

Spring 2004
Course Listing
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January 26, 2004

CS-0103-1

Endangered Language

Mark Feinstein

Half of the world's 6000 or so languages are likely to disappear forever in the next few decades. This would constitute a reduction of human diversity on a scale equaling the most dramatic of biological extinctions. Can it be stopped? Should it? In this course students will learn enough linguistics to understand why many linguists regard the impending death of so many languages as a scientific catastrophe. In so doing we will look at issues in linguistic cultural and biological evolution. Students will focus on a single case study-the Irish language (Gaeilge) spoken by millions in Ireland just a few centuries ago and now with no more than 50000 native speakers facing its possible demise. Students will devote a portion of the course to learning some of the language and also explore contemporary political and cultural efforts to rescue it from oblivion. PRJ REA WRI

CS-0125-1

Innateness

Joanna Morris

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

CS-0135-1

Sound, Music, and Mind

Neil Stillings

This course is an introduction to the cognitive science of sound and music. We will study the physical nature of sound the biology of the auditory system and the cognitive psychology of auditory perception beginning with the perception of basic acoustic qualities such as pitch and loudness and moving on to the perception of complex auditory events which can involve memory and learning. A main goal of the course is to illuminate the perception of music through a basic scientific understanding of sound and hearing. Musical knowledge is not a prerequisite for the course although it is welcome. A term paper or project is required. This is a core course in the Culture Brain and Development Program. PRJ QUA WRI

CS-0153-1

Programming for the Internet

Richard Weiss

This course is an introduction to programming languages and tools that can be used for designing websites. No previous experience with computers or with programming is required. Students will have the opportunity to design their own websites focusing on interactive aspects. Both JavaScript and PHP programming languages will be taught along with basic concepts of object-oriented programming. The course will also cover some aspects of how the Internet works including how browsers work and protocols for transferring files between computers. PRJ PRS QUA WRI

CS-0158-1

NS-0158-1

Evolution of Behavior

Kathryn Lord

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. Students will examine

and contrast the differences in the perceptions of embryologists and Darwinians and will also examine theories of speciation as they too have evolved. Students 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 morphometrics to embryology. Students will also read a book on the evolution of the evolutionists. The student should emerge from the course a little bleary-eyed but with a good overview of evolutionary theory. This course will be taught in conjunction with CS 358. Additional work will be required of students registered for CS 358. QUA REA WRI

CS-0164-1

NS-0164-1

Gender Issues in Science Education

Marie Evans, Merle Bruno

When asked to name their favorite subject many elementary school-aged girls answer science. Often by college these same girls say I'm not a science person. What happens in between? This course will consider why girls lose interest in science particularly during the middle school years. We will relate this to children's development more broadly by reading developmental psychology research. In hands-on activities students will work with methods and materials designed to engage all students in active inquiry. Students will also participate in Girls Day in the Lab a Hampshire program designed to support and encourage middle school aged girls' interest in science. PRJ QUA REA WRI

CS-0166-1

Theory of Language: Syntax

Steven Weisler

Given the ease with which we put our thoughts into language and are understood by others the connection between sound and meaning must be mediated by a powerful systematic set of principles shared by all of the speakers of a language that can accommodate the inexhaustible variety and novelty of the messages required in human life. Contemporary linguists believe these principles of language constitute a biological capacity whose properties must be uncovered by careful scientific investigation. In pursuing these questions contemporary linguistic theory aims to answer two simple (yet profound) questions: What do children learn (when they learn language) and how do they learn it? We will address these issues by exploring the systematic information language learners must master in the domains of sound sentence structure and meaning. QUA REA WRI

CS-0167-1

Moral Panics: Children, the Media, and Violence

Marie Evans, James Miller

The connection if any between depictions of violence and violent behavior has been debated for decades. Often times the debate takes the form of a moral panic: the sudden nearly irrational public fear that violent media content is causing youthful media consumers to act in unacceptably violent ways. Fear of media's influence on young people has developed a familiar pattern: outrage (maybe triggered by a crime) impassioned charges that the media provide influential bad examples an investigation (formal hearings studies a public policy-oriented report) and new laws or regulations. This course will examine selected examples of this pattern from congressional investigation of comic books in the forties to recent actions concerning children's television. Our goal will be to determine what was known scientifically about media's influence on children's violent behavior and the role of this knowledge in the moral panic. PRJ PRS REA WRI

CS-0172-1

Happiness

Laura Sizer

Philosophers through the ages have asked about the nature of happiness and its contribution to 'the good life.' It's something we all want but what is it? And why do we all want it so much? Are some people naturally happier than others? What makes us happy and why? This course will examine happiness from a number of different perspectives. We will look at what philosophers have said about the nature and importance of happiness in our lives and also examine psychological and neuroscientific literature on well-being positive affect and our ability to regulate our affective states. Students will learn to read and critically analyze primary research articles in a number of different fields and are expected to write a series of short papers and several longer papers. PRJ REA WRI

CS-0174-1

Computer Animation I: Collaborative

Jamie Elkin

In this course students will work collaboratively to produce a single large-scale piece of computer animation. Topics to be covered include scripting storyboarding model creation lighting surfacing sound animation and editing. Historical perspectives and the potential future of digital animation will also be explored through readings in- class viewings discussion and tutorials. Software to be used will include Lightwave After Effects and Photoshop. This course will be taught in conjunction with CS 334. Students enrolled at the 334 level will take leadership roles but all students will be involved in all aspects of the project and all students should expect to devote substantial time to the project outside of class. There are no prerequisites for students at the 174 level; students at the 334 level should have completed Animation II (or equivalent) and must obtain instructor permission. PRJ

CS-0191-1

Sound in Nature

Mark Feinstein

The natural world is a very noisy place--filled with bird calls and human speech the rumble of thunder and of elephants the howling of wind and wolves the singing of desert sands and whales. Sound is a favorite way for animals to communicate and regulate their lives in nature and it provides a remarkably rich source of information about the world we live in. In this course we will explore the new field of bioacoustics from the joint perspectives of biology physics and cognitive science with the goal of understanding what sound is how it is produced and perceived by biological organisms how it conveys information and influences behavior. Students will be expected to engage in one major project--to collect data to learn to record and analyze sound phenomena and to read and write about how scientists explore relevant issues in the professional literature. PRS QUA REA

CS-0209-1

Educational Experience: A Hampshire College Case Study

Jessica Payne

This course examines the dynamics between undergraduate education and college life to better understand how intellectual and communal experience shapes learning in college and beyond. Given that Hampshire College's programs present a unique experimental approach to these relationships we will use Hampshire as a case study and its own students as research subjects. Members of the class will design and implement a college-wide study centered on the collection and analysis of ethnographic interviews with fellow students regarding their academic and social experiences particularly those related to the new first-year program. As a hands-on research team students will work together to interpret their collective field data in light of its implications for the further development of social programmatic and academic resources already in place at Hampshire. Prior experience with ethnographic research and/or cultural studies/research will be helpful but is not required.

CS-0212-1

Brain and Cognition II

Joanna Morris

This course is an upper-level research seminar designed for students who wish to learn electroencephalography techniques and how to apply those techniques to answer research questions in the domain of cognitive psychology and cognitive neuropsychology. The course requirements will consist of reading primary research articles and the design and execution of an original research project. In class we will cover all elements of setting up an electroencephalography laboratory and we will focus on three of the principal known EEG components in cognitive neuropsychology: the P300 the N400 and the mismatch negativity potential. Students should have a fondness for science and be willing to work very hard. Some background in cognitive psychology cognitive science neuropsychology or neuroscience would be helpful. This is a core course in the Culture Brain and Development Program.

CS-0223-1

Computer Graphics for Programmers

Richard Weiss

This course is a general introduction to 2-D and 3-D computer graphics from the programmer's perspective with special emphasis on rendering transformations surface visibility and shading. Students will study theory as well as algorithms. The programming environment will be based on the Renderman API using C Java or Perl. The second half of the course will be devoted to special topics such as texture mapping image-based rendering graphics hardware and animation. There will be regular programming assignments and a final programming project. Prerequisite: two programming courses (including data structures) or one programming course and linear algebra.

CS-0240-1

Instructional Methods for Inquiry-Based Instruction

Laura Wenk

In this course students learn what inquiry-based instruction is and how to teach by engaging their students in inquiry. In addition to examining the structure of inquiry they examine how to create questions and activities to engage young people in higher order thinking and the development of inquiry skills. Students complete library research on inquiry and complete micro-teaching lessons for the class. They are evaluated on their lesson plan development a series of short papers on inquiry and instruction and a final portfolio with reflection. The course is designed for Division II and III students who are interested in teaching in formal or non-formal settings at any level.

CS-0258-1

Learning from Children

Danne Davis

What does that child know? The response by some is plenty! This course will help students who want to teach in formal or non-formal settings explore the notion of learning from schoolchildren both real and fictional. Students will examine the behaviors ideas and suggestions that emanate from schoolchildren and how that information might: 1) meaningfully inform and influence professional practice; and 2) challenge deficit theories that suggest particular children are unable to inform the learning process. Theoretical discussions and practical applications will help students explore the knowledge of children. The course format will include individual small group and informal whole class activities. By the end of the course students should be able to consider innovative ways of learning from children that lead to meaningful and relevant instruction. Successful final projects and papers will incorporate creatively doable instructional practices.

CS-0262-1

The Social Foundation of Cognition: Theory and Practice

Laura Wenk

In the late 1960s Lev Semenovich Vygotsky's ideas about the role of sign systems such as language in human learning were translated into English. Since then there has been a great deal of research and writing about the social contexts for learning. The findings and theoretical perspectives are in keeping with constructivist views of teaching and learning that come from the Piagetian tradition. Together the two traditions are responsible for surges in cooperative learning practices in classrooms from K-16 and beyond. In this course we read foundational literature on communication and cognition and examine classroom practices in a number of disciplines and grade levels. Students write a series of short papers design cooperative learning activities make classroom observations and complete a final paper or project on one of the course topics.

CS-0263-1

Artificial Intelligence in 3D Virtual Worlds

Lee Spector, Jonathan Klein

Artificial Intelligence (AI) is a branch of computer science concerned with the construction of computer systems that think. This course introduced the core ideas of AI through the development of programs for intelligent agents that inhabit three-dimensional virtual worlds. A high-level simulation and graphics package will be used to provide realistic physics and 3D animation for experiments in intelligent agent design. AI topics to be covered include pattern matching and production systems heuristic search genetic algorithms neural networks and logic-based approaches. We will also discuss the philosophical foundations of AI and the implications of AI for cognitive science more broadly. Prerequisite: one programming course (in any language).

CS-0270-1

Topics in Moral and Political Philosophy

Ernest Alleva

We will explore major texts in moral and political philosophy in the Western tradition from the fifth century B.C.E. through the nineteenth century. Topics discussed will include: moral reasoning knowledge and justification; conceptions of moral right and wrong moral virtue and vice moral motivation and the role of the emotions in morality; and issues of justice rights and equality. We will also examine several contemporary moral controversies from alternative philosophical perspectives (including the moral status of non-human animals abortion and euthanasia among others). Students in the course will evaluate the assumptions arguments and proposals of a diverse range of thinkers and will develop and defend their own views regarding matters of moral theory and practice.

CS-0273-1

Consciousness Reconsidered

Laura Sizer, Philip Kelleher

This course continues the study of consciousness begun in CS 173. In it we will broaden the scope of our examination of consciousness to include topics such as special states of consciousness (e.g. dreams meditation and chemically-induced altered states) the development of consciousness in children conscious will non-Western perspectives on consciousness animal consciousness and the possibility of machine consciousness. The focus will be on understanding consciousness from a multitude of perspectives and in all its variations. The course will feature a series of guest speakers from throughout the college and possibly from other institutions. Students will complete a series of short papers and a longer final paper. Prerequisite: CS 173 or a course in cognitive psychology or philosophy of mind. Instructor permission is required. This is a core course in the Culture Brain and Development Program.

CS-0292-1

Database-Driven Websites

Jaime Davila, Daniel Parker

By the end of this course students will have been exposed to the major topics involved in developing real-life applications that make use of data in order to dynamically generate websites. Emphasis will be placed on both standard database theory and real-life deployment installation and maintenance of database driven websites. At least a semester of solid experience with a high level programming language is required.

CS-0306-1

Political Culture

James Miller

This seminar will provide common ground for students doing advanced work in several areas by exploring examples of political culture. Every society offers public rituals formal instruction and places of sacred memory whose purpose is to foster a common political identity like citizenship or nationalism. Some of these devices appear natural and timeless; others are obviously invented. Some exist in peaceful periods; others are meant to galvanize people for warfare. We will examine such expressions of political culture as history textbooks both here and in Europe where they are intended to promote harmony among former enemies; children's literature under the Nazis; American monuments and civic ceremonies; and recent attempts to create democratic citizenship in post-communist Central Europe. In addition to analyzing instances of political culture students will present their own work in progress and perhaps show its links to larger questions of political culture social control and democratic imagination.

CS-0329-1

Advanced Animal Cognition

Mark Feinstein

This is a laboratory/field-based course aimed at providing students of animal cognition or animal behavior with an opportunity to design implement and report on an experimental or observational study. The area of research and choice of study animal will be up to each student though some may choose to join the instructor in an ongoing investigation of issues in the behavior and cognition in domestic sheep. A background in animal behavior or animal cognition is essential.

CS-0334-1

Computer Animation III

Jamie Elkin

In this course students will work collaboratively to produce a single large-scale piece of computer animation. Topics to be covered include scripting storyboarding model creation lighting surfacing sound animation and editing. Historical perspectives and the potential future of digital animation will also be explored through readings in- class viewings discussion and tutorials. Software to be used will include Lightwave After Effects and Photoshop. This course will be taught in conjunction with CS 174. Students enrolled at the 334 level will take leadership roles but all students will be involved in all aspects of the project and all students should expect to devote substantial time to the project outside of class. There are no prerequisites for students at the 174 level; students at the 334 level should have completed Animation II (or equivalent) and must obtain instructor permission.

CS-0358-1

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Evolution of Behavior

Kathryn Lord

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. Students will examine and contrast the differences in the perceptions of embryologists and Darwinians and will also examine theories of speciation as they too have evolved. Students 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 morphometrics to embryology. Students will also read a book on the evolution of the evolutionists. The student should emerge from the course a little bleary-eyed but with a good overview of evolutionary theory. This course will be taught in conjunction with CS 158. Additional work will be required of students registered for CS 358. Prerequisite: CS 101 Animal Behavior.

CS-0370-1

SS-0370-1

Brain, Mind, and Culture

Neil Stillings, Barbara Yngvesson

The human brain is highly similar to the brains of other primates and it has not evolved since the ice age yet human culture has displayed remarkable variation across groups and over time. In this course we will consider the origins of culture in fundamental human neural capacities as well as what the evolution and variation of cultures can tell us about the nature of those capacities. We will consider how processes of individual neurological and psychological development are related to processes of cultural stability and change. We will attempt to integrate insights from neuroscience psychology and anthropology to develop a more subtle account of human nature than any of these disciplines has been able to give on its own. We will explore these possibilities by reading and discussing key contemporary work. A major term paper and several shorter essays will be required. This is an advanced seminar in the Culture Brain and Development Program.

HACU-0103-1

IA/WP-0103-1

Introduction to Writing

Deborah Gorlin

This course will explore the work of scholars essayists and creative writers in order to use their prose as models for our own. We'll analyze scholarly explication and argument; we'll also try to appreciate the artistry in our finest personal essays short fiction and poetry. Students will complete a series of critical essays in the humanities social sciences and natural sciences respectively and follow with a personal essay a brief memoir and a piece of short fiction or poetry. Students will have an opportunity to submit their work for peer review and discussion. Frequent enthusiastic revision is an expectation. EXP MCP PRS REA WRI

HACU-0106-1

IA-0106-1

Architectural Design Fundamentals

Robert Goodman

This introductory studio course aimed to develop a student's basic skills in architectural design. We will consider approaches to assessing a building user's needs ways of studying design alternatives and how to move from analysis and conceptual ideas to an actual design. The course will address issues of environmental sustainability building structure and construction techniques as well as consider the social historical and cultural context of the architectural setting and of the project users' needs. Although students will develop ideas using drawings and models the course is appropriate for those with little or no prior design experience technical knowledge or drawing skills. EXPPRJ PRS

HACU-0108-1

Introduction to Media Production

Lester Waters

In this course the learning of basic skills and techniques of media (video) production will be grounded in a larger discussion of the historical contexts forms and functions of media culture. As celluloid film is just over a century old commercial video i.e. TV a half-century and video art and the personal camcorder but a quarter century the language of media production is in its infancy compared to the longevity of human consciousness and communication practices. In the range of production contexts in this country the college-level video production course is a site where some of the freshest and innovative ways of speaking this medium get done. As we learn basic production techniques they will be situated in their historical contexts be it commercial experimental documentary

performance art political guerilla video community pubic access etc. In addition to project exercises a group project will be developed experimenting exploring and critiquing recent trends in the conjunction of information dispersal and entertainment media. The project will involve use of the Internet in bridging international cultures and in positing live activity with manipulated electronic representation. Though Hampshire's pedagogy emphasizes a highly individualistic learning structure this course will include a crew orientation in which students will be expected to team up with other students for some projects to share production and evaluation processes. PRJ WRI

HACU-0110-1

Introduction to Filmmaking and Photography

Abraham Ravett

Over the course of the semester students will learn to think about and look critically at the still and moving image to explore each medium in challenging and imaginative ways and to gain experience in preproduction production and postproduction techniques. Projects are designed to develop basic technical proficiency in analog and digital photography as well as 16mm filmmaking to explore the principles possibilities and limitations of each medium and to develop the necessary working skills and discipline so important to a successful working process. The development of a foundation in critical analysis and visual literacy in both mediums will be stressed through readings and weekly screenings of films and tapes representing a variety of aesthetic approaches to the moving image as well as a broad overview of historical and contemporary movements in photography. There will be a weekly two-hour lab and a \$50 lab fee. EXP MCP PROJ REA

HACU-0114-1

Advanced Beginning Modern Dance

Fritha Pengelly

Continuing exploration of the basic principles of dance movement: body alignment coordination strength flexibility and basic forms of locomotion. Emphasis will be placed on the development of technical skill in service of dynamic and spatial clarity. This class is for students with some previous dance experience. This is considered a half course and cannot be used as one-half of a Division I. It may be paired with another half-course to form an elective course. EXP

HACU-0126-1

Introduction to Visual Culture

Sura Levine, Eva Rueschmann

This course forms a multidisciplinary introduction to the study of visual culture and various critical methods for reading visual representations across different media from fine art photography cinema to advertising illustration performance museum display and exhibitions and others. by focusing on how vision becomes a privileged sensory experience and cultural expression of meaning making in the modern and postmodern eras and focusing on the explosion in the visual arts in the 20th century students will be introduced to such diverse topics as: spectatorship and subjectivity the archive as site of cultural and visual memory self-representation and self-fashioning the influence of mechanical and digital technologies of reproduction on image making world views and spatial perception representations of gender and race in visual media and the politics of museum display. MCP PRS WRI

HACU-0150-1

Stories of the Americas

Norman Holland

Contemporary Latin/o American fiction has attained a singular lucidity about the workings of language and its playful relationship to history and the everyday. While examining stories by such writers as Garcia Marquez Coratzar Lispector Viramontes Cisneros Diaz and Rodriguez the class will underscore their artistic achievements but also explore the ways in which literature supports certain cultural norms. The stories extravagantly woven and frequently complicated plots demand that we read again and again and question our notions of literature and the world it sustains. The course aims to increase the students' appreciation of the variety and richness of Latin/o American fiction its metaphors themes and imagery. MCP PRS REA WRI

HACU-0152-1

IA-0152-1

Dance as an Art Form

Rebecca Nordstrom

This course offers an experiential introduction to dance as a performing art. Its goals are to provide students with an understanding of the body as a source of movement imagery and expression and to broaden students' capacities for seeing describing and interpreting dance. No previous formal dance training is required. Course work will include regular movement practice a series of introductory master classes in different dance idioms video and concert viewings experiments in group improvisation and choreography and readings on the aesthetic and cultural contexts of different dance traditions. EXP PRS MCP

HACU-0156-1

Three Russian Writers: Pushkin, Gogol, and Turgenev

Joanna Hubbs

This is a course in Russian cultural history. Pushkin and Gogol are the first great nineteenth-century Russian writers to give full expression to the contradictions of the culture in which they live. Turgenev introduced Russian literature to western readers. Our concern in this seminar will be to explore an obsession with Russia which all three writers share by looking at their major works in the light of certain aspects of Russian culture primarily its religious and mythological heritage. Books will include: Pushkin Eugene Onegin The Captain's Daughter Tales of Belkin The Queen of Spades; Gogol Dead Souls The Overcoat The Nose Diary of a Mad Man other short stories; Turgenev Hunter's Sketches and Fathers and Sons. MCPREA

HACU-0164-1

Text, Canon, Tradition: Scriptures and Their Emergence in World Religions

Alan Hodder

This course is designed to introduce students to several religious traditions of the world through a selective study of their chief canonical texts. In part our concern will be with fundamental thematic issues: what do these records seek to reveal about the nature of life and death sin and suffering the transcendent and the mundane morality and liberation? In addition we will address wider questions of meaning authority and context. Why do human communities privilege particular expressions as sacred or classic? How do these traditions understand the origin nature and inspiration of these writings? Were these texts meant to be written down and seen or recited and heard? How are scriptural canons formed and by whom interpreted? To help us grapple with these questions we will examine some traditional and scholarly commentaries but our principal reading in this course will be drawn from the Veda Bhagavad Gita Buddhacarita Lotus Sutra Confucian Analects Chuang Tzu Torah New Testament and Qur'an. MCPPRJREAWRI

HACU-0166-1

Philosophy of Religion

Mario D'Amato

What is religion? What is the meaning of religious phenomena? What is the relation between religion and reason? Truth? Reality? Ought we be religious? In this course we will examine and consider how these questions have been addressed from the perspective of certain seminal thinkers in the western philosophical tradition. Our aims will be to develop skills in interpreting significant texts in the philosophy of religion and to cultivate philosophical reflection on the category of religion. PRS REAWRI

HACU-0167-1

Contemporary Jewish American Fiction

Rachel Rubinstein

This introductory course seeks to explore the terrain of post-World War II Jewish American fiction writing with a special emphasis on the newest and youngest voices to have emerged over the last decade. We will examine literary responses to phenomena that have shaped the postwar experience of American Jews: the Holocaust the creation of Israel suburbanization civil rights the women's movement neo-Orthodoxy neo-conservatism. We will also consider the particular aesthetic methods strategies and forms of contemporary Jewish writing such as for instance magic realism postmodern narrative autobiography the short story. Authors studied may include: Saul Bellow Philip Roth Bernard Malamud Norman Mailer Cynthia Ozick Allegra Goodman Pearl Abraham Nathan Englander Michael Chabon Jonathan Safran Foer. MCPPRJREA WRI

HACU-0169-1

Feminist Philosophies of Culture and Cross-Cultural Exchange

Monique Roelofs

This course examines basic philosophical questions about culture and cross-cultural exchange. What do we mean when we speak of cultural difference or different cultures? What is it to speak experience or value as a member of one's various cultures or as members of several different cultures? Are cultures always implicated in one another? In which sense could it be possible or

desirable to look beyond one's own cultures? What are the implications of cultural difference for policies of cultural exchange? What concepts can help to account for the negotiation of feminist positions and identities within and across Western and Third-World cultures? We will consider these questions as they emerge in the context of two basic contemporary insights into the workings of gender: One novel constructions of femininity and masculinity in a transnational world call for cultural experimentation and transformation. Two conceptions of gender can only be meaningfully addressed as they are studied in their interconnections with conceptions of race economic background sexual orientation and ethnic position. Readings by Braidotti Bhaba Young Spivak Irigaray Chow Davis Lugones Williams Alcoff and others. MCP PRJPRS REAWRI

HACU-0171-1

Philosophy, Relativism, Truth

Christoph Cox

Is there such a thing as objective or absolute truth? Or is everything relative to a particular individual culture language or conceptual scheme? What is truth anyway? In this course we will examine the nature of truth knowledge and value and consider a range of challenges to the idea of objective or absolute truth. We will begin by considering solipsism skepticism and subjective idealism and then spend most of the semester discussing various forms of relativism (conceptual epistemic ethical cultural aesthetic etc). Drawing upon texts from early Greek philosophy through contemporary American and European philosophy we will try to sort out strong from weak arguments for various versions of objectivism and relativism. PRS REA WRI

HACU-0173-1

American Strings: Old Time, Bluegrass, and Country

Rebecca Miller

This course focuses on American acoustic traditional music specifically southern old-time string band music bluegrass and early country song. We will consider these genres both from an historical perspective as well as ethnographically that is as vital and active forms that engender community participation today. We will draw on cultural theory to examine issues of music revivalism the impact of modernity on and commodification of traditional music the power of the media as well as gender and the role of women artists in these musical styles. This course will feature a performance component whereby we will learn songs and tunes and if there is interest Appalachian clog dancing. In addition to regular required reading and listening assignments there will be several short written assignments as well as a final paper project and an oral presentation. EXPPRJP RSREA WRI

HACU-0174-1

American Film Renaissance, 1967-1977

Matthew Schmidt

This course will examine the American Film Renaissance or Hollywood New Wave from 1967 to 1977 an era of artistic innovation and revisionism in narrative filmmaking. Focusing on the history of cinema in this period as a cultural text we will explore how the longstanding aesthetic conventions and social content of American films were reconfigured in response to changing institutional and economic conditions in the film industry as well as sociopolitical transformations in the nation from the counterculture and the sexual revolution to Vietnam Watergate the civil rights movement the women's movement gay liberation and the white ethnic revival. Students will read a general film history (David A. Cook's *Lost Illusions: American Cinema in the Shadow of Watergate and Vietnam 1970-1979*) numerous critical essays on individual films and directors and collateral works on social history. Writing requirements will include frequent short papers in response to the assigned readings and a longer essay to be developed in consultation with the instructor. Films: *The Graduate* (1967) *Bonnie and Clyde* (1967) *Easy Rider* (1969) *Midnight Cowboy* (1969) *Cabaret* (1972) *The Last Picture Show* (1970) *Mean Streets* (1973) *Days of Heaven* (1978) *Chinatown* (1974) *Network* (1977) among others. REA WRI

HACU-0179-1

Ancient Greek and Indian Drama

Robert Meagher

This course offers an introduction to the theatrical traditions of ancient Greece and India arguably the two oldest (21/2 millennia) theatrical traditions in the world. A grounded case can be made for historical links between these two traditions; and intuitively their many intriguing similarities are quite immediately compelling. Readings include selected plays by Aeschylus Sophocles Euripides Aristophanes Kalidasa and King Shudraka. Special attention is paid to the historical context of each play and to considerations of staging ancient and modern. MCP PRJ REAWRI

HACU-0188-1

The House: Reading, Writing, Looking, Living

Karen Koehler

This course is an art historical analysis of the home--from the earliest known structures to the present day. We will study the concept of dwelling and apply a variety of theories to selected examples of domestic architecture. The home and its accoutrements will be studied as living ensembles as sites of memory engagement and spectacle and as the material embodiment of diverse identity formations. Students will be responsible for in-class presentations a series of progressively more complex papers and responses to readings as well as site visits. MCP PRS.REAWRI

HACU-0194-1

Audience Research and Media Studies

Viveca Greene

The study of the role of media in society has in recent years shifted attention from the text to the audience. Do audiences as a growing body of scholars claim have the power to decode mass media messages oppositionally or resistively and thus avoid hegemonic domination? In this course we will explore theories and debates around encoding/decoding textual polysemy strategic ambiguity and the cultivation of social attitudes. Organized thematically and chronologically the course not only explores the different the orizations of audiences but also the methodologies employed to study them and the fascinating results of how audiences interpret movies television programs and novels. MCPPRJREAWRI

HACU-0208-1

Introduction to Painting

Mariangeles Soto-Diaz

This course introduces students to the basic language conventions and material concerns of representational painting. The emphasis through weekly painting assignments and frequent slide lectures is on drawing accurate color mixing and attention to surface. In the out-of-class assignments personal approaches to specific problems are encouraged. We work with oil paint. Problems include still life self- portraits and a copy problem. Students need not have any experience with paint but the course demands a real commitment in time and materials. We meet six hours a week and a minimum of six hours is required for outside work. This course is required for those arts concentrators wishing to do advanced work in painting. Prerequisite: A College Level Drawing I IA's Foundation in Drawing and Visual Media or HACU's Landscape: Words and Pictures completed or concurrent.

HACU-0209-1

HACU-0209-2

Video I

Joan Braderman

Video I is an introductory video production course. 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. Final production projects will experiment with established media genres. In-class critiques and discussion will focus on media analysis and image/sound relationships. Prerequisites: 100 level course in media arts (Introduction to Media Arts Introduction to Media Production Introduction to Digital Photography & New Media or equivalent). There is a lab fee charged for the course.

HACU-0210-1

HACU-0210-2

Film I

Abraham Ravett

This course teaches the basic skills in film production including camera work editing sound recording pre-production and post- production of a finished film. Students will have weekly assignments produce several finished films and in order to begin the process of realizing their creative goals encouraged to work in a variety of cinematic forms. Weekly screenings of films and tapes that represent a variety of aesthetic approaches to the moving image will be an integral component of the workshop. Participants will be asked to respond in writing to each screening as well as to the assigned readings. Students are expected to make a commitment to a rigorous schedule that includes independent work plus weekly evening screenings or workshops. The bulk of the projects will be produced in 16mm film. Video formats plus digital image processing and non-linear editing will also be introduced. A \$50 Lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film tape processing and

supplies. Prerequisite: 100 level course in media arts (Introduction to Media Arts Introduction to Media Production Introduction to Digital Photography & New Media or equivalent).

HACU-0211-1

HACU-0211-2

Still Photography I

Robert Seydel

This course emphasizes three objectives: first the acquisition of basic photographic skills including composition exposure processing and printing; second familiarity with historical and contemporary movements in photography and the development of visual literacy; third the deepening and expanding of a personal way of seeing. Students will have weekly shooting and printing assignments and in addition will complete a portfolio by the end of the semester. A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities laboratory supplies and chemicals and special equipment and materials. Students must provide their own film paper and cameras. Prerequisite: 100 level course in media arts (Introduction to Media Arts Introduction to Media Production Introduction to Digital Photography & New Media or equivalent).

HACU-0216-1

Intermediate Modern Dance

This will be an intermediate-level class intended for students with two years of training. The focus of the work will be on refining the kinesiological perception and theoretical understanding of efficient movement in order to increase accuracy speed and mobile strength. Attention will also be given to developing an awareness of how one invests oneself in prescribed movement. This is considered a half course and cannot be used as one-half of a Division I. It may be paired with another half-course to form an elective course.

HACU-0220-1

Blacks, Indians, Jews: Imagining Each Other

Rachel Rubinstein

African Americans Native Americans and Jewish Americans have long thought of themselves as occupying a unique position within American history and culture. These three groups have also continuously imagined themselves in a special relationship with one another. This intermediate level course will examine these moments of self-representation and cross-representation through historical literary and visual materials. Throughout the semester we will consider questions of ethnic sympathy identification and competition as well as questions of ethnic autonomy self-determination and nationalism. How and why have these groups imaginatively used one another to argue cultural legitimacy and/or authentic Americanness?

HACU-0221-1

Faulkner and Morrison: Fictions of Identity, Family and History

L. Brown Kennedy

Our purpose in this class will not be narrowly comparative but rather to read intensively and extensively in each of these master practitioners of the modern novel thinking particularly about how they each frame issues of personal identity think about family history and memory and confront the American twentieth century dilemma of 'the color line'.

HACU-0231-1

Approaches to the History and Theory of So-Called Documentary

Joan Braderman

Documentary filmmaking was once associated with ideas like: completeness knowledge truth and authenticity. In recent years with notions of textuality questions about authorship and general critiques of empiricism such notions have come under attack. They have been replaced -- for documentary -- with the expectation of a variety of ways of representing subjectivity: with personal impressions recollection and partisanship. More and more so-called documentaries rely on narrative structures on straight-up cinema verite or on fairly hackneyed formats for inter-cutting interviews with archival footage or other illustrations of claims made by the voices. Others combine these techniques in ways that stretch and elaborate the genre. On the other hand non-fiction imagery on television channels like CNN and the networks have if anything become more flagrant in their naked insistence that what they portray in pictures is in fact the news or the day's realities. At a moment when 89% of US citizens receive virtually all their ideas about events which they can't see from TV news the paradox of the documentary and its tricky relationships to the images it represents re-emerges with urgency. In this course we will look at traditional and current so-called documentary representation in film video

broadcast TV and on the World Wide Web including the daily news. Through readings screenings and discussion we will examine how non-fiction images have worked historically how they work on us today and the possibilities for expression using strategies of non-fiction for the future. Works by Marker Wiseman Kopple Indymedia. org Rouch Vertov Bunuel Solanas and Getino Paper Tiger TV Gomez Newsreel Citron Billops Furtado Riggs Julien et al will be among those studied.

HACU-0234-1

The World of Feodor Dostoevsky

Joanna Hubbs

Gentlemen I am tormented by questions; answer them for me.--Notes from Underground The purpose of this seminar will be to determine what those questions are how Dostoevsky formulated them and why they tormented him so. Since I am a cultural historian rather than a literary critic I will tend to focus on ideas--the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born--rather than questions of structure or style which will be considered only in so far as they related to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to place him into the context of Russian mythic cultural psychological and historic currents. We will then read and discuss the novels: Poor Folk The Double Notes from Underground Crime and Punishment The Possessed and Brothers Karamazov.

HACU-0235-1

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.

HACU-0236-1

HACU-0236-1

SS-0236-1

The American West

Susan Tracy, Robert Rakoff

The American West has excited the hopes and dreams of generations of Americans who have invested it with our most compelling national myths of conquest success and progress. Now new generations of scholars writers and artists are reinterpreting that history discovering lost narratives and writing new stories which reflect the diversity of this multiracial region. Paying special attention to European-American ideas about nature and civilization individualism and violence race and gender we will investigate the political economic and social history of the West within the context of its mythic narratives. We will examine and interrogate old and new western movies novels and other artifacts to see how these cultural products embody and rework important symbols of American life. We will pay special attention to classic and contemporary Western films with one class a week devoted to film screening.

HACU-0237-1

Music and Culture of the Caribbean

Rebecca Miller

The Caribbean spans a vast geographic area and encompasses a diversity of peoples cultures languages and musical styles. Caribbean cultures have been shaped by many similar social and historical factors including the legacies of slavery colonialism post-colonial political struggle nationalism and North American imperialism. The resultant musics range from creolized genres that reflect years of European colonial rule to primarily African-derived music song and dance which in many locales have survived the social and political upheavals of the past three centuries. In this course we will survey a variety of Caribbean popular ritual and traditional music. We will examine the social historical and political events that have informed and shaped Caribbean cultures and their musical expressions. Finally we will study musical change as it pertains to the politics of post-colonial identity. The course requirements include regular reading and listening assignments several short papers an oral presentation and a final project.

HACU-0239-1

Jazz Ensemble Seminar

Marty Ehrlich

The Jazz Ensemble Seminar will examine how a group identity is forged from the balance of individual strengths of its players in relationship to the compositional and improvisational demands of the leader/composer. Essentially this is a performance seminar and we will examine the music and recordings of six composer/bandleaders of different eras per semester. A transcription project of selected composers will be required and a final performance of the required repertoire by memory. In addition a concurrent emphasis will be on creating our own musics identification of personal language a means for expressing that language (varieties of notations and aural traditions) and musicianship training for the improviser. Prerequisite: Tonal Theory I and Tonal Theory II or equivalent Five College music courses.

HACU-0240-1

Pictorial Convention/Invention

Gideon Bok

The focus of this class will be within painting but students will be encouraged to explore other media including (but not limited to) monoprinting drawing and collage. We will look at painterly conventions and will relate the ideas inherent within these modes to the work made within the course. Most importantly we will look at how individual artists through history explored a convention and then caused a revolution within the canon of art history by the manner in which they broke the preordained rules. Students will be encouraged to explore within a convention in order to impel their work to critique (and ultimately break from) the understood parameters inherent in the convention. During class we will explore art historical trends through the lens of contemporary issues and will discuss how the conflation of these ideas finds form in students' work. We will read and discuss critical issues by reading texts and through looking at the work of artists currently exploring these issues within their own work. Intro drawing and another studio course are prerequisites an introduction to art history is encouraged.

HACU-0241-1

Scientific Foundations of Dance I

Susan Waltner

An introduction to selected scientific aspects of dance including anatomical identification and terminology body systems and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles.

HACU-0249-1

Sound Art

Daniel Warner

Sound Art: This course will focus on the evolution of sound art from the early 20th Century to the present covering such areas as sound poetry musique concrete sound sculpture sound installations ambient recordings and turntablism. A range of works by sound artists will be presented. Students will be expected to complete regular readings a series of small projects and contribute a sound art piece for a class show to be held at the Hampshire College Library in May. Pre- requisite: One college-level course in computer music video/film production or studio art.

HACU-0250-1

Human Locomotion and the Moving Image-Video Production

Ann Steuernagel

This course will focus on innovative ways that human locomotion is represented in film and video. We will read articles and screen work by scientist choreographers performing artists and filmmakers including Marey Muybridge Chaplin Gene Kelly Maya Deren Norman McLaren Bruce Lee Yoko Ono Bruce Connor and Charles Atlas. Archival footage of sports events and ethnographic film will also be included. We will examine how human movement is translated into animation and other abstractions. We will also explore movement/dance in relation to sound. In addition we will consider performance/video installation work. Students will be given video production assignments through which they will investigate the challenges of recording pedestrian and performative movement. Prerequisite: an introductory film or video course. Instructor Permission required. Come to first class.

HACU-0251-1

Photography in a Global Context

Sandra Matthews

In this Theory/Practice course we will examine our own points of view as photographers while studying work by photographers from Asia Africa and Latin America as well as Europe and the U.S. The focus of our discussions will be on cross-cultural issues in the use of photography. In our visual projects we will pay particular attention to the different experiences of photographing in familiar and unfamiliar settings. Students will complete a series of written and photographic assignments. Medium format cameras and digital printing methods will be introduced. Prerequisite: Photography Workshop I

HACU-0253-1

Writing for Film and Video

Baba Hillman

This production/theory class will introduce students to scripts and texts by independent film and videomakers who are working with subjects of exile and migration. These filmmakers are working in hybrid combinations of essayist poetic fictional and non-fictional forms that explore the experiences of wanderers and migrants whose relationships to ideas of home sexuality and gender continuity of life history belonging and language are in question. They work in a context of multiple languages and transnational histories and seek to express the rupture of cultural displacement and the ways in which it impacts questions of gender language and representation. We will study videos and films by Mona Hatoum Anri Sala Ricardo Larrain Ciro Diran Dominique Cabrera and Kidlat Tahimik among others. Readings by Helene Cixous Andre Aciman Guillermo Gomez-Pena Julia Kristeva and Norma Alarcon. Students will write and shoot two short projects and one longer final project. The course will include workshops in writing for spoken text and visual text as well as workshops in non-linear editing sound recording audio mixing on Pro-Tools and lighting. Prerequisites: Introduction to Media Video I or Film I.

HACU-0254-1

Still Photography Workshop II: The Large Format Experience

Kane Stewart

This class is a forum in which students can develop their creative vision in photography through the acquisition of skills with the 4x5 and larger cameras using both black and white and color materials. Knowledge of the aesthetic and social context of photographic practice will be emphasized. Students can expect bi-weekly to monthly assignments reading relevant texts in the history and theory of photography and writing short papers. Additionally this course will be enhanced through attending visiting artist lectures and exhibitions. The lab fee of \$50 entitles the student to darkroom facilities lab supplies and chemicals. Students must supply their own film and paper. Technical workshops will meet once a week for two hours. Prior photographic experience is required. Prerequisite: Photo Workshop I or the equivalent.

HACU-0255-1

Film Workshop II

William Brand

The course will introduce the basics of 16mm sound-synch including pre-planning (scripting or storyboarding) sound recording editing and post production finishing. The course will especially focus on 16mm cinematography with special attention to lighting composition camera placement lenses exposure and film stocks. Analogous issues in electronic cinematography (video) will also be covered. Students will be expected to complete individual projects as well as participate in group exercises. Reading and writing about critical issues is an important part of the course and students will be expected to complete one analytical essay. They will also write responses to the film and video works in documentary narrative and experimental genres screened during the required evening screening sessions. Workshops in animation optical printing video editing digital imaging and audio mixing will be offered throughout the semester. A \$50 lab fee entitles students to use camera and recording equipment transfer and editing facilities plus video and computer production and post-production equipment. Students must purchase their own film and pay their own processing fees. Film/Video Workshop I will be considered a prerequisite.

HACU-0256-1

Ancient Epic

Robert Meagher

The aim of this course will be the comparative study of five ancient bronze age epics from Mesopotamia India Greece Israel and Ireland. The core readings will comprise: the Gilgamesh the Mahabharata the Iliad the David Story and the Tain. Each text will be considered both in its own historical and cultural context and in the larger shared context of bronze age epic myth and literature.

HACU-0257-1

Religion and Film

Mario D'Amato

A number of contemporary films contain more or less explicit messages about the meaning of life and death the possibility of salvation the ultimate potential of human existence and other issues that have traditionally belonged to the domain of religious discourse. In this course we will closely examine some of these films reading them as texts alongside other texts. That is to say we will study these films in conjunction with readings of primary and secondary sources on religion. The films examined may include Ghost Dog The Matrix and Crouching Tiger Hidden Dragon and the readings may include ones on Buddhism Gnosticism and Taoism. We will also attempt to introduce ourselves to the growing literature in the area of Religion and Film. The primary aim of this course will be to train ourselves to be more reflective about the religious messages conveyed in contemporary film.

HACU-0258-1

Colonialism and the Visual Arts

Sura Levine

Designed as a seminar for Division II students in art history cultural studies and/or studio arts this course will explore aspects of the visual and cultural representations of colonialism and expansionism in the arts of western Europe and the United States. Topics will include: Napoleon's Egyptian Campaign of 1798- 1799; 19th-century travel literature; Japonisme and the introduction of a Japanese esthetic into western art; manifest destiny in the U. S. and the changing image of the Native American; propaganda imagery of colonialism; the gendering of expansionist imagery; primitivism in modern art; cinematic and popular culture representations of Africa and the Middle East. Throughout our goal will be to trace the ways that over the past two centuries Western cultures have represented themselves in depicting their colonial others. To receive an evaluation students must do the assigned readings attend film screenings and special lectures complete written assignments and a class presentation. Background in art history is essential.

HACU-0265-1

Tonal Music Theory II

Michael Dessen

A continuation of Tonal Theory I (HACU 264) this course will move outward from diatonic harmony to study chromatic and extended harmony. Topics covered will include modulation diminished-seventh chords secondary-dominant structures Neapolitan sixth chords augmented-sixth chords modal interchange tonal regions third-relation binary/ternary form and sonata form. Students will be expected to complete weekly reading listening and composition assignments as well as one analytical paper. Prerequisite: Tonal Theory I or equivalent theory course.

HACU-0271-1

French Feminist Philosophy: Julia Kristeva and Luce Irigaray

Monique Roelofs

Kristeva and Irigaray have outlined challenging proposals for a feminist politics proposals that invite us to reconsider solidly ingrained forms of interaction experience and imagination. Kristeva's and Irigaray's proposals for social transformation are grounded in a novel philosophical picture of the gendered/sexed nature of language and psychosocial development as well as a critique of basic tenets of Western metaphysics and epistemology. This course engages you in a close reading of several of their central writings representing different stages of their oeuvres. We will read (selections from) Irigaray's Speculum of the Other Woman This Sex which is Not One An Ethics of Sexual Difference Sexes and Genealogies To Be Two and East-West as well as Kristeva's Desire in Language Revolution in Poetic Language Black Sun New Maladies of the Soul Time and Sense and The Sense and Non-Sense of Revolt. Where necessary we will strengthen our readings by locating the relevant texts against their background in phenomenology existentialism and psychoanalysis. We will also problematize operative assumptions regarding patriarchy heterosexuality and white European identity in Kristeva's and Irigaray's writings by giving some thought to alternatives and critiques as formulated by philosophers such as LeDoeuff Wittig Butler Mohanty Calhoun Lugones and Willet.

HACU-0276-1

Drawing and Painting the Figure

Judith Mann

This class is designed for intermediate level studio concentrators with a minimum of college level Drawing I and Introduction to Painting (no exceptions). We will work from observation and focus on the formal visual and historical concerns inherent in the subject. Class sessions will be devoted to studio work and to critique. Substantial amounts of work and research out of class will be required. One or more field trips will be scheduled and a lab fee of thirty dollars will go toward modeling fees.

HACU-0277-1

SS-0277-1

Going for Baroque: Music and Society of 16th-18th Century Europe

Jayendran Pillay, James Wald

Going for Baroque: The Music and Society of 16th-18th Century Europe Jayendran Pillay and James Wald For many today the Baroque connotes elegant music that is easy to listen to. During the 1600s-mid-1700s its ornate sounds echoed the artistic excesses of the time representing the new and the radically innovative. This was a contrast to the following 150 years however when the veracity of the music was seriously questioned. The Baroque witnessed the invention of musical instruments and even the word orchestra. According to Jacques Barzun the common characteristic of monarchical pomp and the Baroque is profusion dignifying a central purpose. Our course examines the Baroque as both a musical style and a broader aesthetic reflecting the particular social circumstances of the late 16th through the mid-18th centuries. We will study not only the works of celebrated composers such as Monteverdi Schuetz Lully Handel and Bach (as well as a host of lesser figures) but also the principal settings of cultural production: the princely court the church the town. No musical background is required but students wishing to pursue musicological work will be able to do so through individual projects.

HACU-0278-1

Traveling Identities: Immigrants, Exiles, and Sojourners in Film and Literature

Eva Rueschmann

This seminar focuses on the experiences of immigrants exiles and sojourners which have inspired a number of contemporary novels feature films documentaries autobiographies and theoretical debates about cultural identity place and location. Using cultural studies of travel and displacement ethnic studies and psychoanalytic theories of identity as critical frameworks for discussion we will examine some of the following issues addressed by cinematic fictional autobiographical and theoretical texts on migration and displacement: the complexities of adaptation or resistance to new cultures; culture transfer hybridity and biculturalism; the journey as metaphor escape physical ordeal and psychological odyssey; the meanings of nostalgia and home; intergenerational conflicts between tradition and modernity; representations and negotiations of national and ethnic identities; the cultural and psychological consequences of border crossings; and the intersections of language culture and a sense of self. Additional weekly film and video screenings. Note: This course will be coordinated in conjunction with SS 306 Globalization and Subjectivity through some common screenings discussions and projects.

HACU-0280-1

Twentieth Century American Dance: Sixties Vanguard to Nineties Hip-Hop

Constance Hill

This survey of twentieth century American dance moves from the sixties-- a decade of revolt and redefinition in American modern dance that provoked new ideas about dance the dancer's body and a radically-changed dance aesthetic-- to the radical postmodernism of the nineties when the body continued to be the site for debates about the nature of gender ethnicity and sexuality. We will investigate how the political and social environment of the sixties-- particularly the Black Power Movement and the Women's Movement informed the work of succeeding generations of dance artists and yielded new theories about the relationship between cultural forms and the construction of identities. We will look at how the effervescent experiments and anarchic expressions of the sixties have continued to be embodied in the works of contemporary dance artists; and if the succeeding works can collectively be seen as embodied forms of protest expression as activist works that have continued to challenge and negotiate the social positions and contradictory identities of everyday life. There will be weekly evening screenings scheduled.

HACU-0284-1

IA-0284-1

Turning Parking Lots Into Paradise: Designing the Next Urban Paradigm

Robert Goodman

This course will explore techniques for designing urban areas and other forms of human settlement that are less dependent on the automobile. We will examine the technical behavioral and public policy changes that are necessary to accomplish this new paradigm -- including a study of some of the most innovative and ambitious approaches to public transit automobiles and alternative community designs for public space housing work and shopping that are being used and proposed in this country and abroad. Design skills are helpful but not required. Class emphasis will be on innovative conceptual ideas and clear analysis.

HACU-0286-1

After the Revolution: Romanticism and the Nineteenth- Century Novel

Mary Russo

This course will address major themes in the history and development of the European novel in the period after the French Revolution. Although we will focus our discussions on major novels of the early and mid-nineteenth century we will also consider the philosophical aesthetic and ideological contexts for the emergence of these great works. Reading for the course will include works by Johann Wolfgang von Goethe Madame de Stael Alessandro Manzoni Charles Dickens Victor Hugo Stendahl and Jane Austen.

HACU-0290-1

Computer Music

Daniel Warner

This is a studio course will also survey the history theory and practice of electro- acoustic music. Students will receive a broad introduction to the musical technical theoretical and computational issues of electro-acoustic music which is broadly construed to include the Classical avant-garde electronica DJ culture ambient music etc. Digital recording editing and mixing will be covered using the PEAK and ProTools programs. Students will also work with MIDI-controlled digital synthesizers and sampling using the Reason ProTools and MAX and create sounds from scratch using MSP and ABSYNTH. Other topics to be covered include basic acoustics synthesis techniques and algorithmic composition. Students will be expected to complete three composition projects during the course of the semester. Formal knowledge of music is helpful but not required. Pre-requisite: Completion of all Division I course requirements.

HACU-0291-1

Advanced Drawing

Gideon Bok

This is a course which is intended for Division III and upper level Division II arts concentrators. We will explore various scales materials and subjects with an emphasis on material and critical development. Through directed work sessions and critiques of work in progress students will continue to explore drawing as a way of thinking through ideas and as an end in itself. Prerequisites: A filed Division II contract Drawing I or IA's Foundation in Drawing and Visual Media or HACU's Landscape: Words and Pictures and 8 courses in studio/art history.

HACU-0293-1

IA-0293-1

Independent Division II Art Projects

Judith Mann

Art students at Div II level are asked to begin their independent studio practice and yet with so much work for other classes students often fail to fulfill this ideal making the shift to Div III quite abrupt. The purpose of this course is to have a forum for developing an independent Div II practice in collage drawing and painting which will help prepare students for Div III work. Some projects will be generated in class deriving from readings while others will be initiated out of the student's own interests. The focus will be on integration of formal and conceptual aspects of studio practice. Feminist and political interests are encouraged and will be discussed in conjunction with formal aspects of the work. Prerequisite: Introduction to Painting Introduction to Drawing Collage meets Feminist Theory or other 5-college studio courses.

HACU-0296-1

Lam Rim and Mahamudra Teachings of the Kagyu School

This seminar will focus on the Tibetan philosopher and religious teacher Gampopa's text THE JEWEL ORNAMENT OF LIBERATION. This text is in the lam rim (graduated stages of the path to liberation) tradition. It introduce the six major teachings necessary for progress from the status of a common individual to that of an enlightened being: the fact that we all possess an enlightened essence (Buddha nature); the importance and value of possessing a human body; the necessity of and relationship to a spiritual master; the nature of the spiritual master's instruction; the nature of complete buddhahood (enlightenment); the nature of the Buddha's activity to benefit all sentient beings. Prerequisite: At least one intermediate level course in Buddhist Studies.

HACU-0299-1

Topics in Architecture

Mary Yun

This course uses the methods of the architecture studio to explore particular themes in the built environment with a strong emphasis on interdisciplinary work. Topics to change annually. Prerequisites: one drawing course two introductory architecture studios and two art history courses or permission of the instructor.

HACU-0302-1

Advanced Shakespeare Seminar

L. Brown Kennedy

This advanced seminar will meet weekly to read closely in conjunction with selected theoretical and historical material the texts of nine or ten plays by Shakespeare. (Probable choices include: Henry IV and Henry V Hamlet Lear Midsummer Night's Dream Anthony and Cleopatra Measure for Measure Titus Andronicus Othello Macbeth The Tempest). Lectures and predominantly discussions will explore: issues of language self and identity; the question of rule and authority; the representation of gender in the drama and the social ideology of the period; the staging of power and social position (including the position of the outsider or other); the relation of actor and audience. Students will be expected to give opening presentations for one or two seminar sessions to write frequent brief position papers and to complete a final comparative paper involving substantial outside reading. Plays of other Elizabethan and Jacobean writers may be used in conjunction with the Shakespeare texts. Film or video versions of certain plays will be screened outside of class requiring a commitment of additional time in some weeks. This course is designed for third and fourth year students in literature theater history and cultural studies as well as other areas of the humanities.

HACU-0313-1

Film III: Sound and Music for the Moving Image

William Brand

This course is for advanced film and video students who are prepared to continue developing their own individual projects. Students will be expected to complete individual and group exercises and complete an individual final project or Division III film or video with sound. The course will deal in some depth with the theory and practice of working with sound and music for film including 16mm sound-synch filmmaking audio recording on location and the set and post- production editing and mixing. Students will learn to make sound tracks for film and video using Final Cut Pro and Protools. Readings and writing about the theory and history of the subject is an essential aspect of the course. Workshops that give training for using equipment and software will occur outside regularly scheduled class and students who already have experience in music composition electronic music or sound recording and mixing are welcome in the course. Students must purchase their own film and tape and must pay their own processing fees. Required screenings and workshops sometimes occur in the evening. There will be a \$50 lab fee. Instructor permission required.

HACU-0318-1

Modern Dance 6

Fritha Pengelly

Working at the advanced level this course will address the integration of technique with dynamic expression. We will focus on building strength and an understanding of anatomy and biomechanics in order to increase movement efficiency and safety. We will investigate expression in movement through awareness of sensation within our bodies as well as in relationship to space. Additionally this course will develop comfort working upside-down and moving between the floor and standing. Movement style will draw upon anything... including modern hip-hop breakdancing martial arts improvisation and general inspiration. This is considered a half-course and cannot be used as half of a Division I. It may be paired with another half-course to form an elective course.

HACU-0321-1

Theory Three: Topics in Contemporary Criticism

Mary Russo

This seminar is designed for Division III and upper-level Division II students whose projects or concentrations have a theoretical component. Students in literature conceptual or installation art film theory historiography or critical theory who would like to develop an aspect of their final project or a Division II paper are especially welcome. Students will have the opportunity in this course to shape our syllabus and reading lists. We will present a mini-conference on topics in contemporary critical theory at the end of the semester. Prerequisite: Previous courses in literary theory aesthetics or critical theory.

HACU-0325-1

Music Ethnography

Jayendran Pillay

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

HACU-0326-1

IA-0326-1

Painting: Verb and Noun

Mariangeles Soto-Diaz

This course will be limited to advanced painting students. Painting like any other language is a system that embodies symbolic meaning; painting is not only a collection of techniques and design principles but also a platform that contains technical formal cultural and cognitive components enabling students to speak thoughts perceptions and feelings in paint. This course focuses on the one hand on advanced technical issues that pertain to painters and their studio practice; on the other on articulating this painting practice and subculture as a debatable and yet vital cultural arena. Class time will be used for critique of student work as well as discussion of reading assignments. The reading for the course will encompass painters' writing (statements essays and interviews) and other writings that will form the basis from which to examine some of the issues that are at the center of many discussions in painting. Students will be evaluated on the level of commitment to their practice and of course on attendance and engagement with discussions. Required texts: Schor Mira and Bee Susan eds. *Meaning: An Anthology of Artists' Writings Theory and Criticism*. North Carolina: Duke University Press 2001. Stiles Kristine eds. *Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings*. California: University of California Press 1996.

HACU-0330-1

Architecture As Text

Karen Koehler

This course is a focused examination of architectural theories ranging from the canonical writings of Vitruvius and Alberti to the ideas of contemporary architects like Koolhaas Liebeskind and Diller & Scofidio with an emphasis on twentieth-century architects (Le Corbusier Gropius Venturi Tschumi etc.) and philosophers (Benjamin Heidigger Bachelard etc.) Concepts of space and experience will be discussed as well as the social cultural economic and political issues raised in writing about and for the built environment. Students will be responsible for serious weekly readings of treatises essays and books as well as the visual analysis of plans pictures and structures. Each student will develop a substantial research project that reflects an awareness of art historical methodologies as well as keep a journal of reading and looking responses. Permission of instructor.

HACU-0335-1

Mass Culture Seminar

Lise Sanders

This course is designed as a seminar in mass culture & media/cultural studies and is appropriate for advanced Division II and Division III students. Topics to be addressed include historical efforts to theorize mass culture the relationship between the mass and the popular and questions of value ideology cultural production representation and consumption. Readings will be drawn from the work of Adorno & Horkheimer Benjamin Kracauer Macdonald Althusser de Certeau and Hall as well as recent critical writings in media and cultural studies. The course will be structured as a workshop for students to develop and revise portions of Division III projects or independent work to be included in the Division II portfolio and will incorporate peer review sessions and oral presentations. At least one previous course in media or cultural studies is strongly recommended.

HACU-0350-1

SS-0350-1

Gender, Race and Class in U.S. History and Society

Susan Tracy, Laurie Nisonoff

This course will examine the social structures and ideologies of gender race and class. For instance when we consider the situation of battered women we see that all women confront gendered social structures and prejudice. Yet the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above drawn from both history and public policy we will work to hone our critical skills in analyzing gender race and class in American society. This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion.

HACU-399B-1

Film/Photography/Video Studies Seminar

Baba Hillman, Robert Seydel

This course is open to film and photography concentrators in Division III and others by consent of the instructor. The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a forum for meaningful criticism exchange and exposure to each other. In addition various specific kinds of group experience will be offered: field trips to museums galleries and other environments; a guest lecture and workshop series; and encounters with student concentrators teachers and professionals who are in the other visual arts or related endeavors. There will be a \$50 lab fee. Enrollment is limited to Division III concentrators; contracts must have been filed prior to enrollment. All others must have permission of the instructor.

IA-0101-1

LS-0101-1

Elementary Spanish I

Amanda Damon

This course is designed for students with no background in Spanish. This class is taught almost entirely in Spanish. Students are introduced to basic grammatical structures (including past present and future tenses) and by the end of the semester are able to communicate in verbal and written forms about personal information daily activities future plans and past experiences. This is an oral-based course that focuses on fluency with attendance and classroom participation counting for 50 percent of the requirement for credit. Topics of study are based on assignments from the course textbook Plazas-Lugar de encuentro par la hispanidad current and global events and the students' experiences. The class meets 5 hours per week and is limited to 15 students.

IA-0102-1

LS-0102-1

Elementary Spanish II

Luis Melendez

This course is the second semester of first-year Spanish and students enrolled in this course should have taken LS 101 or an equivalent. This class and all subsequent LS courses are taught entirely in Spanish. Attention is given to building accuracy with grammatical structures introduced in LS 101. More sophisticated grammar structures such as the imperative and subjunctive moods are introduced. All four skill areas (speaking listening reading and writing) are practiced through activities that are based on real-life situations the course textbook Plazas-Lugar de encuentro par la hispanidad and the students' experiences. This is an oral-based class: Classroom attendance and participation count for 50 percent of the requirement for credit. The class meets 5 hours per week and is limited to 15 students.

IA-0103-1

HACU/WP-0103-1

Introduction to Writing

Deborah Gorlin

This course will explore the work of scholars essayists and creative writers in order to use their prose as models for our own. We'll analyze scholarly explication and argument; we'll also try to appreciate the artistry in our finest personal essays short fiction and poetry. Students will complete a series of critical essays in the humanities social sciences and natural sciences respectively and follow with a personal essay a brief memoir and a piece of short fiction or poetry. Students will have an opportunity to submit their work for peer review and discussion. Frequent enthusiastic revision is an expectation. EXP MCP PRS REA WRI

IA-0106-1

HACU-0106-1

Architectural Design Fundamentals

Robert Goodman

This introductory studio course aimed to develop a student's basic skills in architectural design. We will consider approaches to assessing a building user's needs ways of studying design alternatives and how to move from analysis and conceptual ideas to an actual design. The course will address issues of environmental sustainability building structure and construction techniques as well as consider the social historical and cultural context of the architectural setting and of the project users' needs. Although students will

develop ideas using drawings and models the course is appropriate for those with little or no prior design experience technical knowledge or drawing skills. EXP PRJPRS

IA-0118-1

Introduction to Theatre and Social Action

Priscilla Page

How do artists affect social change? Beginning with Augusto Boal's Theater of the Oppressed we will look at different historical moments and the actions taken by many to bring about change. Boal offers a broad definition of theater that we will use to look at public demonstrations as spectacle. We will also consider whether or not all art is by its very nature political. Then we will examine the practices of theater companies such as the San Francisco Mime Troupe El Teatro Campesino Spiderwoman Theater and Split Britches. Within the context of social action we will also look at feminist movement and the artists who raise awareness offer social commentary and use the arts to articulate the types of change that are needed to create a just world. Learning Goals: REAEXPPRSRJMCP

IA-0123-1

Page to Stage

William Kramer, Ellen Donkin

How does a solo performance develop from the page to the stage? By extension how does the theatrical event happen? We will try to explore these complex questions by looking at the component parts of theatrical production through the lens of the Hampshire Theatre Program. This course is designed for students who have been interested in theatre but have not had extensive experience or training in the practical aspects. Through discussions laboratories seeing productions doing research and engaging in some practical hands-on experience we will look at: producing playwriting dramaturgy design acting and directing. As an introductory course we will also spend time getting familiar with the Hampshire Theatre Program and the student governing body the Theatre Board. EXP MCP PRS REA

IA-0126-1

IA-0126-2

Drawing Foundation

William Brayton

This course provides a foundation for subsequent work across two and three- dimensional media in the visual arts. Assignments are designed to help students perceive and construct visual images and objects through an examination of form light color space and personal imagery. Projects will address both the two-dimensional picture plane and three-dimensional form. A wide range of traditional and digital media will be employed in the exploration of collage architectural spaces the human body and found and fabricated objects. An introduction to the history of drawing and the critical vocabulary particular to its analysis will be established through group critiques slide lectures readings and independent research. Considerable work outside of class is required. EXP PRJ PRS

IA-0126-3

IA-0126-4

Drawing Foundation

Karacabey Sinanoglu

This course provides a foundation for subsequent work across two and three- dimensional media in the visual arts. Assignments are designed to help students perceive and construct visual images and objects through an examination of form structure light color and space while developing personal imagery. Projects will seek to understand three-dimensional space as translated by the picture plane geometry and materials as well as the role of two-dimensional work in shaping three-dimensional expression. A wide range of traditional and contemporary media will be employed in the exploration of collage architectural spaces the human body and fabricated objects. An introduction to the history of drawing and the critical vocabulary particular to its analysis will be established through group critiques slide lectures readings and independent research. Considerable work outside of class is required. EXP MCP PRJ PRS REA

IA-0138-1

Latino Theatre in the U.S.

Priscilla Page

How many Latino playwrights can you name? How many of them have you seen produced? Which ones have you read? Who are the influential Latino theater artists today and what are the traditions of Latino theater in this country? In this course we will study the texts of contemporary Latino playwrights and performers such as Culture Clash John Leguizamo Cherrie Moraga and Jose Rivera. We will also look at the tradition of Latino writers in the theater of the U.S. and their artistic cultural and political influences. This course will pay particular attention to Chicano and Nuyorican artists. We will look at the historical representations of Latinos both on the stage and in the media. Lastly we will focus on the specific issues addressed by Latina artists as women of color in the U.S. EXP MCP PRJ PRS REA WRI

IA-0139-1

LM-0139-1

The Human/Machine Interface

Donna Cohn

The manufactured or built objects around us are generally intended to make our lives easier more productive and more comfortable. In this course students will examine physical and visual aspects of products in conjunction with behavioral tendencies of human beings in order to analyze what makes something intuitive and easy to use. This is a project-based course in which students will choose a product or environment to investigate analyze and redesign to better serve a particular population or user. Students will be called upon to use a combination of speaking writing digital technology drawing and basic shop skills in the analysis development and presentation of final projects. For more information please contact Donna Cohn at dcohn@hampshire.edu 559-6032. EXP PRJ PRS

IA-0147-1

Literary Journalism

Constance Kelly

Literary journalism is the intersection of art and craft. In this course we'll explore the practical theoretical and ethical issues of writing non-fiction that combines interview observation and investigation with narrative techniques of character development and scene creation. The format of the class will be half discussion/lecture and half workshop. All written work will receive ongoing review and evaluation from the instructor and the class members. WRI

IA-0148-1

Cross-Training for Fiction Writers

Robert Redick

A champion Lindy Hop artist once told me that the difference between good dancers and great ones is that the latter never stop drilling the basic steps. The same holds for fiction writing. This class is for those who want to strengthen their writing abilities by trying new moves and sharpening up on the fundamentals. The class has two basic components: workshop and workout. On workshop days we will form peer groups (I will rotate among them) and constructively engage and critique each other's stories or novel excerpts. On workout days we will tackle a great variety of writing exercises treating such matters as point of view dialog compression scene sculpting and dramatization. Over the course of the semester students will assemble a portfolio containing all their creative work. Since how we read fundamentally informs how we write the portfolio will also contain students' written responses to submissions by their peers and to outside readings by master novelists and story writers. Finally we will take some time to consider matters of discipline and longer-term survival strategies for a writing life. EXPPRJREAWRI

IA-0152-1

HACU-0152-1

Dance as an Art Form

Rebecca Nordstrom

This course offers an experiential introduction to dance as a performing art. Its goals are to provide students with an understanding of the body as a source of movement imagery and expression and to broaden students' capacities for seeing describing and interpreting dance. No previous formal dance training is required. Course work will include regular movement practice a series of introductory master classes in different dance idioms video and concert viewings experiments in group improvisation and choreography and readings on the aesthetic and cultural contexts of different dance traditions. EXP PRS MCP

IA-0161-1

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 behaviours that reproduce risk and damage and enable them to help stem the HIV/AIDS epidemic? In this course students will look at cultural texts - to open discussion of gender and how masculinity and femininity are culturally scripted. A particular emphasis will be on masculinity and sexual safety and on ways gender research importantly questions the institution and behaviours of heterosexuality. The Living for Tomorrow course 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 draws on instructor's experience of running 3 year pilot project on these issues in Estonia and working on youth HIV prevention in various different cultures. The course will include participatory learning work and designing creative input for HIV prevention educational action that can stimulate critical literacy about the gender system among young people. It will lay groundwork for participating students to consider education implementation possibilities with young people. MCPPRJ PRS REA WRI

IA-0163-1

Science Fiction and Dissent

Robert Redick

This course is a survey of science fiction and its longstanding role as a medium of protest. Although a massively commercial genre in our time science fiction is nearly as old as science itself and contemporary writers (and directors) stand on a rich history. Since politics degrades literature almost as fast as money does we will be filtering our syllabus for the more outstanding books and films and looking at formulaic fictions only for comparison purposes. Among the themes we'll explore are expressions of utopia and dystopia the marriage of technology and oppression and the use of the fantastic as a metaphoric language in which outlawed ideas find voice. Readings will be roughly 50% contemporary (post-WWII). Film screenings outside of class time will be required perhaps twice in the semester. EXPREAWRI

IA-0179-1

Magazine Writing

Constance Kelly

Magazine writing combines literary and reportorial skills. This Course provides class members with the tools to write articles on travel sports food and cooking business crime politics science and technology medicine and celebrity. During the semester students will write three features on topics of their choosing. WRI

IA-0182-1

Fiction Studio: Realistic Fiction & Beyond

Timothy Westmoreland

This is a creative writing workshop intended for Division I students who are beginning writers. Throughout the semester students will underscore the mastery of certain skills such as consistency of voice and tone freshness of style and originality as well as creativity imagination and risk-taking. For the first four to five weeks students will read a number of craft essays a dozen or so professional short stories and write a series of exercises in order to help master some of the basic techniques of fiction writing for use in their own work. Students will be expected to participate in class discussions which will emphasize learning to talk about and understand fiction from the perspective of a writer. After mastering the basic elements of fiction students will be expected to write at least two original short stories (or the equivalent) to be workshopped by their peers. Participation is a must and students should be willing to share their own work listen to the work of others and both accept and provide insightful commentary about each other's work. At the end of the semester students will turn in a portfolio including revisions made to their fiction after workshop. Prerequisite is a 100-level writing course. EXPMCPRJPRSREAWRI

IA-0201-1

LS-0201-1

Intermediate Spanish I

Cecilia Candia

This course is the first semester of second-year Spanish. Students enrolled in this course should have taken LS 102 or its equivalent. This course is designed to reinforce grammatical structures introduced in first-year Spanish through activities that practice all four skills: speaking listening reading and writing. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world as well as students' own experiences. Emphasis is placed on accuracy in speaking and writing in Spanish.

Attendance and classroom participation count for 50 percent of the requirement for credit. The class meets 5 hours per week and is limited to 15 students.

IA-0202-1

LS-0202-1

Intermediate Spanish II

Cecilia Candia

This course is the second semester of second-year Spanish. Students enrolled should have taken LS 201 or the equivalent. This course will solidify grammatical structures of Spanish through activities that practice all four skill areas: speaking listening reading and writing. Authentic materials that focus on the culture and literature of the Spanish-speaking world will be used. As in LS 201 focus will be placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for 50 percent of the requirement for credit. The class meets 5 hours per week and is limited to 15 students.

IA-0217-1

American Voices/American Lives

Michael Lesy

The ability to authentically reproduce the inner and outer lives of real people and to deploy those people as characters in nonfiction narratives is a skill that all literary journalists must master. This course--devoted to the reading and writing of portrait/biographies--is intended to develop that skill in writers who intend to tell true stories about living people and the worlds they inhabit. An understanding of history and literature psychology and anthropology a mastery of prose that is both evocative and analytic and an ability to build narratives that are both sure and supple--all will be the goals of this course. Books to be read will include: Vivian Gornick's *The Romance of American Communism* Jean Stein's *Edie* Michael Herr's *Dispatchers* James McBride's *The Color of Water* and Jon Krakauer's *Into the Wild*. Students will be asked to write short portrait/biographies of friends relatives acquaintances and strangers. They will then be asked to extend those portraits into longer more insightful and analytic biographies. Weekly writing exercises and well-read class participation will be required. Please note: This will be a difficult and demanding course. To find suitable interview subjects will require initiative and perseverance; to hear and understand their life stories will require equal measures of warmth and skepticism empathy and disbelief; to place their stories in context will require fact checking and research. To be able to tell their stories will require an additional constellation of skills. This is not a course for timid people or for people easily discouraged. EXP PRJ PRS REA MCP

IA-0231-1

Between Rock and a Dark Space: Designing w/Light

Peter Kallok

What draws us to the light? What is the depth of our connection? We use light as a mode of artistic expression: to illuminate to underscore to surprise or intimidate. Why? After beginning with a study of the fundamentals of theatrical lighting design we will then proceed to explore the use and design of light in other disciplines such as dance music sculpture interior design performance art and architecture. The influential work of lighting designers from these disciplines will be examined. Through the study of how light defines and reinforces line movement texture scale and color in many disciplines we gather skills and techniques that will inform our own personal use of lighting design. Students will experiment with light manipulation in class and work on group and individual projects throughout the semester.

IA-0236-1

The Practice of Literary Journalism

Michael Lesy

Literary journalism encompasses a variety of genres including portrait/biography memoir and investigation of the social landscape. At its best literary journalism uses such dramatic devices as plot characterization and dialogue to extend and elaborate the who/what/where/when/and why of traditional journalism. By combining evocation with analysis immersion with investigation literary journalism tries to reproduce the complex surfaces and depths of the real world. Books to be read will include: Joan Didion's *Slouching Towards Bethlehem* Melissa Fay Greene's *Praying For Sheetrock* and Wendy Doniger's *The Implied Spider*. Students will be asked to write short nonfiction narratives that will require participant/observation of local scenes and interview/conversation with the people who inhabit them. Students will then be asked to extend these short stories into longer pieces that have casts of characters and plots. The field work will demand initiative patience and curiosity. An ability to meet weekly deadlines as well as well-prepared class participation will be required. EXP PRJ PRS REA MCP

IA-0237-1

LM-0237-1

Appropriate Design in the Developing World

Donna Cohn, Colin Twitchell

This new course will look at the issues involved with design and fabrication in situations where there are limited resources. In the context of selected developing countries the focus of our investigation will be appropriate and adaptive design. We will look at how applied design is shaped by the needs and constraints of the emerging world. This project based course will consider such elements of design as creating design solutions that are holistic in nature and encompass the unique design parameters imposed by limited resources technology transfer and sustainability and the influence of culture on design and technology. EXP PRJ PRS

IA-0238-1

The Principles of Acting II

Davor Diklich

This course serves as an introduction into the complex art and craft of acting. The emphasis is on the exploration of the basic acting (and theater) premises: conflict and action. Through work on a short dramatic text and its analysis and through a series of theatrical exercises students will focus on the theatrical space and time as well as on the detail and moment as essential fact factors in stage characterization. Practical work will be related to the theory of acting. Final paper is an analytical overview of the work covered in class. Due to highly collaborative nature of work attendance is crucial (two missed classes are allowed) and tardiness is very much discouraged. Instructor Permission is Instructor Permission is required. EXP PRS REA

IA-0239-1

The Principles of Directing II

Davor Diklich

The emphasis is on the practical work of stage direction with particular attention to the approach to the text the actors and the theatrical space. Primary considerations in the practical work on monologues (mock audition) and short scenes are given to the text analysis and the applications of theatrical principles to staging. The critical thinking will be developed through discussions as well as through the involvement of each student. Practical work will be related to the theory of directing. Final paper is an analytical overview of the work covered in class. Due to highly collaborative nature of work attendance is crucial (two missed classes are allowed) and tardiness is very much discouraged. Instructor Permission is required. EXP PRS REA

IA-0240-1

Intermediate Fiction Writing: The Structure of Place and Narrative Design

Timothy Westmoreland

Intended for Division II students with prior background and familiarity with contemporary literature and fictional devices this course will be largely conducted as a workshop in which students' own writing will be the subject of discussion. During the first few weeks students will be examining the idea of place and how it affects characters' lives as well as the actions diction tone and ultimately the shape of fictional narratives. We will be looking to answer questions such as: What is place and how is it achieved? How has narrative design evolved and what is our current concept of story? Participants can expect that many other related questions and topics will arise and are encouraged to bring in craft essays or supporting materials for exploration. For the remainder of the course students will be expected to bring in their new original fiction on a regular basis. At the end of the course works workshop participants will be expected to turn in a portfolio which will include revisions of at least two stories that are near completion.

IA-0244-1

Intermediate Sculpture

Gregory Kline

In Intermediate Sculpture students will further develop concepts and processes that are applicable to work in sculpture and other three dimensional media. Fundamental principles that link materials and methods with meaning will be explored through projects in a wide range of materials including clay wood plaster and steel. The human body abstraction installation public art and the relationship between sculpture and architecture are all possible areas of investigation. Group critiques will be used to elucidate the development of independent work in relation to historical and contemporary issues in sculpture. A lab fee will be determined by the instructor.

IA-0284-1

HACU-0284-1

Turning Parking Lots Into Paradise: Designing the Next Urban Paradigm

Robert Goodman

This course will explore techniques for designing urban areas and other forms of human settlement that are less dependent on the automobile. We will examine the technical behavioral and public policy changes that are necessary to accomplish this new paradigm -- including a study of some of the most innovative and ambitious approaches to public transit automobiles and alternative community designs for public space housing work and shopping that are being used and proposed in this country and abroad. Design skills are helpful but not required. Class emphasis will be on innovative conceptual ideas and clear analysis.

IA-0292-1

Creative Interventions: Visions of Art and Social Change

Jill Lewis, Ellen Donkin

This seminar will explore ways creative artists and writers have envisaged their creative process relating to issues of social concern. It will create a context for discussion for students who are working with different creative forms and want to link creative process with social concerns or political action while sharing exploration of various artists or writers who have addressed these questions in different ways. Within a wider context of different creative forms we will focus on theatre exploring questions posed by activist theatre and the issues and debates surrounding theatre in social context. Using drama as one template for wider discussions we will explore how does the artist envisage and reach audiences? What do they hope others will take away with them? What is the relationship between creative art/theatre and a socially responsible presence in the world? Why is didactic art often such a disappointment? How does the autonomy freedom and vision of creative processes wed social and political realities that frame the lives of artist and viewer? How does our own work relate to these issues?

IA-0293-1

HACU-0293-1

Independent Div II Art Projects

Judith Mann

Art students at Div II level are asked to begin their independent studio practice and yet with so much work for other classes students often fail to fulfill this ideal making the shift to Div III quite abrupt. The purpose of this course is to have a forum for developing an independent Div II practice in collage drawing and painting which will help prepare students for Div III work. Some projects will be generated in class deriving from readings while others will be initiated out of the student's own interests. The focus will be on integration of formal and conceptual aspects of studio practice. Feminist and political interests are encouraged and will be discussed in conjunction with formal aspects of the work. Prerequisite: Introduction to Painting Introduction to Drawing Collage meets Feminist Theory or other 5-college studio courses.

IA-0308-1

Advanced Sculpture

Gregory Kline

This course will prepare students for independent work in sculpture at the Division III level. Students will develop a cohesive and personal body of work through a series of assignments and independent projects. A broad range of ideas methods materials and historical paradigms will be introduced. Frequent critiques will provide students with the opportunity to receive feedback on their own development and respond to the work of their peers. At least one college level sculpture course is a minimum prerequisite. A twentieth century art history class is highly recommended. Lab Fee to be determined by the instructor.

IA-0326-1

HACU-0326-1

Painting: Verb and Noun

Mariangeles Soto-Diaz

This course will be limited to advanced painting students. Painting like any other language is a system that embodies symbolic meaning; painting is not only a collection of techniques and design principles but also a platform that contains technical formal cultural and cognitive components enabling students to speak thoughts perceptions and feelings in paint. This course focuses on the one hand on advanced technical issues that pertain to painters and their studio practice; on the other on articulating this painting practice and subculture as a debatable and yet vital cultural arena. Class time will be used for critique of student work as well as discussion of reading assignments. The reading for the course will encompass painters' writing (statements essays and interviews)

and other writings that will form the basis from which to examine some of the issues that are at the center of many discussions in painting. Students will be evaluated on the level of commitment to their practice and of course on attendance and engagement with discussions. Required texts: Schor Mira and Bee Susan eds. *Meaning: An Anthology of Artists' Writings Theory and Criticism*. North Carolina: Duke University Press 2001. Stiles Kristine eds. *Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings*. California: University of California Press 1996.

IA-0336-1

Division 3 Concentrators Seminar in Visual Art

William Brayton

This critique centered seminar will provide a forum for the discussion of independent visual art production in two three and four dimensional media at the upper Division II and Division III levels. Readings will be incorporated to define historical paradigms and elucidate contemporary issues. Nationally and internationally known visiting artists will present their own work and conduct critiques. Slide lectures and independent research will be used to inform and broaden class discussions. Weekly rotating critiques will provide ample time for the discussion of individual artwork.

LM-0139-1

IA-0139-1

The Human/Machine Interface

Donna Cohn

The manufactured or built objects around us are generally intended to make our lives easier more productive and more comfortable. In this course we will examine physical and visual aspects of products in conjunction with behavioral tendencies of human beings in order to analyze what makes something intuitive and easy to use. This is a project-based course in which students will choose a product or environment to investigate analyze and redesign to better serve a particular population or user. Students will be called upon to use a combination of speaking writing digital technology drawing and basic shop skills in the analysis development and presentation of final projects.

LM-0237-1

IA-0237-1

Appropriate Design in the Developing World

Donna Cohn, Colin Twitchell

This new course will look at the issues involved with design and fabrication in situations where there are limited resources. In the context of selected developing countries the focus of our investigation will be appropriate and adaptive design. We will look at how applied design is shaped by the needs and constraints of the emerging world. This project based course will consider such elements of design as creating design solutions that are holistic in nature and encompass the unique design parameters imposed by limited resources technology transfer and sustainability and the influence of culture on design and technology. Students interested in this course should have prior applied design and fabrication experience and an interest in low technology solutions to the needs of people with disabilities in the developing world.

LS-0101-1

IA-0101-1

Elementary Spanish I

Amanda Damon

This course is designed for students with no background in Spanish. This class is taught almost entirely in Spanish. Students are introduced to basic grammatical structures (including past present and future tenses) and by the end of the semester are able to communicate in verbal and written forms about personal information daily activities future plans and past experiences. This is an oral-based course that focuses on fluency with attendance and classroom participation counting for 50 percent of the requirement for credit. Topics of study are based on assignments from the course textbook Plazas-Lugar de encuentro par la hispanidad current and global events and the students' experiences. The class meets 5 hours per week and is limited to 15 students.

LS-0102-1

IA-0102-1

Elementary Spanish II

Luis Melendez

This course is the second semester of first-year Spanish and students enrolled in this course should have taken LS 101 or an equivalent. This class and all subsequent LS courses are taught entirely in Spanish. Attention is given to building accuracy with grammatical structures introduced in LS 101. More sophisticated grammar structures such as the imperative and subjunctive moods are introduced. All four skill areas (speaking listening reading and writing) are practiced through activities that are based on real-life situations the course textbook Plazas-Lugar de encuentro par la hispanidad and the students' experiences. This is an oral-based class: Classroom attendance and participation count for 50 percent of the requirement for credit. The class meets 5 hours per week and is limited to 15 students.

LS-0112-1

Elementary Chinese II

Lin Shen

This course will cover the second semester of beginning Chinese. It is offered to students whose schedules cannot accommodate elementary Chinese classes taught at the other colleges. The class will follow the Integrated Chinese textbook series used at Amherst College. This will allow students to continue in the more advanced level classes at Amherst College or the other Five Colleges after completion of this course. The class will cover speaking reading and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1 Part 1; Integrated Chinese Workbook Level 1 Part 1; Integrated Chinese Character Workbook Level 1 Part 1. (Students may choose either simplified or traditional character versions of these texts.) The class will meet three times a week for one hour each session; students will also schedule two one-hour drill sessions per week. (With instructor permission students taking first-year Chinese at Amherst College may also schedule their drill sessions with LS-0112 at Hampshire College.) The schedule for classes will be determined at the first meeting in order to suit the scheduling needs of the students who sign up for the course. The first meeting will be on Wednesday January 28 7:00 p.m. in the FPH 104 . If you have questions or cannot make the first meeting contact Kay Johnson via email johnson@hampshire.edu or the Social Science office X5547.

LS-0201-1

IA-0201-1

Intermediate Spanish I

Cecilia Candia

This course is the first semester of second-year Spanish. Students enrolled in this course should have taken LS 102 or its equivalent. This course is designed to reinforce grammatical structures introduced in first-year Spanish through activities that practice all four skills: speaking listening reading and writing. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world as well as students' own experiences. Emphasis is placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for 50 percent of the requirement for credit. The class meets 5 hours per week and is limited to 15 students.

LS-0202-1

IA-0202-1

Intermediate Spanish II

Cecilia Candia

This course is the second semester of second-year Spanish. Students enrolled should have taken LS 201 or the equivalent. This course will solidify grammatical structures of Spanish through activities that practice all four skill areas: speaking listening reading and writing. Authentic materials that focus on the culture and literature of the Spanish-speaking world will be used. As in LS 201 focus will be placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for 50 percent of the requirement for credit. The class meets 5 hours per week and is limited to 15 students.

NS-0102-1

Musical Acoustics

Frederick Wirth

All facets of musical performance the production of sound its transmission and alteration by the performance space and its perception by members of the audience are candidates for study in acoustics. In this course we will develop the physics of vibrating systems and wave propagation and study the measurement of sound. There will be weekly problem sets and a class presentation by each student on a topic of interest. A weekly lab will allow students to investigate various acoustical systems and measuring devices. Students will perform simple experiments learn to operate the lab equipment and read papers from the original literature. Students will develop an independent project in musical acoustics. Evaluations are based on class participation problem sets lab write-ups class presentation and the report on the final project. PRJ PRS QUA REA WRI

NS-0116-1

The Social Determinants of Health

Elizabeth Conlisk

Health varies with social class in all countries of the world but why? Some of this disparity is clearly due to environmental factors that are associated with class such as diet sanitation and quality of health care. Are there also innate differences in disease susceptibility by factors that correlate with class such as race and ethnicity? The biologic basis to race has long been discredited but racial differences in health status are still often assumed to be genetic in origin. This course will use the primary literature to examine the environmental vs. genetic basis for group differences in such health outcomes as infant mortality cervical cancer and obesity. 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 examine other health outcomes for their final papers and present their findings to the class. PRJ QUA REA WRI

NS-0120-1

Healing: Conventional and Complementary Medicine

Christopher Jarvis

The New England Journal of Medicine reports that one-third of Americans frequently seek out and use nontraditional medical therapies. Numerous centers of alternative and complementary medicine have been built in the last several years to evaluate the effectiveness of selected alternative medical therapies. The acceptance of these therapies is influenced by politics history personalities and even their effectiveness. We will look at the biology of cancer and its effect on the body. We will then look critically (with an open mind) at some of the many treatment options available. The bitter rivalry between conventional Western oncology and unorthodox therapies has many victims. This situation will only be improved with a careful evaluation of these alternative therapies and an open-minded look at the successes and failures of Western treatment. We will also examine how people choose specific therapies and in what ways people learn. EXP MCP PRJ PRS QUA REA WRI

NS-0124-1

International Health and Medical Anthropology

Mary Ryan

Have you ever contemplated becoming an aid worker? Have you dreamt about working for Doctors Without Borders the World Health Organization or CARE? Dr. Mary Ryan worked for several years with the Danish aid organization DANIDA and also the WHO as a medical anthropologist advocating the use of Tibetan medicine as parallel therapy for Tibetan refugees receiving free biomedical care. A medical anthropologist in this setting works as a translator between the biomedical and indigenous health providers. Anthropological approaches and skills facilitate interaction and communication between diverse communities with the goal of engaging both populations in a way that is mutually beneficial. This course is a survey of various community-based healthcare projects worldwide and the role of the medical anthropologist in them. MCP PRJ PRS REA WRI

NS-0129-1

Topics in Women's Health

Merle Bruno

Breast cancer depression toxic shock syndrome osteoporosis heart disease fertility and PMS are among a wealth of health conditions of particular interest to women. For many years it was assumed that information learned from medical studies on men applied directly to women. We know now that the incidence and expression of certain conditions and the responses to the same medical treatments may differ. Through small group work on medical cases reading and lectures students will address health issues that are important for women. They will examine how scientists conduct studies about the influences on health of life style environment culture and medical treatments. For their final papers students will choose particular conditions diseases or treatments to investigate in depth. MCP PRJ PRS QUA REA WRI

NS-0130-1

Human Neuropsychology: Brain, Pathology, and Behavior

Bradley Crenshaw

This course explores the neurological underpinnings of human behavior. The beginning of the course will focus on the organization and anatomy of the brain along with essential structural components of the central nervous system. The organization of sensory and motor systems the functional specificities of different lobes of the brain and the higher cortical functions (memory

language and emotions) will be covered. Students will be introduced to these topics using a mix of primary literature videos and discussion. The second half the course will be devoted to neuropathologies that perturb the functional patterns of the intact brain. Students will work on an independent research project on one of the many neurological evils to which humans are vulnerable from head trauma to toxic exposures to mad cow disease to learning disabilities. This course will stress development of skills in critical thinking location and evaluation of primary literature in this field and completion of a major research project. REA WRI PRJ

NS-0143-1

Sustainable Shelter

Lawrence Winship

The forests of New England could be a renewable source of fiber fuel and building materials. In this class we will explore in depth one way that the trees of our region can be part of a sustainable future as a source of timbers for building long-lived beautiful structures. While it is true that most homes in our region are indeed made primarily of wood most building products come from outside our region and are heavily manufactured. What would it mean to build by hand with local wood? How are our forests managed and how might they be managed better? What does it take to sustainably harvest trees for timbers floors and siding? What new possibilities or limitations come with the timber framing process? We will learn to measure timber in the woods visit sawmills explore insulation and foundation systems assess wood strength and species characteristics visit new and old barn and house frames and then the final project for the course will be to design cut and erect a timber-framed bike shelter for Enfield. We will have the help of an experienced professional timber framer Richard Potter who will teach us to use tools and cut the joints we need and who will guide us on raising day. Class will meet twice per week for class with one long afternoon for field trips and work on our frame. Work outside of class is expected especially as raising day approaches. PRJ PRS QUA REA WRI

NS-0146-1

How Microbes Rule the World

Jason Tor

Microbiology is one of the most exciting disciplines of modern science. Microorganisms are the earliest forms of life on Earth and are being sought as potential life forms elsewhere in the solar system. They are integral components of the global carbon nitrogen and sulfur cycles and even created the process for producing the gaseous oxygen we breathe. Microbes have been found almost everywhere they have been sought: in boiling acidic water glacial lakes below Antarctica deep in the Earth's crust and throughout the intestinal system of animals. Some can even survive UV radiation exposures that would kill humans. There is scarcely a human endeavor that they don't affect in some way. They are used to by engineers treat our sewage doctors prescribe their antibiotics and terrorist use them as weapons. Microbes cause deadly diseases and are at the center of the development and application of biotechnology & bioremediation. Some are even causing the degradation of cultural relics and works of art. They represent a vast majority of the Earth's biodiversity and exist in mind-boggling numbers - about 1 billion live in a single teaspoon of soil! This survey course will just begin to address all the fascinating (and scary) ways microbes rule the world. PRS QUA REA

NS-0147-1

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 will consist of lectures discussions films field trips and field/lab research. PRJ QUA

NS-0148-1

Human Gene Therapy: Proceed with Caution

Lynn Miller

This seminar should be useful and I hope provocative to all students thinking about careers in health related fields. In the past twenty years an explosion of techniques in molecular biology has led to the promise of curing human genetic disease by gene transplantation. We will examine this promise and the risks in this technology first by reading *The Clone Age* by Lori Andrews and *The Misunderstood Gene* by Michel Morange and second by learning to read the original literature in this field. All students are expected to write three essays from the original literature and to lead one seminar. During the seminar we will spend time thinking and working on the skills needed for successful college-level work: reading study habits seminar skills and writing. PRJ PRS WRI

NS-0158-1

CS-0158-1

Evolution of Behavior

Kathryn Lord

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. Students will examine and contrast the differences in the perceptions of embryologists and Darwinians and will also examine theories of speciation as they too have evolved. Students 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 morphometrics to embryology. Students will also read a book on the evolution of the evolutionists. The student should emerge from the course a little bleary-eyed but with a good overview of evolutionary theory. This course will be taught in conjunction with CS 358. Additional work will be required of students registered for CS 358. QUA REA WRI

NS-0164-1

CS-0164-1

Gender Issues in Science Education

Merle Bruno, Marie Evans

When asked to name their favorite subject many elementary school-aged girls answer science. Often by college these same girls say I'm not a science person. What happens in between? This course will consider why girls lose interest in science particularly during the middle school years. We will relate this to children's development more broadly by reading developmental psychology research. In hands-on activities students will work with methods and materials designed to engage all students in active inquiry. Students will also participate in Girls Day in the Lab a Hampshire program designed to support and encourage middle school aged girls' interest in science. MCP PRJ PRS REA WRI

NS-0176-1

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. PRJ REA WRI

NS-0185-1

NS-0385-1

Sustainability Seminar

Frederick Wirth

This course is designed for the relatively large cohort of students involved in the sustainable design/technology area. It will offer an arena for students to present their own work and evaluate that of others discuss advanced readings of interest write analytical papers on topics of their choice and work with guest speakers in the areas of sustainable development technology. Class members will have a large responsibility for determining the content and direction of the course. REA WRI PRJ QUA

NS-0187-1

Geology 2: Evolution of the Landscape

Steven Roof

In this course we will investigate the geologic development of the Connecticut River Valley in Massachusetts and Death Valley California. We will study the past billion years or so of Earth history using these areas as our field classrooms. Our goal is to learn basic geologic principles and understand how Earth's landscapes evolved and continue to evolve. We will investigate the formation of the North American continent the structural development of the Connecticut River rift valley and the waxing and waning

of glaciers and the recent influence of the Connecticut River on the landscape. Although we cannot travel back in time we will travel to Death Valley California over spring break to study an environment very similar to what the Connecticut River Valley was like 200 million years ago. Evaluations will be based on class and field participation and three research papers based on investigations we carry out as a class. PRJ REA WRI

NS-0203-1

Chemistry II

Dulasiri Amarasiriwardena

This is a continuation of Chemistry I; the principles and concepts examined during the previous term will be expanded and applied to more sophisticated systems. Topics will include chemical thermodynamics nuclear chemistry chemical equilibrium acid-base equilibria and their applications complex ion equilibria and solubility oxidation-reduction reactions electrochemistry and reaction rates. We will also put emphasis on application of those chemical principles to environmental biological industrial and day-to-day life situations. Problem sets will be assigned throughout the semester. The laboratory will consist of two project-based labs and some laboratory exercises. Basic laboratory skills chemical instrumentation techniques and the use of computers in the chemistry laboratory will be emphasized.

NS-0207-1

Ecology

Brian Schultz

This course is an introduction to the major concepts of ecology as a science and to the methods that ecologists use study natural systems. Topics covered include the factors limiting populations at the community level how plant and animal species are distributed and how they interact and larger scale aspects such as nutrient cycles at the ecosystem level. A basic ecology text and research papers will focus our lectures and discussions. We will visit nearby forest habitats and agricultural systems and we will design and carry out field and/or laboratory projects focusing on the ecology of local plants and animals active during the winter and early spring.

NS-0220-1

Physiology: Integrative Biology

Ann McNeal

Physiology is the study of how the body works -- it is functional anatomy. This course will survey the body systems: nervous cardiovascular respiratory excretory immune and hormonal. Particular emphasis will be laid on the ways in which the body responds to challenges such as exercise stress and extreme environments. The lecture-discussion portion of the course will largely be text-based although we will also read some primary papers. The lab will be based on four projects using several types of instrumentation to explore different body systems. After learning each method students will design their own experiments acquire and analyze data and write up a scientific report. Students need some background in mathematics and chemistry for this course; if in doubt consult the instructor

NS-0235-1

Anthropology of Violence

Ventura Perez

This course will examine the complex social and cultural interactions that can lead to violence. Students will explore how violence targets the psyche body and sociocultural order of the perpetrators victims and societies in which it occurs. How people come to terms with such tragic events and how cultures are effected by them will be examined. Next students will explore key concepts and principles in forensic science clinical forensic medicine and medicolegal death investigation. This will include causes and manner of death postmortem changes forensic case studies crime scene investigation forensic anthropology and forensic odontology. The course stresses that violence and trauma should be studied and analyzed in conjunction rather than separately paying explicit attention to the affects of violence and trauma on both the individual and social group.

NS-0247-1

Cell Biology

Christopher Jarvis

If each of us begins as a single cell how do we end up as such a complex multicellular organism and how do our cellular communities talk to one another? The study of a single cell will bring us many insights although equally as many mysteries will arise.

Twenty years ago we thought the understanding of the genetic material would reveal many of the answers to life. We now realize that even a single cell is more ingenious and complex than the most powerful computers. We will explore the mystery of replication and natural selection as well as the importance of cellular communication. The breakdown of the controlled state which results in cancer will also be considered.

NS-0261-1

Calculus II

David Kelly

This course will extend the concepts techniques and applications of the introductory calculus course. In particular we'll consider the differentiation and integration of the circular functions of the periodic circular functions and functions of several variables; we'll continue the analysis of dynamical systems; and we'll work on approximating functions by polynomials. This course will also provide an introduction to the rich and rewarding world of Fourier analysis. The computer will again play a critical role in this course. Class will meet three times a week for one hour and twenty minutes. Optional evening problem sessions will be available. Regular substantial problem sets will be assigned and will constitute the heart of each student's course work.

NS-0262-1

Biochemistry

Jason Tor

Biochemistry is the study of the molecules and chemical reactions of life. Considering the vast diversity of living organisms you might expect them to be composed of significantly different biomolecules and to use entirely different mechanisms for obtaining energy and communicating biological information. In fact the principles and language of biochemistry are common to all life - the same chemical compounds and the same metabolic processes of humans are found in organisms as distantly related as bacteria. To understand life you must understand biochemistry. Classroom topics will include the structure and function of e and biomolecules metabolism and bioenergetics as well as the flow of biological information. Prerequisite: Organic Chemistry

NS-0265-1

Statistics and Experimental Design

Elizabeth Conlisk, Fatemeh Giahi

This course will be an introduction to descriptive and inferential statistics with examples drawn from the fields of ecology agriculture public health and clinical medicine. The approach will mainly be applied and hands-on; students will complete a workbook of statistical problems collect and analyze data as a class design and carry out small individual projects do weekly problem sets plus revisions and read and interpret data from the literature. We will learn to use common computer packages for statistical analysis: Excel and Minitab. Topics will include description estimation and basic techniques for hypothesis testing: z-scores t-tests chi-square correlation regression one-way and two-way analysis of variance and odds ratios. More advanced techniques such as multi-way anovas and multiple regression will also be briefly noted. We will also discuss the role of statistics in the scientific method and the philosophy of science although the emphasis of the course will be on practical applications in design and analysis.

NS-0268-1

Introduction to Geographic Information Systems and Natural Resource Management

Steven Roof

Managing our natural resources is becoming more and more important but complex as human development spreads into new areas. At the same time Geographic Information Systems (GIS) are new computerized tools that greatly facilitate natural resources management. In this course we will learn GIS tools specifically ArcView as we identify and map and analyze the natural resources of the Hampshire College campus. We will learn about making and using maps using technology ranging from counting footsteps to satellite navigation (Geographic Positioning Systems GPS). We will spend half of our time outdoors identifying and mapping streams trails wildlife habitat forests and fields and spend the other half of our time creating computerized databases of this information and creating maps and analyses of the resources of the Hampshire College campus. By the second half of the semester natural resource mapping will dominate our time and students will learn components of ArcView necessary for their specific project work. Final projects will become part of a growing GIS database of the Hampshire campus and will contribute towards the Sustainable Campus Planning process.

NS-0294-1

Organic Farming and Sustainable Agriculture

Lawrence Winship

The foundation for successful organic farming is fertile soil. This semester the Organic Farming course will focus on the plant and soil practices and on the science essential for the maintenance of fertile healthy soil. Through field trips laboratory projects hands-on farm work class lectures and discussions we will cover soil biology and analysis fertility management cover cropping agroforestry and compost processing and use. Since sustainable agriculture can best be understood when studied as interlinked systems we will also consider the interactions between animals plants and soil in the maintenance of soil fertility. We will use the Hampshire College Farm as our laboratory.

NS-0306-1

Topics in Forest Ecology and Management

Lawrence Winship

Pressures on our forest resources have never been greater. Yet in New England we are surrounded by more young and maturing stands of trees than ever before. Hidden in these vast woods are pockets of old less disturbed or even virgin woodland. What could or should be the future of these trees? What human and natural forces shaped the composition and structure of current New England forests? What can our understanding of forest ecology tell us about how we can best use and maintain forests for the future? We will make numerous field trips to various forest types and sites with varied histories to gain first-hand experience with the kinds of trees in our region and to learn how these trees have responded to natural and anthropogenic disturbance. We will expand our field investigations with contributions from guest speakers and reading in the scientific literature. Although the class will not assume any prior experience in forest ecology or biology students in this class should have completed one prior course in science.

NS-0314-1

Organic Chemistry II

Nancy Lowry

This is a continuation of the first semester of organic chemistry; emphasis is on the functional groups and spectroscopic identification of organic compounds. Prerequisite: Organic Chemistry I

NS-0318-1

Complex Analysis

David Kelly

The complex numbers described by Leibniz as amphibia between existence and non-existence are now an important tool for both pure and applied mathematics. They have a fruitful geometric interpretation provide algebraic closure to the reals (in the sense that all polynomials with coefficient in \mathbb{C} have roots in \mathbb{C}) and allow with a more coherent theory than for real variables the development of the calculus. The important exponential function in particular extends elegantly to the complex domain. This course will concentrate on the differentiation and integration of complex function the representation by power series of complex functions and their mapping properties. We will see application of our theory to geometry dynamics (including the Mandelbrot set) and physics. A working knowledge of elementary calculus is assumed. There will be a weekly problem session attached to the course and regular written assignments.

NS-0320-1

Healing: Conventional and Complementary Medicine

Christopher Jarvis

The New England Journal of Medicine reports that one-third of Americans frequently seek out and use nontraditional medical therapies. Numerous centers of alternative and complementary medicine have been built in the last several years to evaluate the effectiveness of selected alternative medical therapies. The acceptance of these therapies is influenced by politics history personalities and even their effectiveness. We will look at the biology of cancer and its effect on the body. We will then look critically (with an open mind) at some of the many treatment options available. The bitter rivalry between conventional Western oncology and unorthodox therapies has many victims. This situation will only be improved with a careful evaluation of these alternative therapies and an open-minded look at the successes and failures of Western treatment. We will also examine how people choose specific therapies and in what ways people learn.

NS-0324-1

Advanced Calculus

David Kelly

This course completes the standard calculus syllabus essential to physicists astronomers and mathematicians and almost essential to geologists economists computer scientists and statisticians. Basic concepts of the calculus will be extended to functions of several variables with studies of directional derivatives path and surface integrals divergence gradient and curl. Gauss's Law Stoke's Theorem and Green's Theorem relate these tools of vector calculus extend the fundamental theorem of calculus and provide powerful evaluation techniques. The computer will be used extensively for calculations approximations and visualization of objects in two three and higher dimensions. Prerequisite: a year of calculus.

NS-0336-1

Supernovae, and the Fate of the Universe

Douglas Leonard

Supernovae represent the final explosive stage in the evolution of certain varieties of stars. They synthesize and expel heavy elements heat the interstellar medium trigger vigorous bursts of star formation create neutron stars and sometimes black holes and produce energetic cosmic rays. Some types of supernovae are also exceedingly useful cosmological tools and have been used to study the expansion history of the Universe. These studies have recently revealed the surprising result that the expansion of the Universe is currently accelerating perhaps due to a nonzero cosmological constant. This course will concentrate on the physical processes that underlie supernova explosions as well as their use as primary and secondary extragalactic distance indicators. There will be a particular focus on how observations are used to constrain theoretical models. Students will read from current primary literature in addition to a more introductory astrophysics text. Additional topics covered include supernova classification schemes core-collapse mechanism physics of degenerate matter nucleosynthesis radiative transfer in expanding atmospheres and cosmology. Prerequisites: One year of introductory physics and a semester of calculus or permission of the instructor.

NS-0358-1

CS-0358-1

Evolution of Behavior

Kathryn Lord

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. Students will examine and contrast the differences in the perceptions of embryologists and Darwinians and will also examine theories of speciation as they too have evolved. Students 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 morphometrics to embryology. Students will also read a book on the evolution of the evolutionists. The student should emerge from the course a little bleary-eyed but with a good overview of evolutionary theory. This course will be taught in conjunction with CS 158. Additional work will be required of students registered for CS 358. Prerequisite: CS 101 Animal Behavior.

NS-0366-1

Environmental Chemistry

Dulasiri Amarasiriwardena

Chemistry plays a vital role in understanding pollution problems and our environment. This course will explore several current environmental topics with strong components in chemistry. We will put special emphasis on environmental concerns in the hydrosphere soils and atmosphere. Topics will include chemistry of natural waters water pollution and wastewater treatment toxic heavy metals and their complexation properties in soils and inorganic and organic pollutants in the atmosphere. We will also put emphasis on learning environmental chemical analysis methods and instrumentation in environmental monitoring. These include inductively coupled plasma-mass spectrometry (ICP-MS) in trace metal analysis infrared techniques in characterization of pollutants chromatographic methods for separation and identification of contaminants. We will also look at sampling and preservation methods sample preparation elemental speciation techniques used in environmental sample analysis. This class is particularly recommended for Division II and III students with interests in environmental sciences. Class will run in seminar format.

NS-0385-1

NS-0185-1

Sustainability Seminar

Frederick Wirth

This course is designed for the relatively large cohort of students involved in the sustainable design/technology area. It will offer an arena for students to present their own work and evaluate that of others discuss advanced readings of interest write analytical papers on topics of their choice and work with guest speakers in the areas of sustainable development technology. Class members will

have a large responsibility for determining the content and direction of the course. prereq: Div II or Div III student with a connection to sustainability issues

OPRA-0101-1

Beginning Shotokan Karate

Marion Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance timing and coordination to avoid an attack and as an effective means of counterattack to be used only if necessary. Students will learn basic methods of blocking punching kicking and combinations thereof; basic sparring; and basic kata prearranged sequences of techniques simulating defense against multiple opponents.

OPRA-0102-1

Intermediate Shotokan Karate

Marion Taylor

This course is for all white belts who have completed OPRA 101.

OPRA-0104-1

Advanced Shotokan Karate

Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Enrollment is by instructor permission.

OPRA-0106-1

Hatha Yoga

Alyssa Lovell

Students will explore traditional postures with the body mind and breath. This exploration will be a meditative experience including an introduction to the chakra system breathing exercises (pranayama) and sitting meditation. All levels will be accommodated in each class with variations of the postures (asanas).

OPRA-0107-1

Hatha Yoga

Alyssa Lovell

Students will explore traditional postures with the body mind and breath. This exploration will be a meditative experience including an introduction to the chakra system breathing exercises (pranayama) and sitting meditation. All levels will be accommodated in each class with variations of the postures (asanas). This course is the same as OPRA 106.

OPRA-0108-1

Hatha Yoga

Alyssa Lovell

Students will explore traditional postures with the body mind and breath. This exploration will be a meditative experience including an introduction to the chakra system breathing exercises (pranayama) and sitting meditation. All levels will be accommodated in each class with variations of the postures (asanas). This course is the same as OPRA 106 and OPRA 107.

OPRA-0109-1

Intermediate Hatha Yoga

Alyssa Lovell

Students will continue the exploration of Classical Hatha Yoga technique and philosophy. Variations of previously-learned postures and posture flows are presented with emphasis on standing postures forward bends backbends spinal twists and inversions. Material from the Yoga Sutras and related readings are incorporated into short meditations at the beginning and end of each class. This class provides students who have completed OPRA 106 107 or 108 with a format for continuing study and provides the experienced student with a place to review and deepen an existing practice.

OPRA-0110-1

Intermediate Hatha Yoga

Alyssa Lovell

Students will continue the exploration of Classical Hatha Yoga technique and philosophy. Variations of previously-learned postures and posture flows are presented with emphasis on standing postures forward bends backbends spinal twists and inversions. Material from the Yoga Sutras and related readings are incorporated into short meditations at the beginning and end of each class. This class provides students who have completed OPRA 106 107 or 108 with a format for continuing study and provides the experienced student with a place to review and deepen an existing practice. This course is the same as OPRA 109.

OPRA-0112-1

Intermediate Aikido

Students continuing Aikido must have completed at least one semester of previous practice or the January term course. It is necessary to be comfortable with ukemi (falling) as well as basic Aikido movements. A goal of this spring term is to complete and practice requirements for the 5th or 4th Kyu. The course may be taken at the discretion of the instructor.

OPRA-0116-1

Intermediate Kyudo

Marion Taylor

This course will widen the student's understanding of the basic form of Kyudo. Students will also work on shooting at a more distant target than that normally used in the beginner class. Students will expand the study of the formal seven co-ordinations into the more extended forms of Hitote and Reisha and demonstrations of synchronized shooting by groups of individuals.

Prerequisite: OPRA 115.

OPRA-0117-1

Advanced Kyudo

Marion Taylor

This course is for students working on formal demonstration forms. Students will expand the study of the formal seven co-ordinations into the more extended forms of Hitote and Reisha and demonstrations of synchronized shooting by groups of individuals.

Prerequisite: OPRA 115.

OPRA-0118-1

RAD: Rape Aggression Defense

Troy Hill, Marion Taylor

The RAD system is a program of realistic self-defense tactics and techniques. The system is a comprehensive course for women which begins with awareness prevention risk reduction and avoidance while progressing to the basics of hands-on defense training. It is dedicated to teaching women defense concepts and techniques against various types of assault by utilizing easy effective and proven self-defense/martial arts tactics. Our system of realistic defense will provide women with the knowledge to make an educated decision about resistance. Safety and survival in today's world requires a definite course of action. Women learn effective options in order to take an active role in their own defense and psychological well being. Students will learn hand and foot techniques combinations of techniques and ground defenses. There will also be consideration of dealing with multiple aggressors and defense against some weapons. All physical abilities are welcome but consistent attendance is necessary. RAD certified instructors: Troy Hill Karen Pauly and Marion Taylor.

OPRA-0120-1

T'ai Chi

Rob Zilin

T'ai Chi 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. This 2 hour class is open to beginner and experienced students. During the first few classes students will practice in groups depending on experience and ability.

OPRA-0123-1

Beginning Whitewater Kayaking

Michael Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes rescue maneuvering eddy turns ferrying bracing river reading surfing equipment and the kayak roll.

OPRA-0124-1

Beginning Whitewater Kayaking

Robert Penn

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes rescue maneuvering eddy turns ferrying bracing river reading surfing equipment and the kayak roll. This course is the same as OPRA 123.

OPRA-0126-1

Beyond Beginning Whitewater Kayaking

Glenna Alderson

This class is designed for students who have had previous whitewater experience. Students will learn and perfect advanced whitewater techniques on class III water. Prerequisites include a kayak roll on moving water and solid class II+ skills.

OPRA-0132-1

Outdoor Adventure Sampler

Karen Warren

This course is an opportunity to experience the many activities that make up outdoor adventure. Students will be introduced to natural areas in the local region. In the winter activities may include snowshoeing cross country skiing and building snow shelters. As spring arrives students will canoe kayak hike and climb. This course is an opportunity to get out each week and learn new outdoor adventure skills.

OPRA-0141-1

Aquatic Life Skills

Glenna Alderson

Becoming a competent performer in the water requires learning some basic fundamental skills. If you have the desire to learn to swim here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. Students will work on keeping the 'fun in fundamental' as they learn floats glides propulsive movements breath control and personal safety techniques. This course is taught by an American Red Cross certified instructor and is otherwise known as Beginning Swimming-Level 1.

OPRA-0145-1

Lifeguard Training

Glenna Alderson

This course will prepare and qualify students to become a Red Cross certified lifeguard. Bearers of this card are eligible to obtain work at pools nationwide. Hampshire students successfully completing this course will be eligible for employment at the Robert Crown Center pool. To complete this course students must practice and be tested on water entries and carries swimming rescues stroke work and spinal management. Standard First Aid and Professional CPR will be included in the above class format. Materials fee \$65. An additional lab fee will be charged for non-Five-College participants.

OPRA-0149-1

Openwater Scuba Certification

This is an N.A.U.I. sanctioned course leading to openwater SCUBA certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. Fee: \$195 plus mask fins snorkel and text. All other equipment provided. Prerequisite: adequate swimming skills.

OPRA-0151-1

Top Rope Climbing

Michael Alderson

This class begins after spring break. It is for students with little or no climbing experience. Students will learn basic safety techniques rope work knots and climbing techniques. Enjoy the opportunity to exercise your body and mind using the indoor climbing wall and local climbing areas. The climbing wall will open the first Thursday after January term ends. All students interested in taking Beginning Climbing are encouraged to attend these sessions.

OPRA-0152-1

Top Rope Climbing

Kathy Kyker-Snowman

This class begins after spring break. It is for students with little or no climbing experience. It will cover basic safety techniques rope work knots and climbing techniques. Enjoy the opportunity to exercise your body and mind using the indoor climbing wall and local climbing areas. The climbing wall will open the first Thursday after January term ends. All students interested in taking Beginning Climbing are encouraged to attend these sessions. This course is the same as OPRA 151.

OPRA-0156-1

Lead Rock Climbing

Kathy Kyker-Snowman

The goal of this course is to prepare climbers to be competent seconds for multipitch climbs and to provide instruction in lead climbing. Before spring break students will be indoors covering rope management anchors belaying the leader and chockcraft. After spring break students will climb outdoors and actuate information covered on real rock. Students should be experienced top rope climbers and competent belayers. Students may start to lead climb as part of this course.

OPRA-0157-1

Mountain Biking

Robert Penn

Have the urge to take your bicycle off road but lack the utilities to safely do so? Learn the basics of riding bikes with fat tires. Using the Holyoke Range as a classroom students will ride its many trails practicing the techniques essential to safely and responsibly participate in this fun sport. Along the way students will also learn how to make basic trailside bike repairs when needed. This course is open to all abilities and skill levels. This course will meet after Spring Break.

OPRA-0158-1

Ice Climbing

Michael Alderson

New England with its cold wet winters can be a wonderful place to climb frozen water! Students will meet once a week and travel to local cliffs to practice winter climbing skills. Primary focus will be on steep ice and mixed climbing and the use of tools and techniques used for winter travel in the mountains.

OPRA-0161-1

Bicycle Maintenance

Michael Alderson

While the weather is still too bad to ride why not put a few hours a week into fixing up and fine-tuning your bicycle? Each week students will focus on an area of the bike and learn what is required to clean and maintain that part. At the end of each class students will have done the maintenance and be able to depart with their bike intact. At the end of this seven week class students will have rebuilt their bike and be ready for spring weather.

OPRA-0174-1

Basic Fitness and Training

Troy Hill

Learn the principles of strength training including flexibility and weight training exercises. Develop a program based on personal goals. Part I: Until Spring Break students will cover the basics to get their program firmly underway. Part II: After Spring Break students will return to the basics for new class members and continue to receive ongoing instruction and supervision.

OPRA-0175-1

Strength Training: A Mini-Course In Getting Stronger

Kathy Kyker-Snowman

Use the cold winter months to develop strength and flexibility to better enjoy athletic pursuits. Learn to use the free weights as well as machines of the Multisport Weight Room to develop a personalized program based on individual goals. Class is open to students staff and faculty.

OPRA-0181-1

Fundamentals of Basketball

Troy Hill

If you like basketball but have little or no experience this is the class for you. Students will work on the basic skills of basketball such as dribbling passing shooting rebounding and defense. Students will also spend time focusing on the rules of the game and playing.

OPRA-0184-1

Wilderness First Aid

Kathy Kyker-Snowman

Wilderness First Aid is an intense course designed for students doing activities beyond ready access to urban emergency medical services. Students will learn and practice skills to enable us to make decisions about emergency care in wilderness settings including patient protection protection of other party members care of injuries for extended periods of time and simple evacuation techniques. Active involvement is a necessity in this course. Many simulations will be done outside in the wilderness setting. CPR is not included in this course. Class will meet on Fridays at 1:00PM to 4:00PM until Spring Break.

OPRA-0210-1

LM-0210-1

Advanced Soft Goods Design: Distance Collaboration

Glenna Alderson, Lauren Way

This course involves understanding the design process through soft goods equipment design and a long-distance collaborative design effort. Students build on their knowledge of applied design principles sewing and soft goods construction learned in Introduction to Soft Goods Design. Students create a series of functional design and fabrication projects that culminate in a collaborative design effort. The final project will be the design and creation of a functional piece of soft goods equipment that incorporates the work of other design or engineering students and serves the needs of a person with disabilities. Students will learn to negotiate design parameters via a distance relationship and a client with disabilities will use the final product. Topics of exploration will include: anatomy and ergonomics as they relate to design establishing design parameters communicating and negotiating design ideas and market influence on design. Students completing the course may request a written evaluation for their portfolio. Instructor permission and previous design or sewing experience is required for admittance to this course.

OPRA-0218-1

Outdoor Leadership

Karen Warren

This course addresses outdoor leadership from both a theoretical and practical perspective. Lectures and discussions will focus on such topics as leadership theory safety and risk management legal responsibilities group development theory gender and social justice issues and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures trip planning navigation nutrition minimum impact camping equipment repair and the instruction of specific wilderness activities. The course is designed for students who desire to teach in the outdoors. Leadership experience is helpful and previous outdoor experience is required. This course is strongly recommended for pre-college trip leaders and is a prerequisite for co-leading a January term or spring break trip.

SS-0102-1

Poverty and Wealth

Laurie Nisonoff

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas the state of poverty and character of wealth go to the heart of what it is to live in America. This course encourages inquiry into a hard accounting of this contemporary social and economic reality. Thematic units include federal income measurement facts and fictions: the business elite; taxation; family and sexual inequality; race; health care and aging; education; and the history of social welfare programs and charity. To understand how income inequality is perceived and measured we will also examine three paradigms in economic inquiry; radical liberal and conservative. Students will be encouraged to engage in field observations in local settings where the poverty and policy issues we study are likely to be raised. Students with an interest in the Community Service Scholars Project are encouraged to enroll. Evaluation will be based on class participation and assigned problem sets and essays. Learning Goals: PRJ PRS QUAN WRI

SS-0103-1

Performance and Ethnography

Michelle Bigenho

Music dance and theater may be viewed as performance arts but they are also situated in social economic and cultural contexts. This course both explores social science frameworks for analyzing performance and introduces students to qualitative research methods that address performance as embodied experience as ritual as a product of economic relations as a site of symbolic meaning and as a site of contested power relations. Students will conduct limited fieldwork and develop a research paper on a related topic of their choice. Through this process students will consider questions of power in the ethnographic setting develop interviewing and transcribing skills and explore interpretive anthropological methods. Learning Goals: MCPJRJSREAWRI

SS-0105-1

Immigrant Women & Children: A Transnational U.S.. History

Penina Glazer, Lili Kim

Women experienced the process of immigration differently from their male counterparts. This course examines the history of different ethnic and racial groups of immigrant women and children during the three large waves of immigration in the United States (1840-1860 1880-1920 1965 - present). We will pay particular attention to changes in gender dynamics within the family and community and the impact of these changes on children. We will also examine the ways in which immigrant women workers historically mobilized through unions and negotiated their harsh working conditions. Memoirs by immigrant women will be an important source for the class. Students will conduct independent research on various immigrant groups and will do life histories of contemporary immigrant women. Learning Goals: MCPJRJSREAWRI

SS-0106-1

Genocide And Crimes Against Humanity: Never Again?

Flavio Risech-Ozeguera

Genocide and Crimes Against Humanity: Never Again? Attempts to wipe out entire groups of people based solely on their social identities are relatively rare phenomena in human history though man's inhumanity to man is all too frequently demonstrated. We will examine the debates over the definition adjudication and punishment of such acts and study several cases in depth in order to shed light on how effective domestic and international legal institutions can be in preventing such crimes in the future and redressing those that do occur. The course will offer an optional opportunity to visit and observe proceedings at the International Criminal Tribunal for the Former Yugoslavia and other international judicial bodies at The Hague Netherlands. Students accepted for this trip will need to pay their own travel expenses and a special program fee. Learning Goals: PRJPRSREAWRI

SS-0108-1

Expressions of Urban Culture: From Graffiti to Hip Hop

Linda Allegro

Originating in the Black and Puerto Rican communities of the South Bronx in the 1970s the hip hop movement today has been embraced by youth in the Philippines Algeria Brazil Cuba and beyond. We will begin our study by analyzing the political economic reality of America's inner cities as a way to ground our study. Next through a thematic approach we will discuss issues of (mis)representation cultural appropriation notions of authenticity the making of black masculinity and hip hop as a new social movement. In the final section of the course we will explore the impact of globalization on youth cultural expression at home and abroad. Through a lecture and discussion format along with some film/ video screenings student presentations and scholastic and

journalistic readings we will explore the significance and potential of the hip hop movement to produce social change. Learning Goals: EXP MCPPRJPRSREAWRI

SS-0111-1

Culture and Psychology

Amy Cheng

In this course we will learn about and compare various perspectives on psychology as it relates to culture including the issues of race ethnicity and migration. Through the lens of migration we will explore the complexity of moving between cultures. How does psychology study culture? What is cultural psychology? What are its major assumptions and guiding principles? How is this similar to and different from sociology anthropology and cultural studies? How has psychology both contributed to the study of culture but also been complicit in the political and social construction of culture?

SS-0120-1

Sex, Gender and Embodiment in Buddhism

Abraham Zablocki

Buddhism offers its followers transcendent liberation from worldly suffering. Yet the possibilities for pursuing this goal have historically differed for men and women. Furthermore the ideal of Enlightenment has frequently been challenged by such realities of daily social life as sexuality and embodiment. By examining the variety of approaches that Buddhist societies have taken to issues of sexuality gender and embodiment we seek to understand both the diversity of Buddhist traditions and the tension between transcendence and society. Through an examination of Buddhist patriarchy monasticism and tantra we will investigate the continuing tension between the religion's transcendent goal and the worldly existence of its adherents. We will also consider the ways in which the gender politics of Buddhism are being transformed as it moves into Western societies. Our case studies will be drawn from Thailand Japan Tibet and the United States. Learning Goals: MCPPRJPRSREAWRI

SS-0124-1

Engaged Pedagogy and Education Reform

Kristen Luschen

This course will integrate an examination of contemporary education reform efforts with an exploration of classroom pedagogy. Initially we examine critical education theory and its hope for transforming pedagogical relationships and educational structures. Secondly participants will employ and interrogate the framework of critical pedagogy as they shift between the positions of teacher and student when exploring specific reform efforts. In this course students will examine current debates in education reform critically analyze and contextualize their emergence and finally engage with issues of pedagogy by forming collaborative groups that will design teach and evaluate a section of the course. Accordingly students should be prepared to do substantial work outside of class with their groups members. Beyond the intensive group project students will be expected to actively participate in class complete the assigned reading and write several short analytic papers. Learning Goals: MCPPRJPRSREAWRI

SS-0136-1

Islam and Democratization

Berna Turam

Scholars of Islam do not agree on the compatibility between democracy and Islam. On one hand it has been argued that Islamic culture propels civic and egalitarian values which makes Islamic tradition democratic. On the other hand it has been argued that Islam is secularization-resistant and intolerable to individual liberties and thereby incompatible with democracy. Critically assessing the essentializing tendencies of these arguments we will focus on a wide-ranging variety of political rule political culture and the states as major factors shaping the prospects of democratization in the Muslim context. Our particular emphasis will be on the role of different Islamic forces in contemporary and prospective transitions in the Muslim world. Theory will be complemented by a comparative approach to the transformations in the Muslim majority states in the Middle East and Central Asia. Learning Goals: PRJPRSREAWRI

SS-0141-1

Third World Development: Grassroots Perspectives

Frank Holmquist

Twentieth-century trends indicate a profound process of development going on in most of the Third World. But in many places and for millions of people poverty hunger unemployment and insecurity are growing. Even where democratic forms of rule are

in place the majority appears to reap few material rewards. We will try to explain this uneven and contradictory process of development with one eye on general theories and the other on often unique regional and local experience including government and elite ruling strategies as well as male female group and community strategies of coping with poverty and everyday life in cities and in the countryside. Our approach will be historically grounded in the evolution of global political economy and situationally specific and we will focus upon development goals of economic growth equality and democracy. We will address material from Africa Asia and Latin America and all the social science disciplines. We will also use first-person accounts. Along with several short essay assignments a research paper is required which could be the basis of a Division I examination paper. There will be an emphasis on writing through regular submission of short essays as well as a research paper. Particular attention will be paid to framing papers crafting arguments and marshalling evidence. The topic of the research paper will be formulated in consultations with the student and the instructor

SS-0157-1

Nuns, Saints, and Mystics

Jutta Sperling

Early Christianity radically changed prevailing gender relations in Late Antiquity. Stressing spiritual equality the church offered -- at least initially -- ample space for women to become active promoters of the new faith as martyrs and saints founders of monasteries and churches or simple followers of Christ. The renunciation of sexuality freed women from their roles as wives mothers and concubines; female virginity was praised as the most worthy state any woman might aspire to. In medieval Catholicism nuns as well as lay religious women wrote mystic literature practiced charity and gave political advice to popes and princes. The cult of the Virgin Mary emphasized motherhood but women also identified with Christ as man stressing the femininity of his suffering and being in the flesh. During the Counter-Reformation new female orders focussed on the education of girls and the evangelization of native Americans. The prosecution of witches -- although more severe in Protestant regions -- was inspired in part by men's fear of female sexuality and severely limited women's possibilities for active involvement. Focussing on the history of women and gender in Christianity this course also offers an introduction to the history of religion in Europe. Readings will consist of primary sources as well as historical scholarship.

SS-0166-1

The Politics of Psychology

Kimberly Chang

This course offers an historical survey of the discipline of psychology as it has defined the modern political subject. We begin with early 20th century scholarship on mass psychology authoritarianism and the problem of freedom that accompanied the rise of fascism in Europe. In this section we draw on psychoanalytic and Marxist perspectives as well as the more pragmatic viewpoint of North American social psychology. The latter's emphasis on the empirical study of democratic organizations and processes paved the way for a more optimistic American era of postwar political psychology concerned with human development and rational choice. Feminist criticism of this work and liberal-democratic theory more generally provides a segue into the final section of the course. Here we turn to more recent theorizing about the politics of identity drawing on social constructionist and more critical Foucauldian perspectives on power and subjectivity. Learning Goals: REA WRI MCP

SS-0170-1

Social Movements and Social Change: Civil Rights Movement

Margaret Cerullo, Amy Jordan

How do we interpret the Civil Rights and Black Power Movements of the post WWII era? What role do journalists activists and scholars play in shaping how we remember the past? How do African-American communities give meaning to the movement? Do we understand the movement by identifying the leaders determining the nature of the political climate or by examining community traditions? Where do we begin our exploration -in the 1950s 1960s or perhaps sooner? The questions we ask about the past tell us something about what we hope to gain from our inquiries. As a class we will critically examine the questions that scholars and activists have raised about the movement but we will also raise questions of our own. During the semester students will have an opportunity to examine primary documents and engage in the kind of thinking processes that scholars who chronicle social movements do. Learning Goals: MCP PRS REA WRI

SS-0178-1

Creative memoir and the invention of self

Annie Rogers

Who are we and how do we become ourselves? Intellectuals and artists have posed and tried to answer this question again and again. In this course we'll explore the idea of crafting or inventing a self out of the materials of memory the desire to become what we aspire to be (something that's always just beyond reach) and the art of creative expression. This course is designed in three parts. In the first part of this course we will explore the genre of memoir writing through a series of exercises and experiments in creative writing with the idea that we craft a self in a life story rather than simply tell a life story. The focus will be on the art of writing and revision. In the middle section of the course we will look at theories about identity as the making of self especially through creative expression. We'll read theorists as various as Erik Erikson Donald Winnicott Mihalyi Csikszentmihalyi Dorinne Kondo Ruth Behar and George Lakoff in order to understand this process of self-making in creative work conceptually. In the last part of the course students will use these theories to reflect on the process of creative memoir in an integrative project or paper. The thirds of the course overlap to some degree since this class will involve continuous reflection on and revision of the creative writing exercises. This learning goals of the course include: REA learning to read and interpret intellectual or artistic work; EXP developing creative abilities in writing; WRI learning to do academic writing in psychology; and MCI considering multiple cultural perspectives on an intellectual subject. Learning Goals: EXPMCIREAWRI

SS-0183-1

WP-0183-1

Writing the Past: Sports in America

William Ryan

This course will explore strategies for writing about the past with the history of American sports serving as the subject matter. Few undertakings can match sport's broad intense appeal. Most every cultural issue or tension moreover seems to work its way into the starting lineup - at times with dramatic effect. As numerous observers have noted the playing field is nothing less than our nation in microcosm. We'll analyze historiographical analytical and anecdotal essays as well as biographies personal essays and creative non-fiction in part to develop some appreciation of sport's rich history. But this is first and foremost a writing seminar. Thus our primary purpose will be to look at how the various essays and narratives are shaped and developed and approximate those strategies in written assignments. Students will write (and revise) a series of critical and creative essays. There will be regular opportunity for peer review.

SS-0215-1

Politics of the Abortion Debate

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. Enrollment is open.

SS-0218-1

Youth, Sexuality and Education

Kristen Luschen

Sexuality is everywhere in schools-- in classrooms hallways and at the lockers. 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 this approach by emphasizing performativity rather than biology as a lens through which to think about adolescent sexuality. To do so we will focus on how politics media representations cultural assumptions and ideologies organize our understandings of youth and sexuality and their relationship to contemporary U.S. educational practices and policies. Specifically we will discuss discourses of youth and sexuality during the 20-century and how they intersect with education around sexuality. We will consider how ideas of youth and sexuality are constructed within power relationships organized by discourses of heterosexism white supremacy sexism and classism. And finally we will examine specific school-based practices and policies to discuss how they frame and address the issue of adolescence and sexuality in contemporary U.S. society.

SS-0222-1

Women and Politics in Africa

Catharine Newbury

This course explores the genesis and effects of political activism by women in Africa which some believe represents a new African feminism and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic social and political roles of African women the nature of urban/rural distinctions and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries with readings of novels and women's life histories as well as analyses by social scientists.

SS-0224-1

Global Resource Politics

Michael Klare

This course provides an in-depth assessment of the impact of intensified resource competition on international politics and conflict dynamics in the 21st century. The course will examine global supply and demand patterns for those resources considered essential to human life and modern industrial society: oil water minerals timber food and land. In particular it will consider how globalization population growth and unsustainable consumption are affecting the competition for these materials. Particular emphasis will be placed on the potential for conflict arising from the competition for vital materials. The course will also consider how conclude the international system can better manage resource disputes so as to reduce the risk of conflict. Students will be expected to write a research paper on one aspect of this larger problem and to summarize their findings in class; group work will be encouraged.

SS-0225-1

Psychoanalytic approaches to psychotherapy with children

Annie Rogers

How does psychoanalysis understand the treatment of children and adolescents? How have ideas and practices of child psychotherapy within psychoanalysis changed over time? What does a therapist actually do in play therapy sessions and with what results? These are the major questions we'll address in this course. We will begin with an overview of various treatment modalities: behavioral cognitive and humanistic approaches to treating children and adolescents so that students can learn the broader field in which psychoanalysis is unique. This course will involve intensive reading of primary sources and short reflective writing on each source. We will read Freud's little Hans case as well as his failed treatment of an adolescent girl Dora. We'll also look at Anna Freud's essays on the mechanisms of defense and adolescence as important historical documents. Similarly Melanie Klein's work on the psychoanalysis of children is a crucial part of the history of child treatment as is her Narrative of a Child Analysis. We will read Donald Winnicott's classic treatment of a young girl The Piggie as well as excerpts from Playing and Reality. We will also look at more contemporary accounts of child psychotherapy in a psychoanalytic tradition including my book A Shining Affliction and Catherine Mathelin's Lacanian Psychotherapy with Children: The Broken Piano. In a final assignment students will choose one of three novels Araundati Roy's The God of Small Things Toni Morrison's The Bluest Eye or Leah Hagar Cohen's Heat Lightning. After reading the novel students will create a fictional treatment relationship with one analyst from the course (making up a session) and then offer a justification for the analyst's responses to the child involved in the treatment. Students will be expected to prepare for discussions (the reading is not easy) and to participate fully in class.

SS-0226-1

Civil Society and the State: Rethinking Theory

Berna Turam

Civil society has become one of the most popular terms both in scholarly work and in practice. Despite this popularity however there has been hardly any consensus about the definition of the term. The major goal of the course is a critical rethinking of both classical and contemporary theories of civil society by exploring its links to the state political institutions and public sphere. Concretely we will explore alternative patterns of interaction between states and a wide-ranging sphere of collective action including social movements community action grass root activities diversified voices of the public sphere non-governmental organizations and interpersonal reciprocal relations. Theoretical approaches will be accompanied by actual case studies historical and contemporary.

SS-0227-1

Reading, Writing and Citizenship: African American Educational Campaign of the Twentieth Century

Amy Jordan

This course will explore the historical campaigns of African Americans to build educational institutions in the United States. We will examine many of the contentious political debates over the appropriate nature of black schooling in the U.S as well as the grassroots struggles of poor African-Americans to attain a meaningful education. What did specific educational goals mean to poor landless farmers to the small but growing educated black elite and to the broader society? What was the nature of the relationships that existed between pupils and teachers? What were the pedagogical approaches they employed in classrooms and other educational

settings? How did the community respond to and inform these goals? Students will examine the historical literature in black educational history. Students will also develop their own perspectives on black educational movements by reading letters speeches and black newspaper accounts. These sources will provide a glimpse into the specific ways that African-American views on collective action sacrifice and respectability relate to organizing for educational institutions. Reading materials will cover rural and urban primary and secondary schools black colleges vocational educational agricultural extension work and early childhood education.

SS-0232-1

Global Capitalism and the Third World

Frank Holmquist, Frederick Weaver

Profound changes in the international realm during the last two decades have produced a more integrated interdependent world. In this course we critically review the debates about the economic political and cultural causes of these changes and we look closely at the complex relationships among free-market policies democracy cultural resistance and national sovereignty. Throughout the course we emphasize the significance of these changes for the peoples of Africa Asia and Latin America. Enrollment is open for students who have completed some course work on the Third World or political economy

SS-0235-1

Youth and Justice

Stephanie Levin

In what ways do law and the legal system work to protect control and/or oppress young people? This course will examine how law asserts its power over children and youth in cases of crime and delinquency in the removal of children from their families due to abuse and neglect and in battles over child custody. It will also explore such topics as students' rights to free speech and fair disciplinary procedures the problems of child sexual exploitation and the international prevalence of child labor. While it will introduce students to the structure of juvenile law in the U.S. it will also include comparative material on the legal status of children in other cultures and on the growing international children's rights movement incorporating a look at the international Convention on the Rights of the Child. There will also be examination of how concepts of childhood and children's rights have changed over time.

SS-0236-1

HACU-0236-1

The American West

Robert Rakoff, Susan Tracy

The American West has excited the hopes and dreams of generations of Americans who have invested it with our most compelling national myths of conquest success and progress. Now new generations of scholars writers and artists are reinterpreting that history discovering lost narratives and writing new stories which reflect the diversity of this multiracial region. Paying special attention to European-American ideas about nature and civilization individualism and violence race and gender we will investigate the political economic and social history of the West within the context of its mythic narratives. We will examine and interrogate old and new western movies novels and other artifacts to see how these cultural products embody and rework important symbols of American life. We will pay special attention to classic and contemporary Western films with one class a week devoted to film screening. The American West has excited the hopes and dreams of generations of Americans who have invested it with our most compelling national myths of conquest success and progress. Now new generations of scholars writers and artists are reinterpreting that history discovering lost narratives and writing new stories which reflect the diversity of this multiracial region. Paying special attention to European-American ideas about nature and civilization individualism and violence race and gender we will investigate the political economic and social history of the West within the context of its mythic narratives. We will examine and interrogate old and new western movies novels and other artifacts to see how these cultural products embody and rework important symbols of American life. We will pay special attention to classic and contemporary Western films with one class a week devoted to film screening.

SS-0237-1

Indigenous Politics of Latin America

Michelle Bigenho

On January 1 1994 the Zapatistas captured the attention of the world with an uprising against the unchecked advances of globalization and its specific effects in Mexican society. This uprising like other Latin American social movements of the late 20th century has drawn on the organizational and symbolic power of indigenous identities. In the past museum displays and ethnographic texts on Latin America have contributed to the idea of frozen indigenous cultures comprised of primordial essences-cultures already lost or facing the threat of imminent disappearance in the modern world. As an alternative this course presents a dynamic view of

what it means to be indigenous in Latin American contexts. The course will be taught through the disciplinary lens of anthropology and readings will be drawn from case studies in Mexico Guatemala Colombia Brazil Peru and Bolivia. Depending on the Spanish language capabilities of the students who take this course part of the course may be conducted in Spanish.

SS-0238-1

The Making of the Modern Body

Jutta Sperling

How did we become the disciplined healthy and hygienic persons that we are? The sex-obsessed but pleasure-deprived? The analyzed objectified and categorized? In late antiquity the voluntary renunciation of sensual pleasures for the sake of spirituality introspection and individual redemption practiced by Christians radically altered attitudes toward the body. In the Middle Ages the enforced confessional mode of talking about sex and gluttony deeply ingrained knowledge of the body as the site of sin and temptation. In the Renaissance the admiration for the philosophy literature and art of ancient Greece as well as the invention of perspective led to a revival of the analytic gaze: the exposed and measured human body became the focus of early modern art and medicine. The rise of the clinic the asylum and the prison i.e. the institutional confinement of the sick the crazy the poor and the criminals marked the formation of modern power structures. Michel Foucault's but also Norbert Elias's pathbreaking studies on the development of modern bodies will provide the background for this course in European cultural history.

SS-0243-1

Immigrants, Refugees and the Undocumented in New York City

Linda Allegro

Globalization has reshaped labor and capital flows; reorganized refugee resettlement; and redefined notions of race class and gender for post 1965 newcomers. In this course we will explore: the significance of transnationalism in redefining membership in America; the impact of remittances on sender and receiving nations; the political economy of undocumented labor; the shielding factor of the ethnic enclave; and the emergence of new social actors such as home town associations in facilitating movement and adjustment for newcomers. Considerable time will be spent in the second half of the semester on case studies of immigrant communities including Dominican Chinese and more recently Mexican immigrants to the New York metropolitan region.

SS-0245-1

Making Threats: Biofears, Environmental Anxieties and Naturalizing National Security

Elizabeth Hartmann

This course will examine the construction of post-Cold War security threats that draw on deep-seated assumptions narratives and tropes about biological and environmental sources of danger emanating from the Third World. Drawing on popular academic and policy literature we will examine the facts and fictions that go into the construction of threats. Topics include: the population 'explosion' and 'implosion'; immigration; coercive conservation; fears of invasive species and pathogens' naturalizing ethnicity and tribalism; the 'youth bulge' and the Islamic terrorist; bioterrorism; and the nuclear threat. We will analyze the actors and interests involved in the construction of threats and the racial targeting/profiling of marginalized communities both in the U.S. and overseas. We will conclude the course by looking at how real threats such as the environmental contamination caused by nuclear weapons are often obscured.

SS-0247-1

Critical Issues in Asian American History

Lili Kim

This is a substantive as well as methodological course that examines the new scholarship in Asian American history and the latest trends and approaches to studying Asian American history. The course will begin with an overview of the historiography of Asian American history up to the present and then will critically analyze the most recent works of Asian American history in the context of better understanding U.S. history. Examples of the book-length monographs we will read include: Lon Kurashige Japanese American Celebration and Conflict: A History of Ethnic Identity and Festival in Los Angeles 1934-1990 (University of California Press 2002); Gary Okihiro Common Ground: Reimagining American History (Princeton University Press 2001); Nyan Shah Contagious Divides: Epidemics and Race in San Francisco's Chinatown (University of California Press 2001); Henry Yu Thinking Orientals: Migration Contact and Exoticism in Modern America (Oxford University Press 2002); Mari Yoshihara Embracing the East: White Women and American Orientalism (Oxford University Press 2002); Ji-Yeon Yuh Beyond the Shadow of Camptown: Korean Military Brides in America (New York University Press 2002).

SS-0252-1

Gandhi's Critique of Modernity in Contemporary Perspective

Vivek Bhandari

Modernity it has been argued exemplifies the Enlightenment truths of alienated production bureaucratic rationality secular progress and the associated practices of science technology humanism development and management. However the modern world has also witnessed the emergence of imperialism nationalism and the simultaneous exploitation of large parts of the world. Partly in reaction against these historical forces a number of twentieth century social movements have adopted strategies opposed to violent confrontation revolution and civil war. In the twentieth century a major critic of modernity has epitomized these strategies: M.K. Gandhi. Through a critical evaluation of the life and works of Gandhi this course will examine Gandhi's views on non-violence the political strategy of civil disobedience and his critique of modernity. Texts films and the personal narratives of Henry David Thoreau Leo Tolstoy Jawaharlal Nehru and Martin Luther King will be analyzed in conjunction with Gandhi's writings to understand social movements that his ideas have inspired in British India and the United States.

SS-0258-1

Queer in Culture

Kaitilin O'Shea

Queer identities are out in culture-the mass media provides us with icons of GLBT identities that youth have access to-but how does that affect the construction of self in families peer groups and communities? This course will examine queer identities and the current literature and media associated with them as well as experiences of adolescents and young adults in U.S. culture. The class will co-construct an interview guide and each student will perform and transcribe one interview. Students will share their transcribed interviews and perform grounded theory analysis based on their research interests. Queer theory literature will serve as a springboard for generating research inquiries.

SS-0260-1

Political Philosophy: Politics, Gender, and Race

Falguni Sheth

What constitutes an ideal polity? What is the role of subjects and citizens in this polity? How does the sovereign rule? Foucault argues that the role of the sovereign in the contemporary polity is to manage and decide who will be forced to live and who will be allowed to die. Is this role of the sovereign any different from polities of centuries past? How is citizenship construed and managed throughout the history of political theory? How do gender race and ethnicity manifest themselves in universalist political theories? How does the vision of the citizen change in a new global era? How are some populations valorized in order to legitimate the vilification and dehumanization of others? This course will explore these questions among others through selections from some of the following authors among others: Hobbes Locke Rousseau Kant Hegel Gilman Arendt Foucault Agamben Pateman Fraser Iris Young Nussbaum Charles Mills bell hooks Linda Alcoff Patricia Collins.

SS-0260-2

Political Philosophy: Politics, Gender, and Race

Falguni Sheth

What constitutes an ideal polity? What is the role of subjects and citizens in this polity? How does the sovereign rule? Foucault argues that the role of the sovereign in the contemporary polity is to manage and decide who will be forced to live and who will be allowed to die. Is this role of the sovereign any different from polities of centuries past? How is citizenship construed and managed throughout the history of political theory? How do gender race and ethnicity manifest themselves in universalist political theories? How does the vision of the citizen change in a new global era? How are some populations valorized in order to legitimate the vilification and dehumanization of others? This course will explore these questions among others through selections from some of the following authors among others: Hobbes Locke Rousseau Kant Hegel Gilman Arendt Foucault Agamben Pateman Fraser Iris Young Nussbaum Charles Mills bell hooks Linda Alcoff Patricia Collins. This course will have a discussion section on Wednesdays.

SS-0264-1

Globalizing Religion

Abraham Zablocki

With the rise of modernity many expected to see religion recede as an important dimension of society. Yet religious institutions beliefs and practices are in fact rapidly spreading around the world. Is the current globalization of religion simply a last gasp before an inevitable secularization process takes place? Or is it a response to modernity and the globalization of culture capital and migration? What accounts for the growing popularity of new forms of religion such as Islamic fundamentalism charismatic

Christianity and Buddhist modernism? In order to investigate these questions we will examine the globalization of religion through anthropological case studies historical accounts and social theory.

SS-0265-1

Family, Gender and Power

Margaret Cerullo, Kay Johnson

In this course we will explore questions concerning the bases of women's power and subordination in different historical class race and cultural locations with particular attention to women's position in relation to kinship and the political order. Our case material will come from Europe China and the US. In China and Europe we will examine the emergence of different patriarchal structures and the role of the state in shaping family gender and reproduction. In the US we will focus on the racialized production of gender and kinship from the era of slavery to the rise of the US welfare state and its dismantling in the name of family values. Throughout the case studies we will highlight various forms of resistance to subordination and the diversity of lived experiences. This course is designed as a core feminist studies course in Social Science. It will also be valuable for students concentrating in child studies or wanting to incorporate gendered perspectives into their study of European U.S. or Chinese politics and history.

SS-0267-1

International Human Rights

Stephanie Levin

The contemporary human rights movement is in a period of dynamic growth and change. Many believe that there should be more attention paid not only to civil and political rights such as freedom of conscience and freedom of speech (the so-called first generation of human rights) but also to social and economic rights such as the rights to food shelter and health care and to such newly articulated rights as the right to a healthy environment to cultural expression or to peace. At the same time there is considerable debate about the validity of these higher generation rights and also about whether human rights as currently formulated reflect universal values or western biases. Using actual case studies this course will explore these debates providing an overview of the international legal framework for human rights.

SS-0271-1

African Americans in Contemporary America

Louis Prisock

In this course we will critically examine the current state of African Americans in various areas of American life: education employment wealth accumulation housing health care family issues and race relations. Through close readings of various texts we will analyze the influences race class and gender have on African American life opportunities in these areas. We will also focus on the competing political approaches and solutions put forth by different segments of the African American community.

SS-0275-1

Encounters with the Past: Readings in European History

James Wald

What can the hopes and fears of a given society tell us about it and ourselves? Did the gravest sins in old Europe involve food money or sex? Among the hallmarks of modernity were the rise of new social formations (classes) and the commercialization of daily activities and relations. Did traditional institutions and belief systems hamper or facilitate the changes? What roles did religious and national contexts play? Did the increase in the sheer number of things change the way people thought? What changes did the family and private life undergo? At the heart of the course is the concept of culture as a process through which individuals and groups struggle to shape and make sense of their social institutions and daily lives. Some background in European history strongly recommended. A core course in history the social sciences and cultural studies. Note: include designation CFB (=a Center for the Book course) Topic: Hopes and Fears: Religion Gender and Possessions from the Middle Ages Through the Industrial Revolution.

SS-0277-1

HACU-0277-1

Going for Baroque

James Wald, Jayendran Pillay

For many the Baroque connotes elegant music that is easy to listen to. For 150 years however the music was scorned. And when it was new it was a radical innovation. The Baroque witnessed the invention of musical instruments and even the word orchestra. According to Jacques Barzun the common characteristic of monarchical pomp and the Baroque is profusion dignifying a

central purpose. Our course examines the Baroque as both a musical style and a broader aesthetic reflecting the particular social circumstances of the late 16th through the mid-18th centuries. We will study not only the works of celebrated composers such as Monteverdi Schuetz Lully Handel and Bach (as well as a host of lesser figures) but also the principal settings of cultural production: the princely court the church the town. No musical background is required but students wishing to pursue musicological work will be able to do so.

SS-0308-1

Introduction to Psychoanalytic Psychology

Lourdes Mattei

Psychoanalysis has exerted a powerful intellectual influence on modern thought. This seminar will introduce students to the basic ideas and concepts of the various schools of psychoanalytic psychology. We will look at the ways psychoanalysis understands human nature motivation personality/identity/self. Furthermore we will focus not only on the sociopolitical context of these ideas but on their potential for a deeper more complex theorizing of individual and social change. Primary sources and case studies as well as fiction films and plays will be used to illustrate psychoanalytic insights and contributions to contemporary modern and post-modern ideas. Previous coursework in psychology is required.

SS-0313-1

Writing Culture

Kimberly Chang

This course is intended for Division III students who are in their final semester and whose Division III projects are based on ethnographic fieldwork interviewing or other qualitative methodologies. The course is designed as a weekly writing seminar in which students share and critique each other's work paying particular attention to problems of interpretation translation and representation that arise in the writing of culture in a post-modern post-colonial world. We will explore theoretical concepts such as reflexivity and intersubjectivity that treat culture as a form of relational knowledge. We will also read ethnographic texts by writers such as Barbara Myerhoff Dorinne Kondo and Ruth Behar for examples of how to write reflexively and set culture in motion. Students will present portions of their completed Division III projects in a forum at the end of the semester.

SS-0350-1

HACU-0350-1

Gender, Race and Class in U.S. History and Society

Laurie Nisonoff, Susan Tracy

This course will examine the social structures and ideologies of gender race and class. For instance when we consider the situation of battered women we see that all women confront gendered social structures and prejudice. Yet the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above drawn from both history and public policy we will work to hone our critical skills in analyzing gender race and class in American society. This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion.

SS-0370-1

CS-0370-1

Brain, Mind, and Culture

Barbara Yngvesson, Neil Stillings

The human brain is highly similar to the brains of other primates and it has not evolved since the ice age yet human culture has displayed remarkable variation across groups and over time. In this course we will consider the origins of culture in fundamental human neural capacities as well as what the evolution and variation of cultures can tell us about the nature of those capacities. We will consider how processes of individual neurological and psychological development are related to processes of cultural stability and change. We will attempt to integrate insights from neuroscience psychology and anthropology to develop a more subtle account of human nature than any of these disciplines has been able to give on its own. We will explore these possibilities by reading and discussing key contemporary work. A major term paper and several shorter essays will be required. This is an advanced seminar in Hampshire's new Culture Brain and Development Program.

WP-0103-1

IA/HACU-0103-1

Introduction to Writing

Deborah Gorlin

Introduction to Writing This course will explore the work of scholars essayists and creative writers in order to use their prose as models for our own. We'll analyze scholarly explication and argument; we'll also try to appreciate the artistry in our finest personal essays short fiction and poetry. Students will complete a series of critical essays in the humanities social sciences and natural sciences respectively and follow with a personal essay a brief memoir and a piece of short fiction or poetry. Students will have an opportunity to submit their work for peer review and discussion. Frequent enthusiastic revision is an expectation. EXP MCP PRS REA WRI

WP-0183-1

SS-0183-1

Writing the Past: Sports in America

William Ryan

This course will explore strategies for writing about the past with the history of American sports serving as the subject matter. Few undertakings can match sport's broad intense appeal. Most every cultural issue or tension moreover seems to work its way into the starting lineup - at times with dramatic effect. As numerous observers have noted the playing field is nothing less than our nation in microcosm. We'll analyze historiographical analytical and anecdotal essays as well as biographies personal essays and creative non-fiction in part to develop some appreciation of sport's rich history. But this is first and foremost a writing seminar. Thus our primary purpose will be to look at how the various essays and narratives are shaped and developed and approximate those strategies in written assignments. Students will write (and revise) a series of critical and creative essays. There will be regular opportunity for peer review.

WP-0201-1

Writing Project Workshop

Ellie Siegel

This workshop is designed to provide assistance to students who are already engaged in large projects research papers and exams and who would like a structured meeting time in which to write and to discuss strategies for research writing and revision. Special attention will be paid to the writing process: conceptualization organization and pacing oneself through work blocks and writing anxieties. Brief reading and writing assignments will be given and in addition to attending class meetings participants will be expected to meet in tutorial with the instructor. Since this class supplements work already in progress no formal instructor evaluations will be provided and the completion of this workshop will not count as course credit towards a Division I exam. This course is primarily targeted toward students who are working on Division II research papers. Division III students should see the instructor before enrolling in this workshop.