform issues (i.e. educational funding, including the role of community-school partnerships, school choice, de/tracking classrooms, multicultural education, school-based sexuality programs, and school-based violence prevention). Although these issues ultimately shape the experiences of all people working in schools, the focus of this class will be on what these reforms mean in the everyday lives of students in U.S. public schools.

New Course
SS 215
POLITICS OF THE ABORTION RIGHTS MOVEMENT
Marlene Fried

Abortion rights continue to be contested in the U.S. and throughout the world. Since the legalization of abortion in the U.S. in 1973, there have been significant erosions in abortion rights and access to abortion. Harassment of abortion clinics, providers and clinic personnel by opponents of abortion is routine, and there have been several instances of deadly violence.

This course examines the abortion debate in the U.S. looking historically at the period before legalization up to the present. We explore the ethical, political and legal dimensions of the issue and investigate the anti-abortion and abortion rights movements. We view the abortion

battle in the U.S. in the wider context of reproductive freedom. Specific topics of inquiry include: abortion worldwide, coercive contraception and sterilization abuse, welfare rights, population control, and the criminalization of pregnancy. Class will meet for one hour and twenty minutes twice a week.

New Course

SS 216

FROM PIE-IN-THE-SKY TO PIECE-OF-THE-PIE: CITY PLANNING IN AMERICA

Robert Goodman

At the beginning of the 20th Century, American cities stood on the threshold of dramatic changes. New transportation and building technologies would combine with capitalist economics to transform the city from a centered, urban core to what only 50 years later would become its defining character: urban sprawl. Since that beginning, city planners, architects, real estate developers, and others, have proposed ways of either accommodating to this growth or radically transforming it. And now, at the of the millennium, the problem of urban growth remains a central concern, from rural town hall meetings, to conferences on the environment, to the current presidential political campaign.

This course will follow the evolution of city planning ideas across the century, as well as examine what is being proposed for the next one. It will include the city design concepts of architects and planners like LeCorbusier and Frank Lloyd Wright, real estate developers like Samuel Levitt and Donald Trump, public officials like Robert Moses, and social critics like Jane Jacobs. It will examine more recent city planning conceptions, including citizen participation, social equity, and safe cities, as well as those of environmental sustainability, involving limited growth, smart cars, the new urbanism, and the city of the Internet.

The class will be in seminar format, and will include lectures, film screenings, and

extensive readings. Students will be expected to choose an area of interest early in the term, and prepare several short exercises and a final paper.

New Course

HACU/SS 218

SHAPING THE CITY: GREEK ANTIQUITY TO MODERN EUROPE

Jutta Sperling

This class seeks to address the history of European cities from the perspective of art and architecture, religion and philosophy, politics and economic development. We will investigate, among others, how the religious significance of landscape in Ancient Greece informed the transparency of architecture; how the ideal of monastic enclosure influenced the reordering of private and public spaces, and why the "rational" grid patterns of Roman cities were abandoned in favor of seemingly organically grown neighborhoods in medieval times. Focussing on the intersection between politics and urban design, we will discuss how the so-called "communal" revolution of the 12th and 13th centuries and the invention of perspective informed urban planning, and how, in the Renaissance, aristocratic city governments aimed at reordering public spaces for the purpose of representing and legitimizing power. We will examine phenomena such as the emergence of streets and façades as interfaces between the private and the public, and ask how the relationship with nature, the countryside, and landscape figured into urban architectural development. Moving into modern times, we will discuss the influence of capitalism and the industrial revolution on European city design, as well as study gender relations and the representation of urban life in French Impressionist painting.

Enrollment limit is 25.

New Course

SS 220

ASIAN AMERICAN HISTORY AND SOCIETY

Lili Kim

This course is a comparative history of Chinese, Japanese, Korean, Filipino, Pacific Islander, South Asian and Southeast Asian immigrants and their descendants in Hawaii and the continental United States from the mid-19th century to the present. This course takes the approach that learning about the lives and experiences of Asian Americans is an important and integral part of understanding modern American history. Through the multiple analytical lenses of gender, ethnicity, class, race, and transnationalism, this course will focus on the formation of Asian American identity in the United States. Course materials represent a variety of disciplines (history, anthropology, ethnography, literature) and sources (oral histories, memoirs, films) that contribute to the field of Asian American history.

Course Canceled

SS 223

GANDHI'S CRITIQUE OF MODERNITY IN CONTEMPORARY PERSPECTIVE

Vivek Bhandari

Course Canceled

SS 227

URBAN COMMUNITIES AND URBAN DEVELOPMENT IN MEDIEVAL AND RENAISSANCE EUROPE

Jutta Sperling

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."

Enrollment limit is 25.

New Course

SS 260

CHANGING THEORIES OF PSYCHOTHERAPY & PSYCHOANALYSIS & IDEAS ABOUT GENDER

Martha Hadley

The last hundred years have seen the emergence of the inter-related areas of clinical psychology, psychotherapy, and psychoanalysis into a field with a range of methods and theories about the nature of the human psyche as well as the treatment of those with emotional difficulties. Central to all these theories are ideas about the development of personality, character, self, identity and gender. These ideas have been shaped by the issues and social theories of the last century both within the social sciences as well as from the larger, post-modern world. The purpose of this course is to provide an overview of contemporary clinical theories, including each theory's views on the development of gender. Changing perspectives on gender and gender orientation will be followed as a thread of both

continuity and change through the history of psychology and psychoanalysis from the end of the nineteenth to cusp of the twenty-first century. Students should have completed at least one course in psychology prior to registering for this course.

New Course

SS 262

CONFLICT RESOLUTION AND HISTORICAL ANALYSIS

Gregory S. Prince/John Ungerleider

Conflict resolution has emerged as a major field in contemporary scholarship, drawing upon disciplines as diverse as psychology, biology, anthropology, economics, and political science. The theory has been applied to an equally diverse set of problems and professions, including community development, domestic politics, international relations, medicine, law, education, and family relations. This course will evaluate contemporary theoretical approaches to conflict resolution by examining their usefulness in understanding specific historical cases drawn from a variety of situations. In the first half of the course, faculty from the Five Colleges will survey the work of major theorists as well as specific historical cases such as the U.S.-Mexican War, the Homestead Strike, the Equal Rights Amendment, the Montgomery Bus Boycott, and the Little Rock desegregation effort. In the second half of the course, students will select, research, and present their own case studies.

New Course

SS 271

FEMINIST THEORY SEMINAR

Margaret Cerullo

This course will look at discussions and debates within contemporary feminist theory. Topics will include feminism and psychoanalysis, feminism and race, feminism and economics, post colonial feminisms, feminism and the liberal state, queer theory and feminism. We will examine how

these juxtapositions challenge and destabilize the terms of each pair, and certainly dispel any sense that contemporary feminism or feminist theory is monolithic. Among the writers we will study are Gloria Anzaldua, Cherrie Moraga, bell hooks, e. Frances White, Kimberly Crenshaw, Jacqueline Rose, Juliet Mitchell, Elizabeth Grosz, Dorothy Roberts, Hortense Spillers, Barbara Johnson, Gayatri Spivak, Carole Pateman, and Judith Butler. Instructor permission is required.

Course Canceled

SS 282

CONTEMPORARY SOCIAL THEORY: MODERNITY AND ITS FATE

Margaret Cerullo

New Course

SS 399g

DIVISION III SEMINAR IN ENVIRONMENTAL STUDIES

Robert Rakoff

This will be a works-in-progress seminar for Division III students in Environmental Studies. We will spend the first few weeks of the semester reading some of the central works that have defined this interdisciplinary field. In subsequent meetings, students will report on their ongoing research projects. The seminar is open to Division III students in any area of environmental studies. Instructor permission is required.

FIVE COLLEGE COURSES

New Course

University of Massachusetts

DANCE 273

ISSUES IN DANCE HISTORY: JAZZ TAP DANCING IN AMERICA/ HISTORY AND PRACTICE

Constance Valis Hill

This class, which surveys and samples the history of jazz and tap dancing in America, will take place in both the classroom and studio, enabling us to view and embody the rich tradition of American vernacular dance.

In the classroom, we will trace the evolution of tap dance as a fusion of British and West African musical and step dancing traditions in America in the seventeenth, eighteenth and nineteenth centuries; and its development in direct relation to jazz music in the twentieth century, when it divided into two distinct performance forms--jazz dance and jazz tap dance. We will also look at tap's most recent absorption of hip-hop rhythms, which has yielded yet another percussive dance style called "hitting."

In the studio, we will sample the steps and styles representative of each of these historical periods, and learn excerpts from such classic jazz and tap choreographies as Pepsi Bethel's "Mr. Gentle and Mr. Cool" (Doilie Sisters); Alvin Ailey's "Such Sweet Thunder" (Ellington Suite); Jack Cole's "Sing, Sing, Sing"; Cholly Atkins' Motown vocal choreography for Aretha Franklin's "Respect"; Bill Robinson's "Miss Brown to You" (Big Broadcast of 1936), and Fayard Nicholas' "Butter and Egg Man" (Black and Blue).

Class meets Mondays and Wednesdays from 2:30-3:45 pm.

Instructor Change

Smith College

FLS 280

VIDEO PRODUCTION WORKSHOP: FROM NUTS AND BOLTS TO VIDEO ART

Janet Benn

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 diverse works of independent video/filmmakers. Class meets for one screening and one lecture/workshop/discussion per week. Students must purchase their own videotape and computer disks. Prerequisite: FLS 200 (which may be taken concurrently). Enrollment limited to 13. Class meets Thursdays from 1:00-5:00 p.m. and Wednesdays from 7:30-9:30 p.m.

Instructor and Time Change

University of Massachusetts

Art 396V/696V

SPECIAL TOPICS—ADVANCED VIDEO SEMINAR

Justin West

This course is designed to explore video as a creative medium for personal expression. Students with a solid understanding of basic video production skills will have an opportunity to work intensively with video as an art medium. The course will make use of critique and the viewing of video art to give students an understanding of the creative potential of the medium. Course work will include several short individual projects as well as a longer individual production. Some alternative media may be explored. Prerequisite: Fundamentals of Video or equivalent. Class meets Fridays from 9-3 p.m.

New Course

Mount Holyoke College

IR 319S

THE UNITED STATES AND THE PROMOTION OF DEMOCRACY AND HUMAN RIGHTS

Jon Western

This course examines American foreign policy concerning the promotion of democracy and human rights abroad. The course begins by examining how and why these policies are developed within the U.S. political, economic, institutional, and geostrategic context. Through the use of case studies, we will then evaluate how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and Southern Africa. Class meets Tuesdays from 1-4 p.m.

New Course

University of Massachusetts

Political Science 354

ADVANCED TOPICS IN INTERNATIONAL RELATIONS

Jon Western

This course examines the causes of conflict and cooperation in contemporary world politics. Specifically, we evaluate the changing nature of the state system and state behavior, the instruments of national power, the role of international regimes and institutions, and the emerging role of non-state actors in global politics. The readings and lectures emphasize the interdependent relationship between history, theory, and social scientific analysis. Class meets Tuesdays and Thursdays from 1-2:15 p.m.

New Course

University of Massachusetts

Italian 120

ELEMENTARY ITALIAN

Elizabeth Mazzocco

Class meets Mondays, Wednesdays and Fridays from 11:15-12:05.

New Course
Smith College

INTRODUCTION TO AFRICAN-AMERICAN JAZZ

Yusef Lateef

Lecture, discussion: listening to examples of and reading about the African-American musical tradition. Spirituals, blues, jazz, and the classical music of African-Americans. Class meets Tuesdays and Thursdays from 10:30 - 11:50 a.m.

LEMELSON COURSES

Instructor and Time Added

IA/LM 180

DESIGN FUNDAMENTALS: BUILDING THE BACKBONE OF YOUR DESIGN ABILITIES

Colin Twitchell

This course is open and the enrollment limit is 12. Class will meet on Fridays from 1-3:20 pm in the Lemelson Center for Design.

OUTDOOR PROGRAM AND RECREATIONAL ATHLETICS

Time Change

OPRA 105

WOMEN'S SELF DEFENSE

Nancy Rothenberg

Class will meet Mondays from 1-2:30.

Time Change

OPRA 108

HATHA YOGA (O)

Lori Strolin

Class will meet Wednesdays from 2:30-4:00.

Course Canceled

OPRA 116

INTERMEDIATE KYUDO

Marion Taylor

Students can join OPRA 117.

Time Change

OPRA 117

ADVANCED KYUDO

Marion Taylor

Class will meet Tuesdays and Thursdays from 4:30-6 pm.

Description and Instructor Change

OPRA 118

INTRODUCTION TO T'AI CHI

Rob Zilin

T'ai Chi is enjoyable exercise which gives a feeling of exquisite mental calm and emotional ease. T'ai Chi does not strain your joints or ligaments, but actually heals them and teaches your body to move with perfect efficiency. T'ai Chi will not strain your heart or circulatory system, but is gentle and effective tonic to the heart. T'ai Chi is especially beneficial to the functions of your internal organs and builds up your body from the inside out. T'ai Chi has its origin as valid martial discipline. Our emphasis will show the contrasts and similarities of the health art and martial art.

New Course

OPRA 119

CONTINUING BEYOND THE SURFACE OF T'AI CHI

Rob Zilin

Open to students who took Introduction to T'ai Chi and others with some T'ai Chi experience by permission of the instructor. Further investigations into the 8 essential energies of T'ai Chi. We continue learning the traditional T'ai Chi form and we will also learn partner exercises designed to increase awareness and improve balance.

New Course

OPRA 128

MESSING AROUND IN BOATS

Karen Warren

The Connecticut River valley and surrounding areas offer some wonderful places to paddle. This course will give students experience in a variety of types of boats in many kinds of water. Basics of canoeing on flatwater and beginning whitewater, sea kayaking, and expedition paddling will be covered. The course will culminate with a weekend paddling and camping trip. Beginners are especially welcome.

Class begins 3/22 and meets Thursdays from 12:30-5:30 at the RCC. Enrollment limit is 12.

New Course

OPRA 130

WINTER ACTIVITIES SAMPLER

Karen Warren

This course will give students experience in a variety of winter outdoor skills and activities. Each class session will take place out in the New England woods. Topics include: snowshoeing, 'nature in winter' basics of telemark skiing, 'cross country skiing and skate skiing at a local ski touring center' and building snow shelters. We will cover the basics of winter outdoor equipment and staying warm. Beginners are especially welcome.

Class meets until 3/16 on Thursdays from 12:30-5:30 at the RCC. Enrollment limit is 12.

Time Change

OPRA 151

BEGINNING TOP ROPE CLIMBING

Earl Alderson

Class will meet Thursdays from 12:30-6:00 p.m. in the RCC.

Time Change

OPRA 156

LEAD ROCK CLIMBING

Kathy Kyker-Snowman

Class will meet Tuesdays from 1-4:30 until 3/16. After 3/16 class will meet Tuesdays from 12:30-5:30 p.m. in the RCC.

New Course

OPRA 157

MOUNTAIN BIKING

Brett Davis

Do you have the urge to take your bicycle off road, but lack the utilities to safely do so? Come join us as we learn the basics of riding bikes with fat tires. Using the Holyoke Range as our classroom, we will ride its many trails practicing the techniques essential to safely and responsibly participate in this fun sport. Along the way we will also learn how to make basic trailside bike repairs when needed. This course is open to all abilities and skill levels.

Time Change

OPRA 158

ICE CLIMBING

Earl Alderson

Class will meet Tuesdays from 12:30-6:00 p.m. in the RCC.

Time Change

OPRA 174

BASIC FITNESS AND TRAINING

Troy Hill

Class will meet Tuesdays and Thursdays from 9:00-10:00.

New Course

OPRA 181

FUNDAMENTALS OF BASKETBALL

Troy Hill

If you like basketball but have little or no experience, this is the class for you. We will work on the basic skills of basketball, such as dribbling,

passing, shooting, rebounding and defense. We will also spend time focusing on the rules of the game and playing.

Class will meet Tuesdays and Thursdays from 1-2 pm.

Course Canceled

OPRA 185

TENNIS EYE-OPENER

Madelyn McRae

Time Change

OPRA 218

OUTDOOR LEADERSHIP

Karen Warren

Class will meet Wednesdays from 1-5 pm in the Kiva and Fridays from 1-3 pm in FPH 108.

NEW FACULTY BIOGRAPHIES

Elizabeth Conlisk, assistant professor of health science, received her B.A. from the University of Notre Dame and her M.S. and Ph.D. from Cornell University in international nutrition and epidemiology. She has a wide range of experience in public health at the local, state, national and international level. She has worked as a visiting scientist at the Instituto de Nutrición de Centro America y Panama in Guatemala, and as an epidemiologist for the Centers for Disease Control and Prevention. More recently, she held a joint appointment at the North Carolina State Health Department and the University of North Carolina at Chapel Hill. Her research has focused on varied topics in public health (infant mortality, youth tobacco use, cancer prevention and screening) and on the use of data in the design, implementation and evaluation of public health programs.

Brian Frye, adjunct assistant professor of film, received his B.A. from the University of California at Berkeley and his M.F.A. in filmmaking from the San Francisco Art Institute. He has taught courses on the history of the avant-garde film and the history of 8mm film at the New School University, wrote feature articles and reviews for *The Independent*, *IndieWire* and *Civilization*, among others. He is co-founder/curator of an exhibition program in New York City and has acted as curator for the Whitney Museum and other venues.

Lili Kim is the recipient of the 2000-2001 Five College Dissertation Fellowship for Minority Scholars. She received a B.A. in history and certificate in gender studies from Lawrence University, in Appleton, Wisconsin. She is a doctoral candidate in American history with specialization in Asian American history and women's history at the University

of Rochester, New York. Her dissertation, "Imposed Racial Identity, Self-Identified Ethnicity: The Predicament of Korean Americans on the Homefront During World War II," seeks to reconceptualize how historians have framed World War II in Asian American history by investigating the experience of Koreans and Korean Americans in Hawaii and the continental United States against the backdrop of American racism that made the Japanese internment a tragic historical reality. Drawing upon both Korean and English sources, her dissertation complicates the conventional interpretation of World War II which falsely dichotomizes the devastating experience of Japanese on the one hand and the "watershed" years of socioeconomic mobility the wartime mobilization afforded all Asian Americans on the other hand. Lili has taught at the University of Pennsylvania, and the State University of New York at Buffalo.

Douglas Leonard joins us as the Five College Astronomy Department Fellow, fresh from completing his Ph.D. work in astrophysics at the University of California, Berkeley. He holds a B.A. from the University of Pennsylvania and spent three years teaching high school physics and mathematics prior to graduate school. In addition to teaching, Doug's interests include probing the geometry of supernova explosions with spectropolarimetry, using supernovae as cosmological distance indicators to constrain models of the evolution and fate of the universe, determining masses of Galactic black holes, and playing guitar.

SPRING 2001 SCHEDULE OF CLASSES

JANUARY 24, 2001

COGNITIVE SCIENCE

| Course | Title | Instructor | Enrollment | | Time | Location |
|-----------|---|-------------------|------------|-------|-------------------------|-----------------|
| | | | Method | Limit | | |
| CS 105 | Hand, Eye, and Brain | C. Smith | Open | 25 | TTH 1030-1150 | ASH 221 |
| CS 113 | Intro to Problems in Phil of Mind | Alleva | Open | 25 | MW 9-1020 | ASH 111 |
| CS 116 | Intro to Digital Imaging | Perry | Open | 20 | MW 1-220 | ASH 126 |
| CS 153 | Internet Theory and Programming | R. Moore | Open | 20 | MW 1-220 | ASH 222 |
| CS 156 | Quantum Computing | Spector | Open | 25 | TTH 1030-1150 | ASH 126 |
| CS 158 | Cognitive Bases of Deception/Pretense | C. Smith | Open | 25 | MW 230-350 | ASH 222 |
| CS 183 | Child Language | Morris | Open | 25 | TTH 1030-1150 | ASH 222 |
| CS 189 | Digital Divide | Dávila/J. Miller | Open | 35 | TTH 1230-150 | ASH 111 |
| CS 206 | Individual Liberty, Morality and Politics | Alleva | Open | 20 | MW 1030-1150 | ASH 222 |
| CS 225 | Intro to Statistics & Experimental Design | Morris | Open | 20 | M 230-520 | ASH 126 |
| CS 230* | Evolution of Behavior | Coppinger | Prereq | 20 | MW 9-1020 | ARF |
| CS 232 | Computer Modeling and Shading | Perry | Prereq | 15 | TTH 2-320 | ASH 126 |
| CS 239 | Digital Interface Design | Gosselin | Prereq | 15 | TTH 1230-150 | ASH 126 |
| CS 240 | Instruc Methods Inquiry-Based Teaching | Wenk | Open | 21 | TTH 2-320 | ASH 221 |
| CS 242 | Bioacoustics | Feinstein | Open | 25 | MW 1-220 | ASH 221 |
| CS/SS 244 | Collaborative and Distance Learning | Murray | Open | 20 | W 230-520 | ASH 126 |
| CS 246 | Cognitive Psychology | Stillings | Open | 20 | MW 1030-1150 | ASH 126 |
| CS 253 | Journalism in Crisis | J. Miller | Open | 25 | MW 1030-1150 | ASH 111 |
| CS 260* | Cognitive Ethology | Coppinger | Prereq | 20 | MW 1030-1150 | ARF |
| CS 262 | Literacy Acquisition and Reading Methods | Ramirez | InstrPer | 25 | Arrange with Instructor | |
| CS 263 | Artificial Intelligence | Spector | Open | 25 | TTH 9-1020/W 7-9 pm | ASH 126/ASH AUD |
| CS 272* | Health for Teachers | Ramirez | InstrPer | 20 | Arrange with Instructor | |
| CS 273* | Special Ed: Least Restrictive Environment | Ramirez | InstrPer | 20 | Arrange with Instructor | |
| CS 274* | Special Ed Law, Testing, and IEPs | Ramirez | InstrPer | 20 | Arrange with Instructor | |
| CS 276 | Developmental Math/Intro Statistics | Ramirez/Rubin | Open | 20 | F 9-1150 | ASH 126 |
| CS 291 | Software Engineering | Dávila | InstrPer | 20 | MW 9-1020 | ASH 222 |
| CS/SS 299 | Language, Culture, and Meaning | Weisler/Yngvesson | Prereq | 35 | TTH 1030-1150 | FPH 107 |

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

HUMANITIES, ARTS AND CULTURAL STUDIES

| Course | Title | Instructor | Enrollment | | Time | Location |
|------------------|---------------------------------------|-------------------|------------|-------|--------------------------|------------------|
| | | | Method | Limit | | |
| HACU/SS 105 | "Debate on Women" in Early Mod Europe | Shapiro/Sperling | Open | 35 | MW 1030-1150 | FPH 104 |
| HACU 110 | Film/Video Workshop I | B. Frye | Open | 16 | W 6-9 pm | PFB Class |
| HACU 111 | Still Photography Workshop I | Seydel | Open | 16 | W 9-1150 | PFB Class |
| HACU 111b | Still Photography Workshop I | Stewart | Open | 4 | M 9-1150 | PFB Class |
| HACU 114* | Modern Dance II | Lowell | Open | 25 | TTH 1030-1150 | MDB Studio |
| HACU 126 | Introduction to Visual Culture | Levine/Rueschmann | Open | 35 | TTH 1030-1150 | ASH AUD |
| HACU 132f | Experiments in Journalism | Kerr | 1st Yr Sem | 16 | WF 1030-1150 | FPH 103 |
| HACU 133f | Southern Writers: A Sense of Place? | Kennedy | 1st Yr Sem | 16 | MW 1-220 | EDH 1 |
| HACU 140 | Video I | Liz Miller | Open | 15 | W 630-930 pm | LIB Studio B |
| HACU/IA 142 | Public Eye | Meltzer | Open | 25 | WF 1030-1150/TH 7-10 pm | FPH 107/ASH AUD |
| HACU 143 | Legacies of the Enlightenment | Cox | Open | 25 | TTH 2-320 | EDH 4 |
| HACU 151 | Dance Composition I | Lowell | Open | 25 | TTH 1-250 | MDB Studio |
| HACU 154 | Media Studies: Image and Reality | Ogdon | Open | 25 | TTH 1030-1150 | FPH 103 |
| HACU 156 | Three Russian Writers | Hubbs | Open | 25 | TTH 1230-150 | EDH 4 |
| HACU 159 | Man-Made Environment | Pope | Open | 18 | WF 1030-1150 | EDH 3 |
| HACU 164 | Text, Canon, Tradition | Hodder | Open | 25 | MW 1030-1150 | EDH 4 |
| HACU 179 | Ancient Greek and Indian Drama | Meagher | Open | 25 | MW 1030-1150 | EDH 1 |
| HACU 193 | American Literary Modernism | Schocket | Open | 25 | TTH 1230-150 | FPH 103 |
| HACU/SS 194 | Culture Between the Wars | Holland/Wald | Open | 35 | TTH 1030-1150 | FPH 101 |
| HACU 202 | Naturalist Book Art | Daiber | Open | 25 | M 9-1150 | EDH 3 |
| HACU 208 | Introduction to Painting | Bok | Prereq | 15 | TTH 1230-320 | ARB |
| HACU 209 | New German Cinema | Rogowski | Open | 25 | TTH 9-1020/ T 630-930 pm | FPH 103/ASH AUD |
| HACU 210 | Film/Video Workshop II | Ravett | InstrPer | 15 | F 9-1150 | PFB Class |
| HACU 213 | Digital Imaging for Photographers | Hayden | InstrPer | 10 | T 9-1150 | PFB Class |
| HACU 215* | Modern Dance III | Nordstrom | Open | 25 | MW 1030-1150 | MDB Studio |
| HACU/SS 218 | Greek Antiquity to Modern Europe | Sperling | Open | 25 | TTH 9-1020 | ASH 222 |
| HACU 219 | Critical Thinking and Community Media | Liz Miller | Open | 12 | F 9-1150 | LIB Studio B |
| HACU 223 | Music and Ritual | Pillay | Open | 25 | TTH 1030-1150 | MDB Recital Hall |
| HACU 228 | The World of Feodor Dostoevsky | Hubbs | Open | 25 | W 230-520 | EDH 4 |
| HACU 229 | Contemporary Crime Fiction | Kerr | Open | 20 | TTH 1230-150 | FPH 105 |
| HACU 230 | Nineteenth-Century Fiction | Wallen | Open | 25 | TTH 1030-1150 | EDH 2 |
| HACU/SS/LS 233B* | Elementary Yiddish-Second Semester | Lewin | Prereq | 18 | TTH 1230-150 | YBC |
| HACU 234 | Traveling Identities | Rueschmann | Open | 25 | M 230-520/ W 230-520 pm | ASH AUD/FPH 107 |
| HACU 235 | Gender, Class, and Victorian Culture | Sanders | Open | 25 | TTH 1030-1150 | EDH 1 |
| HACU 236 | Theorizing Multiculturalism | Ogdon | Open | 25 | W 230-520 | FPH 103 |
| HACU 237 | Calypso and Soca in Practice | Pillay | Prereq | 15 | M 230-520 | MDB Class |
| HACU 239 | Jazz Performance Seminar | Lateef | Prereq | 25 | M 8-1020 am | MDB Recital |
| HACU 242 | Myth and Myth Theory | Hodder | Open | 25 | MW 1-220 | EDH 4 |

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

HUMANITIES, ARTS AND CULTURAL STUDIES

| Course | Title | Instructor | Enrollment | | Time | Location |
|--------------|---|----------------|------------|-------|---------------------------|------------------|
| | | | Method | Limit | | |
| HACU 243 | Nature and Practice of Improvisation | Edwards | Prereq | 25 | TTH-1230-150 | MDB Recital |
| HACU 257 | Seminar in Music Composition | Edwards | Prereq | 10 | W 230-520 | MDB Class |
| HACU/IA 259 | Arch Design Diversity & Social Change | R. Goodman | Open | 25 | TTH 2-320 | EDH 1 & 3 |
| HACU 263 | Marx & Marxisms | Cox/Schocket | Open | 25 | W 1-350 | FPH 101 |
| HACU 265 | Tonal Music II | D. Warner | Prereq | 25 | TTH 2-320 | MDB Class |
| HACU 270 | Fleeting Images: Choreography on Film | C. Hill | Open | 25 | M 7-10 pm | ASH AUD |
| HACU 279 | Topics in Early Modern European Phil | Shapiro | Prereq | 25 | TTH 1030-1150 | ASH 111 |
| HACU/IA 281 | Blacks and Russia | Lynch/Coles | Open | 35 | TTH 2-320 | FPH 101 |
| HACU/IA 282 | Nonfiction Film/Video Digital | Ravett/Meltzer | InstrPer | 18 | TH 9-1150 | PFB Class/LIB B2 |
| HACU 283 | Writing the Self | Russo | Open | 15 | W 230-430 & workshops tba | EDH 1 |
| HACU/IA 285 | Laban Movement Analysis | Nordstrom | Open | 25 | MW 3-450 | MDB Studio |
| HACU 288 | Shakespeare and Woolf | Kennedy | Open | 25 | MW 9-1020 | FPH 107 |
| HACU 291 | Advanced Drawing | Mann | Prereq | 15 | M -1-4 | ARB |
| HACU 305 | Advanced Painting | Bok | Prereq | 15 | W 1-350 | ARB |
| HACU 315 | Women and the Texts of Popular Culture | Sanders | Open | 16 | W 230-520 | FPH 104 |
| HACU 317 | Literary Theory Seminar | Wallen | Open | 16 | M 230-520 | EDH 4 |
| HACU 318 | Augustine on the Inner Life of the Mind | Meagher | Prereq | 16 | MW 1-220 | FPH 103 |
| HACU 320 | Division III Dance Lab continued | Lowell | InstrPer | Open | TBA | MDB Studio |
| HACU 323 | Integrated Media Seminar | D. Warner | InstrPer | 12 | W 9-1150 | MDB EMS |
| HACU 335 | The Epic Voice | Hodder/Meagher | InstrPer | 12 | TH 1030-1230/W 4-6 pm | EDH 4/FPH WLH |
| HACU 336 | The Collector: Theory and Practice | Levine/Seydel | Open | 22 | M 230-520 | PFB Class |
| HACU/NS 381i | Sustainable Design Seminar | Wirth/Fabel | InstrPer | 30 | TTH 2-320 | CSC 333 |
| HACU 399a | Advanced Video Production Seminar III | Lynch | InstrPer | 16 | W 230-520 | LIB B5 |
| HACU 399b | Film/Photography/Video Studies | Brand/Hayden | Prereq | 25 | W 230-520 | PFB Class |

INTERDISCIPLINARY ARTS

| Course | Title | Instructor | Enrollment | | Time | Location |
|-------------|--|-------------------------|------------|-------|-------------------------|-----------------|
| | | | Method | Limit | | |
| IA 101 | Working Across the Arts | Brayton/R.Lewis/K.Moore | Open | 30 | W 9-1150/T 2-320 | FPH ELH/Various |
| IA 108 | Foundation in Drawing and Visual Media | Haxo | Open | 18 | TTH 1-320 | ARB |
| IA 127 | American Voices, American Lives | Lesy | Open | 15 | MW 9-1020 | FPH 105 |
| IA/LM 135 | Outdoor Soft Goods Design | Alderson/Twitchell | Open | 18 | WF 9-1020 | LCD |
| IA/LM 137 | Problem Posing, Problem Solving | Arriola | Open | 14 | MW 1-220 | LCD |
| IA/HACU 142 | Public Eye | Meltzer | Open | 25 | WF 1030-1150/TH 7-10 pm | FPH 107/ASH AUD |

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

INTERDISCIPLINARY ARTS

| Course | Title | Instructor | Enrollment | | Time | Location |
|-------------|---------------------------------------|------------------|------------|-------|---------------------|------------------|
| | | | Method | Limit | | |
| IA 161 | Living for Tomorrow | J. Lewis | Open | 25 | MW 1030-1150 | KIVA |
| IA/LM 170 | Universal Design/Adaptive Equipment | Twitchell | Open | 14 | TTH 2-320 | LCD |
| IA/LM 180 | Design Fundamentals | Twitchell | Open | 12 | F 1-320 | LCD |
| IA 185 | West African Literature | Coles | Open | 25 | MW 1-220 | FPH 104 |
| IA 204 | Female Playmakers | Donkin | Open | 25 | TTH 1030-1150 | FPH 104 |
| IA 236 | The Practice of Literary Journalism | Lesy | InstrPer | 15 | TTH 9-1020 | FPH 105 |
| IA 255 | Fiction Meets Poetry: A Writing | Hanley/Jenkins | Prereq | 20 | TH 1230-320 | KIVA |
| IA 256 | Exploring Performance Spaces | Kallok | Open | 15 | MW 1-220 | EDH 19 |
| IA/HACU 259 | Arch Design Diversity & Social Change | R. Goodman | Open | 25 | TTH 2-320 | EDH 1 & 3 |
| IA/HACU 281 | Blacks and Russia | Coles/Lynch/ | Open | 35 | TTH 2-320 | FPH 101 |
| IA/HACU 282 | Nonfiction Film/Video Digital | Ravett/Meltzer | InstrPer | 18 | TH 9-1150 | PFB Class/LIB B2 |
| IA 284 | Advanced Playwriting | Donkin/Kallok | InstrPer | 20 | TTH 2-320 | EDH 19 |
| IA/HACU 285 | Laban Movement Analysis | Nordstrom | Open | 25 | MW 3-450 | MDB Studio |
| IA 290 | Drawing and Digital Animation | Brayton | Open | 10 | TTH 930-1150 | ARB |
| IA 295* | Acting and Directing Seminar | K. Moore | Open | 15 | W 1-4 & Fri lab TBA | EDH 2/Studio |
| IA 299 | Reading Virginia Woolf | J. Lewis | InstrPer | 20 | MW 630-750 pm | GRW |
| IA 330 | Advanced Sculpture/Figure | Haxo | Prereq | 16 | TTH 930-1150 | ARB |
| IA 399 | Advanced Seminar in Writing | Jenkins/R. Lewis | InstrPer | 15 | W 1-320 | KIVA |

NATURAL SCIENCE

| Course | Title | Instructor | Enrollment | | Time | Location |
|--------|---|----------------------|------------|-------|------------------------|---------------------------------|
| | | | Method | Limit | | |
| NS 115 | Ecological Footprints | Fabel/D'Avanzo | Open | 25 | TTH 1030-1150 | CSC 2 nd O |
| NS 117 | Health and Wealth | McNeal/Conlisk | Open | 40 | MW 1030-1150 | CSC 333 |
| NS 123 | Human Biological Variations | A. Goodman/L. Miller | Open | 30 | MW 230-350 | FPH 108 |
| NS 125 | Ecol of New England Old Growth Forests | Winship | Open | 15 | MW 1030-1150/M 130-430 | CSC 316/1 st Env Sci |
| NS 136 | Natural Disasters | Reid | Open | 25 | WF 9-1020 | CSC 202 |
| NS 147 | Pesticide Alternatives | Schultz | Open | 25 | WF 1-220 | CSC 316 |
| NS 168 | College Counting | Kelly | Open | 25 | MWF 1030-1150 | CSC 2 nd Open |
| NS 170 | Biological Chemistry | Oke | Open | 25 | MW 230-350/W 4-530 | CSC 202/2 nd Molec |
| NS 176 | Inventing Reality: Human Search for Truth | Leonard | Open | 15 | MWF 1-220/M8-930 | CSC 333 |
| NS 179 | Local and Global Climate Change | Roof | Open | 15 | WF 1-220/F 230-5 | CSC 202/1 st Env Sci |
| NS 203 | Chemistry II | Amarasiriwardena | InstrPer | 25 | MW 1030-1150/M130-430 | CSC 121/2 nd Chem |
| NS 205 | Physics II | Wirth | Open | 20 | MW 230-350/M4-520 | CSC 3 rd Open |
| NS 207 | Ecology | D'Avanzo | Open | 20 | TTH 9-1020/Th 130-5 | CSC 333/1 st Env Sci |

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

NATURAL SCIENCE

| Course | Title | Instructor | Enrollment | | Time | Location |
|--------------|--|-----------------------|------------|-------|-----------------------|------------------------------|
| | | | Method | Limit | | |
| NS 220 | Physiology: Integrative Biology | McNeal | Open | 25 | TTH 1030-1150/W 230-5 | CSC 3 rd Open |
| NS 233 | Molecular Biology-Using DNA | L. Miller | Prereq | 20 | WF 1-350 | CSC 2 nd Open |
| NS 244 | Computers and Science Education | Bruno/Murray | Open | 20 | MW 4-520 | CSC 316 |
| NS 248 | Epidemiology | Conlisk | Prereq | 15 | TTH 1030-1150 | CSC 333 |
| NS 253 | Food, Nutrition and Health | Oke | Open | 25 | MW 1030-1150 | CSC 3 rd Open |
| NS 261 | Calculus II | Kelly | Open | 25 | MWF 9-1020 | CSC 333 |
| NS 288 | Mineralogy | Reid | Open | 10 | TTH 9-1020/Th 130-5 | CSC 202/2 nd Open |
| NS 294 | Sustainable Agric and Organic Farming | Winship/Schultz/Cox | Open | 35 | TTH 1030-1150 | CSC 316 |
| NS 322 | Math Folks' Gathering | Kelly | Open | 20 | W 4-530 | CSC 302 |
| NS 361 | Landscapes, Environment and Chemistry | Amarasiriwardena/Roof | InstrPer | 20 | TTH 1230-150/Th 2-430 | CSC 121/2 nd Chem |
| NS 362 | Integrative Seminar in Env and Health Ed | Bruno | InstrPer | 8 | See Descr | TBA |
| NS/HACU 381i | Sustainable Design Seminar | Wirth/Fabel | InstrPer | 30 | TTH 2-320 | CSC 333 |

SOCIAL SCIENCE

| Course | Title | Instructor | Enrollment | | Time | Location |
|-------------|--|------------------|------------|-------|---------------|----------|
| | | | Method | Limit | | |
| SS/HACU 105 | "Debate on Women" in Early Mod Europe | Sperling/Shapiro | Open | 35 | MW 1030-1150 | FPH 104 |
| SS 108 | Life Stories from Latin America | Bigenho | Open | 25 | WF 9-1020 | FPH 103 |
| SS 126 | Social Movements and Social Change | Cerullo | Open | 25 | TTH 1230-150 | FPH ELH |
| SS 129 | Dreams in Psyche and Culture | Hadley | Open | 25 | MW 1030-1150 | FPH 105 |
| SS 134 | Law and Difference | Risech-Ozeguera | Open | 25 | MW 1-220 | FPH 105 |
| SS 144 | African Development | Holmquist | Open | 25 | TTH 9-1020 | FPH 106 |
| SS 145 | Sexuality, Youth and Education | Luschen | Open | 25 | MW 1-220 | FPH 106 |
| SS 150 | Environmental Law in the Global Econ | Levin | Open | 25 | TTH 2-320 | FPH 106 |
| SS 156 | Culture and Imperialism | Bhandari | Open | 25 | TTH 9-1020 | FPH 102 |
| SS 161 | The Politics of Psychology | Chang | Open | 25 | TTH 9-1020 | FPH 107 |
| SS 172 | From African to African-Amer Early U.S. | Jordan | Open | 25 | MW 4-520 | FPH 105 |
| SS 179 | Human Rights and Political Reform/China | Johnson | Open | 25 | TTH 9-1020 | FPH 101 |
| SS/HACU 194 | Culture Between the Wars | Wald/Holland | Open | 35 | TTH 1030-1150 | FPH 101 |
| SS 206 | Contemporary Issues in Ed Reform | Luschen | Open | 25 | MW 1030-1150 | FPH 101 |
| SS 210* | Introductory Economics | Weaver | Open | 25 | MW 4-520 | FPH 101 |
| SS 214 | United States Labor History | Nisonoff | Open | 25 | TTH 1230-150 | FPH 104 |
| SS 215 | Politics of the Abortion Rights Movement | Fried | Open | 25 | TTH 2-320 | FPH 104 |

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

SOCIAL SCIENCE

| Course | Title | Instructor | Enrollment | | Time | Location |
|------------------|---|----------------------------|------------|-------|---------------|----------------|
| | | | Method | Limit | | |
| SS 216 | City Planning in America | R. Goodman | Open | 25 | TTH 1230-150 | EDH 1 |
| SS/HACU 218 | Greek Antiquity to Modern Europe | Sperling | Open | 25 | TTH 9-1020 | ASH 222 |
| SS 220 | Asian American History and Society | Kim | Open | 25 | TTH 9-1020 | FPH 108 |
| SS 224 | The Jews of Germany and Russia | Glick | Open | 25 | MW 1030-1150 | FPH 106 |
| SS 232 | Global Capitalism/Changing Political Econ | Holmquist/Weaver | Prereq | 35 | TTH 2-320 | FPH 105 |
| SS/HACU/LS 233B* | Elementary Yiddish-Second Semester | Lewin | Prereq | 18 | TTH 1230-150 | YBC |
| SS/CS 244 | Collaborative and Distance Learning | Murray | Open | 20 | W 230-520 | ASH 126 |
| SS 249 | Cities and Suburbs | Prisock | Open | 25 | MW 230-350 | FPH 105 |
| SS 253 | Global & Local Discourses Human Rights | Darlington/Risech-Ozeguera | Prereq | 35 | TTH 2-320 | FPH 107 |
| SS/WP 255 | Writing About the Outdoors | Rakoff/Ryan | InstrPer | 16 | TTH 1030-1150 | GRW |
| SS 259 | Senses, Culture, and Power | Bigenho | Prereq | 25 | TTH 2-320 | FPH 103 |
| SS 260 | Changing Theories of Psychotherapy | Hadley | Prereq | 25 | TTH 1030-1150 | FPH 102 |
| SS 262 | Conflict Resolution & Hist Analysis | Prince/Ungerleider | Open | 25 | M 7-930 pm | CSC 121 |
| SS 268 | Understanding Children | Conrad | InstrPer | 15 | TH 1230-320 | FPH 102 |
| SS 271 | Feminist Theory Seminar | Cerullo | InstrPer | 25 | W 1-4 | FPH ELH |
| SS 275 | Encounters with the Past | Wald | Prereq | 25 | MW 9-1020 | FPH 104 |
| SS 277 | Socially Engaged Buddhism | Darlington | Prereq | 25 | MW 9-1020 | FPH 102 |
| SS 294 | Chinese Diaspora | Chang | Open | 25 | TTH 2-320 | FPH 108 |
| SS 295 | The Great Migration | Jordan/Ford | Open | 35 | MW 1030-1150 | FPH 108 |
| SS/CS 299 | Language, Culture, and Meaning | Yngvesson/Weisler | Prereq | 35 | TTH 1030-1150 | FPH 107 |
| SS 311 | Women and Work | Nisonoff | InstrPer | 15 | W 1-350 | FPH 102 |
| SS 326 | Writing About Other People's Lives | Yngvesson/Glazer | Prereq | 35 | W 230-520 | FPH 106 |
| SS 399g | Div III Seminar in Environmental Studies | Rakoff | InstrPer | 25 | W 12-3 | MH Living Room |

LANGUAGE STUDY

| Course | Title | Instructor | Enrollment | | Time | Location |
|------------------|------------------------------------|------------|------------|-------|----------------|----------|
| | | | Method | Limit | | |
| LS 101 | Elementary Spanish I | TBA | See Descr | 15 | MW 330-600 pm | PH A1 |
| LS 102 | Elementary Spanish II | TBA | See Descr | 15 | TTH 330-600 pm | PH A1 |
| LS 201 | Intermediate Spanish I | TBA | See Descr | 15 | MW 330-600 pm | PH B1 |
| LS 202 | Intermediate Spanish II | TBA | See Descr | 15 | TTH 330-600 pm | PH B1 |
| SS/HACU/LS 233B* | Elementary Yiddish-Second Semester | Lewin | Prereq | 18 | TTH 1230-150 | YBC |

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

CO-CURRICULAR COURSES

| Course | Title | Instructor | Enrollment | | Time | Location |
|-----------|-------------------------------------|--------------------|------------|-------|---------------|----------|
| | | | Method | Limit | | |
| BP 102 | Interpretive Skills, Part II | DeShields | InstrPer | 15 | M 130-4 | EDH 2 |
| IA/LM 135 | Outdoor Soft Goods Design | Alderson/Twitchell | Open | 18 | WF 9-1020 | LCD |
| IA/LM 137 | Problem Posing, Problem Solving | Arriola | Open | 14 | MW 1-220 | LCD |
| IA/LM 170 | Universal Design/Adaptive Equipment | Twitchell | Open | 14 | TTH 2-320 | LCD |
| IA/LM 180 | Design Fundamentals | Twitchell | Open | 12 | F 1-320 | LCD |
| WP 130 | Writing Well | Gorlin | See Descr | 25 | MW 1030-12 | GRW |
| WP 201 | Writing Project Workshop | Siegel | Prereq | 16 | W 230-520 | GRW |
| SS/WP 255 | Writing About the Outdoors | Ryan/Rakoff | InstrPer | 16 | TTH 1030-1150 | GRW |
| | Fabrication Skills | Armitage | Open | 10 | F 930-12 pm | LCD |
| | Women's Fabrication Workshop | MacEwan | Open | 25 | M 7-930 pm | LCD |

FIVE COLLEGE ASTRONOMY

| | | | | |
|----------|-----------------------------------|-------------------------|-------------------------------|---------------|
| ASTFC 15 | History of Astronomy | R. White | Class begins 1/30 TTH 1-220 | Smith |
| ASTFC 23 | Planetary Science | W. Irvine | Class begins 1/30 TTH 230-345 | University |
| ASTFC 25 | Galactic and Extragalactic Astron | S. Schneider/S. Edwards | Class begins 1/30 MW 230-5 | Amherst |
| ASTFC 26 | Cosmology | T. Dennis | Class begins 1/30 MW 1-215 | Mount Holyoke |
| ASTFC 38 | Techniques of Radioastronomy | R. Snell | Class begins 1/30 TTH 230-345 | University |
| ASTFC 52 | Astrophysics I (Galaxies) | J. Lowenthal | Class begins 1/30 MWF 230-345 | 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.

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

OUTDOOR PROGRAM AND RECREATIONAL ATHLETICS

| Course | Title | Instructor | Enrollment | | Time | Location |
|----------|---|---------------------|------------|-------|-----------------------|-----------------------|
| | | | Method | Limit | | |
| OPRA 101 | Beginning Shotokan Karate | Taylor | Open | None | MW 430-6 pm | RCC |
| OPRA 102 | Intermediate Shotokan Karate | Taylor | Prereq | None | TTH 6-730 pm | RCC |
| OPRA 104 | Advanced Shotokan Karate | Taylor | InstrPer | None | TTH 6-8, Su 4-6pm | RCC |
| OPRA 105 | Women's Self-Defense | Rothenberg | Open | 20 | M 1-230 | RCC |
| OPRA 106 | Hatha Yoga (M) | Lovell | Open | 20 | M 6-730 pm | RCC |
| OPRA 107 | Hatha Yoga (N) | Lovell | Open | 20 | W 6-730 pm | RCC |
| OPRA 108 | Hatha Yoga (O) | Strolin | Open | 20 | W 230-4 | RCC |
| OPRA 109 | Women and Yoga | Strolin | Open | 20 | W 1-230 | RCC |
| OPRA 112 | Intermediate Aikido | Hayes | Open | None | MW 730-845 pm | RCC |
| OPRA 115 | Beginning Kyudo | Taylor | Open | None | TTH 3-430 | RCC |
| OPRA 116 | Intermediate Kyudo | Taylor | Prereq | None | MW 2-330 | RCC |
| OPRA 117 | Advanced Kyudo | Taylor | Prereq | None | T 430-6 | RCC |
| OPRA 118 | Introduction to T'ai Chi | Zilin | Open | None | TTH 11-12 | RCC |
| OPRA 119 | Continuing Beyond the Surface of T'ai Chi | Zilin | Open | None | TTH 12-1 | RCC |
| OPRA 123 | Beginning Whitewater Kayaking (X) | E. Alderson | InstrPer | 6 | F 1230-6pm/ W 130-245 | Pool until 3/16 River |
| OPRA 124 | Beginning Whitewater Kayaking (Y) | G. Alderson | InstrPer | 6 | F 1230-6pm/ W 245-4 | Pool until 3/16 River |
| OPRA 126 | Beyond Begin Whitewater Kayaking | G. Alderson | InstrPer | 8 | TH 12:30-6/TH 1:30-3 | Pool until 3/16 River |
| OPRA 128 | Messing Around in Boats | Warren | Open | 12 | TH 1230-530 | RCC begins 3/23 |
| OPRA 130 | Winter Activities Sampler | Warren | Open | 12 | TH 1230-530 | RCC till 3/16 |
| OPRA 141 | A Swimming Evolution | G. Alderson | Open | None | T 3-4 pm | Pool |
| OPRA 145 | Lifeguard Training | G. Alderson | Open | 10 | TW 6-8pm | Pool |
| OPRA 149 | Openwater Scuba Certification | Project Deep | Prereq | None | M 6-9 pm | Pool/RCC |
| OPRA 151 | Beginning Top Rope Climbing | E. Alderson | Open | 12 | TH 1230-6 pm | RCC begins 3/29 |
| OPRA 156 | Lead Rock Climbing | Kyker-Snowman | Open | 12 | T 1-430/T 1230-530 pm | RCC till 3/16 |
| OPRA 157 | Mountain Biking | Davis | Open | None | W 2-4 | RCC begin 3/26 |
| OPRA 158 | Ice Climbing | E. Alderson | Open | 12 | T 1230-6 pm | RCC till 3/16 |
| OPRA 161 | Bicycle Maintenance | E. Alderson | Open | 30 | T 2-4 pm | RCC |
| OPRA 174 | Basic Fitness and Training | Hill | Open | 12 | TTH 9-10 | MSC |
| OPRA 175 | Strength Training: A Mini-Course | McRae/Kyker-Snowman | Open | None | MF 12:00-1:00 | MSC |
| OPRA 181 | Fundaments of Basketball | Hill | Open | 30 | TTH 1-2 | RCC Playing Floor |
| OPRA 218 | Outdoor Leadership | Warren | InstrPer | 12 | W 1-5 pm/F 1-3 | YURT/FPH 108 |

CODES

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

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

**SPRING 2001
HAMPSHIRE COLLEGE
FACULTY LIST**

V/Visiting A/Adjunct F/Five College L/Lemelson W/Writing Program I/Instructor

| Faculty Member | Phone | Mail | Office | Faculty Member | Phone | Mail | Office |
|-------------------------|--------------|-------------|---------------|-------------------------|--------------|-------------|---------------|
| V Alleva, Ernest | 5619 | CS | ASH 103 | V Levin, Stephanie | 6048 | SS | FPH G8 |
| A Arriola, Leslie | 5806 | LM | LM | Levine, Sura | 5493 | CS | ASH 200 |
| Amarasiriwardena, Dula | 5561 | NS | CSC 211 | A Lewin, Henia | 256-4900 | SS | YBC |
| Bengelsdorf, Carol SbSt | 5402 | SS | FPH 213 | Lewis, Robin | 5308 | HA | EDH 14 |
| A Bergstrom, Kenneth | 5776 | NS | CSC 102 | Lowell, Daphne | 5674 | DB | DB 8 |
| Berman, Aaron | 5378 | DO | CSC 116 | Lowry, Nancy SbSt | 5581 | NS | CSC 304 |
| Bernstein, Herbert SbAY | 5573/5582 | NS | CSC 208 | Luschen, Kristen | 5357 | SS | FPH 210 |
| Bhandari, Vivek | 5356 | SS | FPH G7 | Lynch, Kara | 5686 | CS | ASH 208 |
| V Bigenho, Michelle | 5355 | SS | FPH 214 | Mann, Judith | 5793 | MB | Art Barn |
| V Bok, Gideon | 5794 | MB | Art Barn | Martin, Debra | 5576 | NS | CSC 312 |
| Braderman, Joan LOA | 5550 | CS | ASH 209 | Mattei, Lourdes LvSt | 5515 | SS | FPH G16 |
| Brand, Bill | 5570 | PF | PF 206 | Matthews, Sandra SbSt | 5447 | PF | |
| Brayton, Bill | 5637 | MB | Art Barn | Mazor, Lester | 5392 | SS | FPH 203 |
| Breitbart, Myrna | 5457 | SS | FPH 206 | McNeal, Ann | 5358 | NS | CSC 309 |
| Bruno, Merle | 5414 | NS | CSC 308B | Meagher, Bob | 5417 | HA | GR G |
| Cerullo, Margaret | 5514 | SS | FPH 215 | V Meltzer, Julia | 5618 | CS | ASH 106 |
| Chang, Kimberly | 5668 | SS | FPH G11 | Miller, Elizabeth | 5550 | CS | ASH 209 |
| Coles, Robert | 5363 | HA | FPH G14 | Miller, James | 5510 | CS | ASH 202 |
| Conlisk, Elizabeth | 5519 | NS | CSC 308 A | Miller, Lynn | 5360 | NS | CSC 204 |
| Conrad, Rachel | 5394 | SS | FPH 205 | Mirsepasi, Ali SbAY | 5677 | SS | G-6 |
| Coppinger, Ray | 5487 | CS | ASH 212 | Moore, Kym | 5748 | HA | EDH 27 |
| Cox, Christoph | 5604 | HA | EDH 8 | Moore, Ryan | 5844 | CS | PH A5 |
| A Daiber, Steven | 5617 | PF | PF 204 | Morris, Joanna | 5462 | CS | ASH 205 |
| Darlington, Susan | 5600 | SS | FPH G9 | Murray, Thomas | 5433 | CS | ASH 212 |
| D'Avanzo, Charlene | 5569 | NS | CSC 305 | Nisonoff, Laurie | 5397 | SS | FPH 209 |
| Davila, Jaime | 5687 | CS | ASH 204 | Nordstrom, Rebecca | 5546 | DB | MB 203 |
| I DeShields, Shirley | 5669 | PH | PH A3 | Ogdon, Bethany | 5559 | CS | ASH 104 |
| Donkin, Ellen | 5511 | HA | EDH 26 | Oke, Benjamin | 5323 | NS | CSC 209 |
| Edwards, Margo | 5643 | MB | MB 104 | Perry, Christopher | 5476 | CS | ASH 215 |
| L Fabel, John | 5884 | NS | CSC 103 | Pillay, Jay | 5690 | MB | |
| Feinstein, Mark | 5498 | AC | DH | Pope, Earl | 5376 | HA | EDH 29 |
| Ford, Michael | 5412 | SA | FPH 204/MH | Prattis, Susan | 5632 | PH | PH D4 |
| Fried, Marlene | 5565 | SS | FPH G5 | V Prisock, Louis | 5393 | SS | FPH 204 |
| A Frye, Brian | 5570 | PF | PF 206 | Rakoff, Bob | 5396 | SS | FPH 207 |
| Glazer, Penina | 5708 | SS | FPH 216 | V Ramirez, Mary Anne | 5465 | CS | ASH 207 |
| Glick, Leonard | 5388 | SS | FPH 202 | Ravett, Abraham | 5492 | PF | PF 205 |
| Goodman, Alan | 5372 | NS | CSC 105 | Reid, John | 5568 | NS | CSC 205 |
| Goodman, Robert | 5359 | HA | EDH 29 | Riesch-Ozeguera, Flavio | 5504 | SS | FPH G10 |
| W Gorlin, Deborah | 5531 | WP | GR A | Roof, Steven | 5667 | NS | CSC 206 |
| I Gosselin, David | 5633 | CS | PH A5 | Rueschmann, Eva | 5429 | CS | ASH 107 |
| V Hadley, Martha | 5515 | SS | FPH G16 | Russo, Mary | 5747 | HA | EDH 7 |
| Hanley, Lynne | 5407 | HA | EDH 16 | W Ryan, Will | 5646 | WP | GR B |
| Hartmann, Betsy | 6046 | SS | FPH G5 | Salmon, Enrique | 5775 | NS | CSC 104 |
| Haxo, Thomas | 5321 | MB | Art Barn | V Sanders, Lise | 5428 | HA | ASH 211 |
| Hayden, Jacqueline | 5617 | PF | PF 204 | Schocket, Eric | 5821 | CS | ASH 102 |
| V Hill, Constance | 5673 | DB | DB 1 | Schultz, Brian | 5486 | NS | CSC 303 |
| Hodder, Alan | 5589 | HA | GR D | V Seydel, Robert | 5447 | PF | PF 207 |
| Hoffman, Kenneth SbSt | 5401 | NS | CSC 207 | Shapiro, Lisa | 5390 | CS | ASH 105 |
| Holland, Norman | 5490 | DO | CSC | W Siegel, Ellie | 5577 | WP | GR C |
| Holmquist, Frank | 5377 | SS | FPH 212 | Smith, W. Carter | 5329 | CS | ASH 206 |
| Hubbs, Joanna | 5354 | HA | EDH 11 | Spector, Lee | 5352 | CS | ASH 201 |
| Jarvis, Chris SbSt | 5580 | NS | CSC 210 | Sperling, Jutta | 5507 | SS | FPH G2 |
| Jenkins, Paul | 5552 | HA | EDH 15 | Stillings, Neil | 5513 | CS | ASH 203 |
| Johnson, Kay | 5498/5400 | SS | FPH 211 | V Stone, Pamela | 5373 | NS | CSC 104 |
| Jordon, Amy | 5644 | SS | FPH 201 | Tracy, Susan SbAY | 5518 | SS | |
| V Kallok, Peter | 5480 | IA | EDH 28 | Wald, James | 5592 | SS | FPH G15 |
| Kearns, Ann SbSt | 5545 | MB | MB 105 | Wallen, Jeffrey | 5428 | HA | EDH 10 |
| Kelleher, Phil | 6001 | QC | QRC | Warner, Daniel SbSt | 5586 | MB | MB 103 |
| Kelly, David | 5375 | NS | CSC 307 | Warner, Stanley | 5598 | SS | FPH G3 |
| Kennedy, Brown | 5509 | HA | FPH G12 | Weaver, Fred | 5102 | SS | FPH 226 |
| Kerr, David | 5672 | DB | DB 2 | V Wenk, Laura | 5364 | CS | ASH 217 |
| F Kim, Lili | 5518 | SS | FPH G4 | Weisler, Steven | 5365 | CS | ASH 101 |
| F Klare, Michael | 5563/6048 | SS | FPH G8 | Winship, Larry | 5387 | NS | CSC 101 |
| Kramer, Wayne SbAY | | HA | | Wirth, Fred | 5572 | NS | CSC 306 |
| V Lateef, Yusef | 5671 | DB | DB 3 | Yngvesson, Barbara | 5578 | SS | FPH 208 |
| Leonard, Doug | | NS | CSC 212 | | | | |
| Lesy, Michael | 5399 | CS | ASH 210 | | | | |