

FALL 2005 COURSE DESCRIPTIONS

September 2, 2005

Complete up-to-date information can be found on [TheHub](#)

COGNITIVE SCIENCE

CS-0107-1

Inquiries Into the Mind

Jaime Davila

During this course, through weekly faculty presentations, students will have the opportunity to discover the range of research being carried out by at the School of Cognitive Science. In addition, students will meet once a week in small groups to develop their own research projects, which will need to integrate one or more of the topics presented. These small group discussions will be led by upper-division students with the assistance of faculty. This is a course in the Culture, Brain and Development Program. PRJ, QUA

This new course is designed for students who are eager to carry out a piece of self-initiated work. It will include small class sections in which students will carry out a project related to the course material under the guidance of faculty, other project support personnel, and/or advanced students.

F 01:00PM-02:20PM ASH 111

F 01:00PM-02:20PM ASH 126

CS-0110-1

The Psychology of Leadership

Theo Dawson-Tunik

What makes a leader a leader? Are some people born to be leaders? Can just about anyone learn to be a leader? These are some of the questions that drive psychological research on leadership. In this course, we will pose these questions and others as we explore some of the psychological literature on leadership. Students will then examine and evaluate some applications of psychological research findings to leadership contexts in the real world. Evaluations will be based on quality of participation and preparedness, a series of response papers, and work on a final project. PRJ, PRS, REA

MW 09:00AM-10:20AM ASH 222

CS-0112-1

Animal Behavior

Kathryn Lord

What is an animal doing when it behaves? We will focus on behavior from the standpoint of evolutionary biology. Animals feed, reproduce, and spend much of their time protecting themselves from the environment. To accomplish these ends they must be able to perceive the world around them and gather and use a wide range of information. Did they evolve these abilities through natural selection as Darwin suggested? Are animals' behavioral abilities genetic, or do they learn how to live a (reproductively) successful life? Is that a good way to pose the question? We will look at the behavior of many animal species and explore the methods that scientists have used in trying to answer such questions. Students will be expected to read and critique a series of articles from the professional scientific literature. QUA REA WRI

TTH 10:30AM-11:50AM ASH 112

CS-0117-1

Philosophy of Education

Ernest Alleva

What is education, and what is it for? What is the meaning and value of education to individuals and to society? What should the aims and content of education be? Are there things that everyone should know or be able to do? Should education promote morality or moral virtue? What are alternative methods of education? How should educational opportunities and resources be distributed? How might education contribute to or undermine certain inequalities in society? What roles should the individual, family, community, and state have in education? What should the role of education be in democratic societies? We will examine alternative perspectives on these and related issues of educational theory and practice. Readings will include selections from a variety of influential historical thinkers, such as Plato, Rousseau, and Dewey, as well as more recent educational theorists and critics, such as Illich, Freire, and Kozol, among others. PRJ, PRS, REA, WRI

MW 04:00PM-05:20PM ASH 222

CS-0130-1

Thinking and Remembering in the Real World

Rhiannon Hart

There are many ways in which people use memory and cognition in the real world. From court cases to recovered memory to perceiving things that are not necessarily as they seem, memory and cognition are complex and interesting.

Through readings, class discussions, and lecture, students will read and learn about how cognitive psychologists have studied these topics and many more. In addition, students will explore specific areas of their choice for individual projects. REA, WRI, PRJ.

TTH 12:30PM-01:50PM FPH 104

CS/NS-0140-1

Revolutionary Ideas in Science

Salman Hameed

The primary theme of the class is to provide an understanding of how science works using examples of theories that challenged various accepted scientific ideas. We discuss the role of scientific observations, culture, politics, personalities, and religion in scientific debates and highlight the human element of science. The course not only uses examples of revolutionary ideas that were successful (e.g. Evolution; Plate tectonics, etc.) but also those that ultimately failed (e.g. Steady state universe). The students will also get an insight into the process of scientific thinking via group presentations debating currently unresolved issues in science (e.g. Impact theory of dinosaur extinction; Evidence for life on Mars, etc.). REA, WRI, PRS,

TTH 12:30PM-01:50PM ASH 126

CS-0147-1

Minority Languages: Linguistic, Legal, and Political Issues

Nathan Vailllette

Any reasonably large community includes speakers of more than one language and/or dialect. Inequalities and differences in prestige are typically associated with these different ways of talking. Minority languages often suffer discrimination and in many situations face decline or extinction. However, more and more minority language communities around the world are fighting for and winning special protection. In this course we will learn about the past and present legal and political status of minority languages in diverse parts of the world. We will address general questions such as: What effect does minority status have on a language? What determines whether a minority language will die out or continue to thrive? What are the benefits and costs of providing services (e.g. schooling) in minority languages? Participants will be expected to take an active role in researching topics of interest and presenting their findings. MCP, PRS, REA, WRI

MW 02:30PM-03:50PM ASH 222

CS/NS-0149-1

Paranormal/Supernatural Phenomena: A Passionate Closer Look

Salman Hameed

This course will provide students with the tools to evaluate the pseudo-sciences that are so enticing in today's complex and stressful world. The National Science Foundation recently reported that 30% of Americans believe in UFOs as ET spacecrafts, 60% believe in ESP, and many believe astrology (40%) and magnetic therapy (70%) to be scientifically based. We will explore the psychological and sociological reasons why people are attracted to New-Age enterprises that claim to: provide personal insight from stars and planets; communicate with the dead; predict the future; read minds; heal diseases with mystical forces; demonstrate paranormal abilities like psychokinesis; prove contact with extraterrestrial beings. We will also analyze the claims made by the pseudo-sciences and challenge those that appeal to reason. We will examine the power of coincidence and the tendency for humans to focus on confirming evidence while ignoring disconfirmations. In addition to watching psychic TV shows, like Crossing Over with John Edward, we will also witness live demonstrations of psycho-kinesis and mind reading by guest psychics. REA, WRI, PRS, PRJ

MW 02:30PM-03:50PM ASH 126

CS-0151-1

Teaching English to Speakers of Other Languages

Caroline Gear

This course is an introduction to the field of Teaching English to Speakers of Other Languages (TESOL). Students will study a variety of approaches to language learning and will be exposed to educational theory, applied linguistics, practical teaching ideas and curriculum development. Students will also develop ESOL materials and experiment with them in class. In addition, learners will observe 10 hours of classes at the International Language Institute in Northampton. This course may count towards a two-semester teaching certificate.

TTH 12:30PM-01:50PM ASH 111

CS-0164-1

Human Nature, Language, and Politics: Noam Chomsky and His Critics

Ernest Allewa, Steven Weisler

Noam Chomsky is an intellectual figure whose pioneering work in linguistics, philosophy, psychology, and political analysis is one of the most impressive attempts in modern times to understand the psychological, biological and social

capacities that make us human. The study of language from the Chomskyan perspective has brought into focus fundamental questions at the intersection of the humanities and the sciences, among them: How can the mind be studied? Which aspects of human knowledge are learned? Which are part of our biological endowment? How much are humans limited (or liberated) by our biology? In addition to work on language and mind, Chomsky has written extensively on moral and political matters: war and peace, social justice, free speech, and the responsibilities of intellectuals. This course will examine Chomsky's views on diverse intellectual and political concerns and explore ongoing debates regarding his work. This will include critiques and exchanges between Chomsky and influential thinkers such as Skinner, Piaget, Quine, and Foucault. Students in the course will get to know a wide range of faculty and will do and receive guidance regarding self-initiated projects on course - related topics. This is a course in the Culture, Brain and Development Program. PRJ, REA, WRI

This new course is designed for students who are eager to carry out a piece of self-initiated work. It will include small class sections in which students will carry out a project related to the course material under the guidance of faculty, other project support personnel, and/or advanced students.

MW 01:00PM-02:20PM

FPH WLH

CS/NS-0168-1

Fundamentals of Human Neuropsychology: The Organization of Behavior and Human Nature

Bradley Crenshaw

This course will explore the neurological underpinnings of human behavior. We will begin by introducing ourselves to the organization and anatomy of the brain, which will give us the essential structural components of the central nervous system. We will cover the organization of our sensory and motor systems, the functional specificities of the parietal, temporal and frontal lobes, and the higher cortical functions (memory, language, and emotion). Students will be introduced to these topics using a mixture of primary literature, videos and discussion. The second half of the course will be devoted to the various 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 we 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 the completion of a major research project. MCP, PRJ, REA, WRI

MW 04:00PM-05:20PM

CSC 333

CS-0173-1

Consciousness Considered

Philip Kelleher

As you read this sentence, you are, at some level, conscious of what you are doing, where you are, and perhaps also of events happening around you. If you stop to consider this consciousness of yourself and the surrounding world, you may feel that it is something with which you are intimately familiar. Yet, through history, the nature of consciousness has proved to be an elusive and perplexing problem for those who have attempted to understand it. What is consciousness? Is it the product of neural activity occurring in certain parts of the brain, an evolutionary adaptation, self-descriptive behavior shaped by one's social environment, or a non-material phenomenon beyond the bounds of scientific inquiry? In this course, we will explore various approaches to the problem of consciousness by focusing on a number of theories recently proposed by psychologists, neuroscientists, and philosophers. Students will complete a series of short papers. This is a course in the Culture, Brain and Development Program. REA WRI

TTH 12:30PM-01:50PM

FPH 108

CS/HACU-0181-1

Music in Culture and Nature

Mark Feinstein, Jayendran Pillay

Is there a false division between the soundscapes of the human and non-human animal worlds? This course synthesizes insights from ethnomusicology and bioacoustics in an exploration of music as a complex example of the nature/nurture problem. We often think of musical expression as a cultural activity alone, but it is our biological attributes (brain, nervous system, and body) that perceive and generate the sounds from which we craft cultural meaning and we share those attributes with many other organisms. We will look at ethnomusicological case studies from Papua New Guinea, Bali, and Kenya as well as scientific inquiries into the acoustic behavior of animals (song in birds and whales, chorus howling in wolves, drumming in chimpanzees and ants) and ask such questions as: Are striking parallels between human music and bioacoustic behavior merely coincidental -- or are they generated by evolutionary and learning processes that we share with other animals? How does the development of the brain shape the music of children across cultures? Do biology and culture limit or liberate our capacity for musical expression? Students will be expected to do extensive readings, several essays, and complete a research paper or project. This is a course in the Culture, Brain and Development Program. MCP, PRJ, EXP, REA, WRI

TTH 02:00PM-03:20PM

ASH 112

CS-0190-1

Language and the Brain

Jane Ashby

Understanding how the brain processes language is an ongoing challenge for cognitive neuroscience research. How do our intentions become utterances? How do we interpret what a speaker is saying? In this course students will develop a basic understanding of brain anatomy and the networks involved in language processing. This understanding will then serve as the foundation for an exploration of the various experimental techniques, findings, and open questions in language research. Students will read primary research papers, write short essays, and give presentations in class. PRS, PRJ, REA, WRI

MWF 09:00AM-10:20AM

ASH 111

CS-0197-1

The Art & Science of Digital Imaging

Christopher Perry

This course will introduce students to the processes of creating, manipulating, transmitting, storing and displaying digital images with computers. About one-half of class time will be spent on theory, covering the mathematical, computational, and cognitive fundamentals of the field. This material will include image representation and compression, sampling, matte creation, compositing, image processing, time-based imaging, and exploration of the perceptual issues at play in the creation and observation of digital images. The other half of class time will be spent writing computer programs and using off-the-shelf software to explore these theories in practice. Students will complete work in multiple domains during this course, including but not limited to writing computer programs, solving mathematical problem sets, and creating digital images using the tools at their disposal. Students should be comfortable with math and familiarity with computers is a large plus. PRJ, QUA, EXP

MW 10:30AM-11:50AM

ASH 126

CS-0205-1

Introduction to Psychology

Rhiannon Hart

This introduction to psychology will focus on how psychologists use scientific methods to understand why people think and act as they do. Psychological research encompasses a broad range of issues, including the operation of our senses, the variability of attention, mechanisms of memory and forgetting, the role of gender in psychology, the formation of stereotypes, the nature of mental illness, and processes of stress and coping. We will study specific topics within several of these broad areas to learn how the process of psychological research works. Some of the topics will be selected by students at the beginning of the course. This course satisfies Division I distribution requirements. REA, WRI, QUA.

TTH 02:00PM-03:20PM

FPH 105

CS-0209-1

Moral Development and Culture

Theo Dawson-Tunik

Over the last 80 years, numerous psychologists around the world have studied the development of morality. Not very surprisingly, the emerging picture of moral development reveals variation in moral values across cultures, generations, and even families. However, even though they are aware of these findings, some psychologists argue that there are universals in moral development. The stakes in this debate are high, because much of this research is fueled by the question, How should we provide for the moral education of the next generation? In this course, students will get a taste of the often heated debate between psychologists and educators from these two camps. Evaluations will be based on quality of participation and preparedness, a series of response papers, and work on a final project. This course satisfies Division I distribution requirements and is a course in the Culture, Brain and Development Program. PRJ, PRS, REA, MCP

TTH 10:30AM-11:50AM

ASH 221

CS-0214-1

Freedom of Expression

James Miller

Should there be limits to what people can say in speech and writing, through the media and in other forms of social communication? This course will investigate a range of legal and communications issues relating to free speech for individuals, groups and the mass media, perhaps including some comparison with other countries' approaches to freedom of expression. The crucial context of history will be emphasized, since concepts of free speech change, often dramatically, over time. Special emphasis will be given to the application of U. S. First Amendment law to the media. College speech codes, textbook selection, flag burning and other such cases will be examined. Students will read actual court decisions and the texts of laws in addition to analyses from several disciplines. There will be a series of short essays, small group projects and a final paper. This course satisfies Division I distribution requirements. PRJ, PRS, REA, WRI

TTH 10:30AM-11:50AM

ASH 222

CS-0216-1

Beauty & The Brain: What Modern Neuroscience Has to Say About Aesthetic Experience

Joshua Fost

Individuals and cultures differ in their judgments of what is beautiful, but the feelings underlying positive aesthetic experiences may be shared more broadly than the judgments themselves. According to the prevailing scientific worldview these feelings, like all other mental experiences, must have their roots in the activity of the brain. Can a neuroscientific perspective thereby lead to a scientific understanding of beauty and aesthetics? Or is such an idea fundamentally mistaken? In this course we will explore an expansive notion of beauty (it's not just faces and sunsets), considering mathematical, evolutionary, and psychological explanations of the aesthetic experience. Neuroscience, at both macroscopic and microscopic levels, will be a recurring and unifying theme throughout the course. While prior exposure to neuroscience would be helpful it is not required. This course satisfies Division I distribution requirements. MCP, PRS, REA, WRI

M 02:30PM-05:20PM

ASH 111

CS-0218-1

The Birth of Mind: Biological Foundations of Psychological Development

Jane Couperus

This course provides students with a solid background in brain/behavior relations across development. Goals of the course include developing a working knowledge of developmental systems neuroscience as well as developing skills in finding and reading research articles and in thinking and writing critically about research. Course requirements will include reading primary research articles library research and writing several short integrative review papers. Topics covered by the course will include the organization and development of the brain, the structure, function and development of motor and sensory systems, and the development of some higher cognitive functions including memory, language, executive functions (e.g. attention), and emotion. This course satisfies Division I distribution requirements and is a course in the Culture, Brain and Development Program. REA, WRI

MW 01:00PM-02:20PM

ASH 111

CS-0222-1

Science of the Mind

Jaime Davila

This course will introduce students to a range of topics covered by Cognitive Science faculty. Through a series of faculty guest lectures and response papers, students will become familiar with the research being done by members of the CS faculty. These topics will include philosophy of mind, linguistics, computer science, artificial intelligence, evolution, psychology, education, and others. In addition, students will have the opportunity to explore ways to combine these topics into their own course of study, and design Division II's and III's.

WF 01:00PM-02:20PM

ASH 112

CS-0231-1

Literary Computing

Nathan Vaillette

Computers can contribute to the study of literature in lots of ways. They make it easy to count all the occurrences of the words father and mother in Hamlet; to search for dangling prepositions in Pride and Prejudice; to use hypertext (internet-style links) to create and represent non-linear literature; to automatically detect subtle differences between typical male and female writing style; or to inform debates about the real author of anonymous or disputed works.

MW 09:00AM-10:20AM

ASH 126

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. This course satisfies Division I distribution requirements. PRJ, PRS

TTH 02:00PM-03:20PM

ASH 222

CS-0245-1

Minds, Brains & Machines: The 50 Key Ideas

Mark Feinstein, Neil Stillings

All students in the cognitive, neural, and psychological sciences should be familiar with certain key concepts. This course surveys these central ideas to give students the vocabulary needed to approach the research literature without being intimidated by a barrage of technical terms and to hold intelligent conversations with other students and faculty members who are interested in matters of mind, brain, and machine. Readings in the course will be drawn from books and journals in the field. Students will complete a series of short assignments concerning the concepts covered in the course. There will be no final project. Prerequisite: At least one prior course in psychology, linguistics, computer science/AI, neuroscience, philosophy, anthropology, or animal behavior. This course satisfies Division I distribution requirements and is a course in the Culture, Brain and Development Program. QUA, REA, WRI

TTH 10:30AM-11:50AM ASH 126

CS-0263-1

Artificial Intelligence

Jaime Davila

This course will introduce students to the main topics in artificial intelligence, both from theoretical and applied points of view. These topics will include intelligent searching, game playing, neural networks, genetic algorithms, logic programming, and natural language processing. Most of the topics will be presented through class exercises, in which students will then need to expand as homework outside of class. These homeworks will involve either coding, developing algorithms, and/or evaluating the feasibility of artificial intelligence approaches for different tasks. This course satisfies Division I distribution requirements. PRS, PRJ, QUA

TTH 09:00AM-10:20AM ASH 126

CS-0301-1

Seminar in Philosophy: 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? What makes us happy and why? Should happiness be our ultimate goal? This course will examine what philosophers have said about the good life, the nature and importance of happiness, and its relation to 'the good life', and read some philosophical literature critical of the view that happiness should be our ultimate goal. Students will read and critically analyze classical philosophical texts and primary research articles. If time permits we will also discuss the growing body of empirical literature on 'subjective well-being' and positive psychology. Students are expected to write a series of short papers and complete a final research project. In order to take this advanced seminar, students must have at least one prior course in Philosophy.

TTH 02:00PM-03:20PM ASH 221

CS/NS-0316-1

Linear Algebra

Kenneth Hoffman

This course develops the basic geometric, algebraic, and computational foundations of vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken at least one semester of calculus and is useful to most consumers of mathematics. The course focuses on real finite imensional vector spaces, although abstract and infinite-dimensional vector spaces will be discussed towards the end of the semester. Applications will be made to computer graphics, environmental models, and physics using tools from differential equations, Fourier series, inner product spaces, and the theory of algorithms. Computers will be used throughout. Problem sets will be assigned for every class.

MWF 02:30PM-03:50PM CSC 316

CS-0334-1

Computer Animation III

Christopher Perry

In this course, advanced students from many disciplines will form one team and produce a computer animated short film. The success of the class hinges on effective collaboration between experienced computer animation students and students whose interests and abilities lie in the studio arts, sound and music, and traditional film, photo, or video. Students will be required to specialize in one or more of the following areas and must demonstrate their experience and ability in their area(s) of interest to gain admittance to the course: screenwriting, storyboarding, character and set design, music scoring, sound engineering, modeling, layout, shading, texture and environment painting, character animation, lighting, effects animation, rendering, editing, production management, producing, and programming. Interested students must bring a portfolio of relevant work to the first class.

TTH 02:00PM-03:20PM ASH 126

CS/NS/SS-105T-1

Developmental Psychopathology: Culture, Brain and Development

Jane Couperus

Until the last 10 years or so Autism, a disorder with known biological correlates, was almost unheard of, why is this disorder suddenly so prevalent? Is it something in our culture? our environment? our genetics? This course will examine developmental psychopathologies such as ADHD, Autism, Conduct Disorder, Tourettes, and others from multiple perspectives. We will examine the role of culture, experience, and brain development in the development of these disorders in children using psychological and neuroscientific perspectives. Students do not need to have any specific background but should be willing to read scientific articles and open to understanding not only the role of culture and society in development but the biological underpinnings as well. Students will be expected to read primary research, write several short papers, as well as complete a course long project that will be presented to the class. This is a course in the Culture, Brain and Development Program. PRJ, REA, WRI, PRS

MW 10:30AM-11:50AM

ASH 222

CS-129T-1

The Psychology of Writing

Laura Wenk

We all learned to write, we are asked to write often, and likely, we notice variations in our writing process - times that we learn by writing and times that we don't; times when our writing flows and times when we are stuck. There are different purposes to writing and different expectations of our writing in different settings. In this course we examine the mental process of writing, as well as our behaviors with regards to writing. We also work on strategies to improve our practice. Evaluation is based on a series of short papers, a writing portfolio, and completion of a final paper on a topic central to the course.

TTH 09:00AM-10:20AM

ASH 222

CS-136T-1

Love, Sex & Death: An Introduction to Applied Ethics

Laura Sizer

This class will introduce several philosophical ethical theories and use them to examine various contemporary moral dilemmas. Many of the moral controversies of our times touch on some of our most fundamental concerns: life and death, love and sex. This semester we will discuss contemporary issues that involve these fundamental concerns such as capital punishment, abortion, pornography, adultery and perhaps other issues at the intersection of ethics and sex. Philosophy is more than a subject matter, it is a way of thinking, asking questions and evaluating answers to them. The aims of this course are not political but philosophical: to teach you to examine critically these issues and arguments, and to formulate and defend your own views on these topics. These topics are controversial for a reason: there are no easy answers. You are expected to be respectful and consider all viewpoints. You will be required to write (and rewrite) a series of short papers, and give a presentation to the class. REA, WRI, PRS

TTH 09:00AM-10:20AM

ASH 111

CS-173T-1

Consciousness Considered

Philip Kelleher

As you read this sentence, you are, at some level, conscious of what you are doing, where you are, and perhaps also of events happening around you. If you stop to consider this consciousness of yourself and the surrounding world, you may feel that it is something with which you are intimately familiar. Yet, through history, the nature of consciousness has proved to be an elusive and perplexing problem for those who have attempted to understand it. What is consciousness? Is it the product of neural activity occurring in certain parts of the brain, an evolutionary adaptation, self-descriptive behavior shaped by one's social environment, or a non-material phenomenon beyond the bounds of scientific inquiry? In this course, we will explore various approaches to the problem of consciousness by focusing on a number of theories recently proposed by psychologists, neuroscientists, and philosophers. Students will complete a series of short papers. This is a course in the Culture, Brain and Development Program. REA WRI

TTH 09:00AM-10:20AM

ASH 112

CS-188T-1

Information Age

James Miller

According to the United Nations, the world is in the midst of a revolutionary shift from an industrial to an information-based society, and this change is fostering digital and knowledge divides. This is a controversial thesis. Some

analysts contend that computer-related technologies like the Internet are actually expanding access to information and knowledge, not reducing it. Other observers believe that whatever digital divides exist tend to mirror other long-established gaps between society's haves and have-nots. This course will explore the widespread development of the information society, with special emphasis on the digital divide issue. Students will read the forecasts of futurologists, examine the ubiquitous place of computer-related technology in everyday life and try to determine whether age-old social inequities are being lessened or made worse by these changing conditions. Students will make oral presentations, write short essays and complete a final research paper. PRJ, PRS, REA, WRI

TTH 09:00AM-10:20AM ASH 221

CS-191T-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. REA, PRS, QUA, PRJ

MW 10:30AM-11:50AM ASH 221

HUMANITIES, ARTS and CULTURAL STUDIES

HACU-0102-1

Drawing I

Scott Reeds

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

M 06:30PM-08:50PM ARB STUDIO 1

T 03:30PM-05:50PM ARB STUDIO 1

HACU/IA/WP-0103-1

Introduction to Writing

William Ryan, Ellie Siegel

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

WF 01:00PM-02:20PM GRN WRC

HACU-0104-1

Drawing I

Karacabey Sinanoglu

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

TTH 12:30PM-03:20PM ARB STUDIO 1

HACU/IA-0105-1

Architectural Design: Basic Approaches

Robert Goodman

This course is suitable for students with little or no background in architectural design who are interested in developing their skills in a studio setting. The course will focus on the design of simple buildings and will include basic architectural drawing and model study techniques, aesthetic and functional analysis, appropriate uses of construction materials and structures, and fundamental issues of site design. It will explore architectural design within the context of environmental sustainability, social equity, and different cultural approaches to shelter. The course will require a considerable amount of out-of-class time for analysis and design development. EXP, PRJ, PRS

TTH 12:30PM-01:50PM

EDH 3

HACU-0106-1

Exploring the Photographic Image in the Digital Realm

Michele Turre

This course explores the practice of photography as inflected by digital imaging technologies. Studio assignments encourage the development of personal content while advancing camera and software skills. Student's photographic work will be presented on-screen and online (no printed output is involved). Students will have access to computers and scanners, but must provide their own digital cameras. Readings and lecture/discussions provide a context for studio assignments and regular in-class critiques of student work. As digital imaging appropriates and transforms the practices, paradigms and concepts of historical photography, we will interrogate photomontage, photojournalism, documentary photography and scientific imaging as practices antecedent to the regime of the digital image. We will also bring into focus a broad spectrum of the contemporary visual domain, from fine art photography and commercial media to visual music, culture jamming, database art, interactive models, and collaborative culture. EXP, MCP, PRJ, PRS, REA

MW 01:00PM-02:20PM

ASH 126

HACU-0109-1

Introduction to Media Production: Images of War

Kara Lynch

This course will introduce students to interdisciplinary work in media production. Students in this class will be active readers, lookers, thinkers, and makers. Whether through first-hand oral accounts, painting, photography, film, video or live web-streaming, war is imaged for our consumption and contemplation. This class will consider the relationship between images and military proliferation within daily life. We will look at how images function in both pro and anti-war debates and how they are crucial to our understanding of death and violence when associated with war. We will concentrate on modern warfare and the camera's framing of these engagements. This class will introduce students to critical skills that will enable them to describe, interpret and evaluate the ways in which images represent the world around us. At the same time, video, photo and digital production workshops will introduce students to a range of production skills. Response, research, reflection and revision are key concepts within the structure of this class. Weekly reading and looking assignments will provoke written and visual responses. Students will participate in group work and dynamic class discussions. This class will prepare students for continued work in media and cultural studies, media production and the social sciences. There is a lab fee charged for the course. EXP, PRS, REA, WRI

TTH 10:30AM-11:50AM

ASH 111

HACU-0113-1

Modern Dance Technique I

Cathy Nicoli

This course will emphasize building technique through conscious awareness of the body, including alignment, movement initiations, and use of breath. We will work on freeing up our bodies, for full, expressive, and distinct dancing. Classes will combine specific improvisations as well as introduce the basics for picking up and remembering movement phrases and sequences. Elements will also include: finding center, playing on and off center, supporting through the spine, connecting to the floor, specific use of weight, momentum, release, and presence. Working in a supportive and focused environment, these classes will build from a slow thorough warm-up to large, luscious, and energetic dancing. EXP

TTH 02:00PM-03:20PM

MDB MAIN

HACU-0118-1

Mapping Time: Histories and Practices of Film/Video Installation

Simin Farkhondeh

In this course we will investigate the multiple histories, strategies, and concepts around film and video installation. Perceptions of time and space function differently in the museum than in the theatrical setting. Installation uses space as an integral part of creating meaning. In this course we will look at film, video, and media works that use, sound, site-specificity, multiple channels, loops, and absences as tools for communicating ideas. The presentation of motion pictures in a non-theatrical setting dates back to the early days of cinema. We will look at histories of projection performance, multi-channel video works, and installations from the days of magic lantern slides, through Dada, Fluxus, and Happenings to

contemporary installation practice. Students will be expected to read from a variety of historical, theoretical, literary, and art historical texts, write papers, and give in-class presentations on historical and contemporary installation artists. EXP, PRS, REA, WRI

W 09:00AM-11:50AM

PFB CLASS

HACU-0119-1

Musical Beginnings

Thomas Randall

This course focuses on the broad global fundamentals of music and music theory, including music literacy (how to read music notation). We will look at theoretical concepts (pitch, rhythm, timbral nuances, texture, intervals, harmony) and develop our sense of music cognition through ear training. This course will connect music to theory, by encouraging students to produce music themselves. We will examine a variety of musical genres, including world music, pop, jazz, and western classical music. No prior music training or literacy is required. A listening lab will be a required part of this course. There will be one and one-half hour weekly sessions. Mandatory listening sessions will meet twice each week in addition to the class meetings. EXP, REA

MW 08:00PM-09:00PM

MDB RECITAL

TH 06:30PM-09:30PM

MDB RECITAL

HACU-0152-1

Irony, Agency and ideology in Popular Culture

Viveca Greene

Shortly after September 11th many journalists suggested that the attacks marked the death of irony. It was not the first time this pronouncement was made; Theodor Adorno declared irony moribund in the years following the Second World War. We will begin the course by exploring some of the key issues and debates in popular culture, especially with regard to the ongoing tension between agency and ideology. Then, using irony as a means of further exploring cultural theory, we will grapple with how and why irony has become a (if not the) dominant cultural form, the extent to which it has been an effective means of engaging with political issues, and why -- despite what commentators have argued -- it shows no signs of losing its cultural hold in the United States. Over the course of the semester, students will read and write critically about specific advertisements, commercials, magazines, television sitcoms and late-night comedy programs and they will choose one such cultural text on which to base a project. MCP, PRJ, PRS, REA, WRI

MW 01:00PM-02:20PM

ASH 222

HACU-0156-1

Realism: From the Ideal to the Dispossessed in 19th- Century Art

Sura Levine

This course will explore the various aspects of realism in 19th-century art, from the idealized and/or photographic renderings of the human form and landscape, early documentary imagery (phrenology, hysteria, ethnic types) to the shift of realism into a politically charged type of art (Courbet, Millet, Meunier) and late 19th-century forms of naturalism as a realism transformed into spectacle. Works of literature (including Balzac, Zola, Dickens) will be read alongside artistic objects in order to document and examine the mutually enriching and problematizing developments in realism in both media. REA, WRI

TTH 12:30PM-01:50PM

ASH 112

HACU-0157-1

Philosophy as a Way of Life

Christoph Cox

Philosophy today is generally conceived and practiced as a purely theoretical discipline dedicated to investigating intellectual puzzles and problems. Yet philosophy began as a practical discipline dedicated to helping human beings to live their lives in the fullest and best way possible. In this course, we will read and discuss the work of various philosophers - ancient, modern, and postmodern - for whom philosophy is a practical tool for living: Socrates, Aristotle, Epicurus, Epictetus, Lao Tzu, Schopenhauer, Kierkegaard, Nietzsche, Sartre, Debord, and Singer. PRJ, REA, WRI

TTH 12:30PM-01:50PM

EDH 4

HACU-0158-1

The Philosophy of Existentialism

Jeannine Belmonte

No, being depressed does not make you an existentialist. Come find out what does. This course will be an introduction to the philosophy of existentialism, including some readings from its literary counterparts, but keeping the focus on theory. How does the philosophy of what we call existentialism grow out of, yet differ from what we call modern philosophy? What are its basic tenets, its primary concerns, its ethical imperatives? Readings will include: Kierkegaard, Fear and Trembling, Nietzsche, Birth of Tragedy and Genealogy of Morals, Heidegger, Basic Writings (selections); Sartre,

Being and Nothingness (selections), along with selections from Simone de Beauvoir, Francois Fanon and Camus, among others. Time permitting, we will also view some films (Bergman's Seventh Seal, Hitchcock's Rope) and read some plays (Beckett's Waiting for Godot and Genet's Deathwatch). Required assignments will include in-class presentations, several short papers exploring the thought of the philosophers mentioned above, and one in-depth project (creative work accepted) on an existential topic/figure/work of your choice. MCP, PRJ, PRS, REA, WRI

MW 01:00PM-02:20PM FPH 107
M 07:00PM-09:00PM ASH 112

HACU-0159-1

The Literature of Religious Awakening

Alan Hodder, Robert Meagher

Enlightenment, salvation, ecstasy, divine union, moksha (liberation), nirvanab these are some of the words that religious people across the centuries and around the world have used to speak of their respective conceptions of the highest purpose of human life. What do these conceptions tell us about the theologies and world-views of these peoples? What under standings of human being and human psychology are they based upon? The purpose of this course is to introduce students to the comparative study of religion and literature through a thoroughgoing study of an array of exemplary texts representing several traditions of the world: archaic and classical Greece, patristic Christianity, nineteenth-century America, classical Hinduism, and early Buddhism. Specifically, the texts considered are: Gilgamesh, Euripides, Bakkhai, The Bhagavadgita, Buddhacarita or Acts of the Buddha, Song of Songs, Augustine, The Confessions, and H. D. Thoreau, Walden. MCP, REA, WRI

MW 01:00PM-02:20PM FPH 108

HACU-0163-1

Introduction to Media Criticism

Bethany Ogdon

This course will introduce students to critical skills, which will enable them to describe, interpret and evaluate the ways in which television and film represent the world around us. Approaches drawn from history, semiotics, genre studies, feminist criticism and cultural studies will be used to analyze how the media create and perpetuate ideological frameworks that influence our perceptions of ourselves, our personal relationships, and our larger society. Students will write and revise numerous critiques using the different methodologies, and there will be extensive class discussion and reading assignments. MCP, REA, WRI

TTH 09:00AM-10:20AM FPH 103

HACU-0167-1

Contemporary Ethnic American Writing

Rachel Rubinstein

The immigration legislation reforms of 1965 resulted in an enormous third wave of newcomers who have transformed the face of the United States. The new literature of immigration that has emerged from this experience joins a long tradition of American writing and thinking -- sometimes anxious, sometimes celebratory -- about race and ethnicity. This course is designed to introduce students to the range and variety of ethnic expression in late 20th and early 21st century American culture, drawing on writers, filmmakers, and theorists, in texts that run the gamut from immigrant autobiography to modernist poetry to postmodern graphic novel. We will explore relationships between racial, ethnic, and national identities, think about issues of ethnic representation in visual and popular culture, and consider questions of language, translation, aesthetic and formal experimentation. (MCP, PRJ, REA, WRI)

TTH 12:30PM-01:50PM FPH 105

HACU-0168-1

Psychoanalysis and Literature

Mary Russo

This course examines the relationship between psychoanalysis and literature by focusing on Freud's concept of the uncanny as it appears in his famous essay of the same name and as it emerges in literary examples in the nineteenth and twentieth century. Freud himself drew on the work of E.T.A. Hoffman's whose Sandman features mysterious strangers, a mechanical doll, family romance, and madness. In the course of the semester we will read Hoffman's story, The Sandman, Dostoevsky's The Double, Rushdie's Midnight's Children, Toni Morrison's Beloved and selected fiction by Angela Carter. In addition, we will examine the aesthetic categories related to the uncanny, such as the grotesque, the horrific and the abject and trace the development of genres like the gothic and the ghost story in literature and film. REA, WRI

TTH 02:30PM-03:20PM EDH 4

HACU-0173-1

Interdisciplinary Writing: the U.S. South in the 20th Century

Christopher Vials

The primary goal of this course is to hone your writing skills in the field of interdisciplinary, cultural analysis. Many of our in-class activities will be geared toward the nuts and bolts of writing about culture. In addition to developing the general skills of structuring an effective essay, we will also explore the various methodologies involved when writing about culture across different media. Writing about literature, still photography, film, and journalism each requires unique considerations, and we will explore these considerations in different units of the course. Sharpening your writing involves constant practice, and to this end you will be required to write weekly response papers. And you will end the class by combining various, medium-specific approaches within a single, interdisciplinary essay. We will also be grounding our discussion of cultural analysis in a specific topic: the U.S. South in the 20th century. The influence of this region on the nation as a whole has become abundantly clear in the last few elections, and this course aims to illuminate the cultural history of this integral region. We will explore the ways in which the South has been imagined by those within and without its borders in fiction, still photography, film, and journalism. We will address such questions as: how have Southerners imagined their place within the nation as a whole? What has kept Southern social structures in place, and how have people within the region connected (or not connected) race, class, gender, and sexuality in order to resist and re-make those structures? And how have cultural producers outside of the region imagined their relationship to institutions such as Jim Crow, sharecropping, evangelical Christianity, and slavery? MCP, REA, WRI

MW 01:00PM-02:20PM

EDH 4

HACU/CS-0181-1

Music in Culture and Nature

Jayendran Pillay, Mark Feinstein

Is there a false division between the soundscapes of the human and non-human animal worlds? This course synthesizes insights from ethnomusicology and bioacoustics in an exploration of music as a complex example of the nature/nurture problem. We often think of musical expression as a cultural activity alone, but it is our biological attributes (brain, nervous system, and body) that perceive and generate the sounds from which we craft cultural meaning and we share those attributes with many other organisms. We will look at ethnomusicological case studies from Papua New Guinea, Bali, and Kenya as well as scientific inquiries into the acoustic behavior of animals (song in birds and whales, chorus howling in wolves, drumming in chimpanzees and ants) and ask such questions as: Are striking parallels between human music and bioacoustic behavior merely coincidental -- or are they generated by evolutionary and learning processes that we share with other animals? How does the development of the brain shape the music of children across cultures? Do biology and culture limit or liberate our capacity for musical expression? Students will be expected to do extensive readings, several essays, and complete a research paper or project. This is a course in the Culture, Brain and Development Program. MCP, PRJ, EXP, REA, WRI

TTH 02:00PM-03:20PM

ASH 112

HACU-0186-1

20th Century Social Transformation in the African Diaspora

Christopher Tinson

The central purpose of this course is to introduce students to the multiple ways in which Black people throughout the African Diaspora have sought to transform the societies in which they lived and struggled. The core questions that will inspire our investigation and analysis include: How have Black people defined their humanity? How have they interpreted their struggles? And lastly, how have they envisioned and expressed social transformation? In addressing these questions, we will adopt an interdisciplinary approach, including historical, sociological, literary and cultural modes of inquiry. In the course of the semester we will discuss a wide variety of issues faced throughout the African Diaspora. This may include, but is not limited to, the oppressive regimes of racism, sexism, globalization, homophobia, and various forms of xenophobia, the historical legacy of enslavement, the Prison Industrial Complex, and patriarchy. Importantly, we will introduce and concentrate our attention on the strategies and perspectives aimed at countering and demolishing such sites of oppression, including Pan-Africanism, Black nationalism, various liberation movements, Marxism, Feminism, transnationalism and, last but not least, Hip-Hop. Course objectives will include: Understanding the importance of a diasporic perspective in studying Black experiences, Identifying some of the core issues in 20th Black experiences, identifying critical and significant events that shaped those experiences, and understanding the meaning and substance of Black struggle. MCP, REA, WRI

MW 04:00PM-05:20PM

FPH 107

HACU-0192-1

Jazz Ensemble Seminar I

Michael Dessen

This course surveys various forms of improvisation, composition and collective music making. Class time will be used for rehearsal, listening and discussion. Our repertoire will include both traditional and extended, experimental approaches. In addition to learning the ensemble repertoire, students will also be required to complete weekly assignments that include transcription, composition exercises, and listening and reading assignments with written responses. Students should have basic proficiency and music-reading skills on their instrument. Previous experience with jazz is not required, but would be helpful for those students who play guitar, piano, bass, and drums. All students should share a desire to simultaneously work on jazz and expand their sense of what the term means. EXP, PRJ

T 06:30PM-09:30PM MDB 102

HACU-0196-1

The American Novel in the 20th Century

Eric Schocket

This course introduces first- and second- year students to the American novel as it has developed from the late 19th-century to the present. We will give particular attention to Realism, Modernism, and Postmodernism as broad categories, which help explain the various ways in which authors use narrative form to help make meaning. Authors considered are likely to include, Wharton, Hemingway, Fitzgerald, Faulkner, Morrison, Larson, and Pynchon. MCP, PRS, REA, WRI

TTH 02:00PM-03:20PM FPH 102

HACU/WP/IA-0199-1

High Spirits: Reading/Writing About Spiritual Experience

Deborah Gorlin

The age-old search for the Divine, the Sacred, the Great Spirit, the Source, the Goddess, the Ancestors, among other names, has been the subject of countless literary texts, whether it is the Buddhist-inspired poetry of the Beats, the gothic Catholicism of Flannery O'Connor's short stories, the visions of Black Elk, the confessions of Augustine. In this analytical and creative writing course we'll examine varieties of spiritual experience as they are represented in both past and present literature, including poetry, fiction, memoir, and biography. You'll be asked to do all sorts of writing pertinent to the topic: close readings and literary analyses of texts, personal essays and memoirs based on your own spiritual encounters, and out-in-the-field non-fiction pieces. EXP, MCP, PRS, REA, WRI

TTH 12:30PM-01:50PM GRN WC

HACU-0202-1

Artist Books

Steven Daiber

The past fifty years has seen the book expand beyond a structure for transmitting ideas to become a creative tool- a viable medium for creating art. To make an artist book necessitates a variety of skills beyond writing or illustration. Not only does the artist need to have the basic foundation of visual literacy but one also needs to become an engineer and perhaps to think as a filmmaker. This course will investigate the processes and ideas associated with the making of artists' books. The class meets weekly for demonstrations on methods of book construction and proper use of materials. Each student will learn to construct 5-10 different book structures and knowledge to create a variety of books independently. Important to the understanding to making books is the history of the medium. A review of the history of the book, contemporary book artists and theory will augment work created in the class. Students are responsible for discussion of readings, an in depth review of a contemporary book artist, design of one of kind or editioned book projects and participation in class critiques of projects. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, REA

TH 09:00AM-11:50AM EDH 3

HACU-0203-1

Introduction to Textual Studies: Garcia Marquez's One Hundred Years of Solitude

Norman Holland

This course is designed to introduce students to a variety of critical approaches to literature, and to pose and explore the question of how we interpret (or how should we interpret) literary texts. This semester we will concentrate on Garcia Marquez's *One Hundred Years of Solitude*. Since its publication, Garcia Marquez's novel has fascinated readers worldwide. Part of its fascination derives from the alternative realities Macondo embodies. The novel opens up a magical world where the boundaries that separate fantasy and reality, fairy tale and history seem to dissolve naturally. And yet no fictional work has ever been more deeply grounded in the reality and history of a people. From this angle, the novel not only traces the power of certain fantasies (of community, of liberation, of enterprise) that politics and literature hold in common but also their limits. Among other issues, the course will concentrate on this relationship.

MW 04:00PM-05:20PM

FPH 106

HACU-0205-1

Topics in Architecture

Mary Scipioni

This studio architecture course will be a design investigation of a particular theme in or approach to architecture and the built environment. Students will apply basic studio architecture skills (sketches, plans, elevations, and model-building, etc.)--as well as other inter-related artistic and cultural forms of visual and spatial analysis --to the investigation of a particular site, building, text, theme or mode of inquiry. There are no prerequisites for this Five College Architectural Studies course, although one semester of design is recommended. Topic for fall 2005, lab fee and instructor TBA. Enrollment is by instructor permission and will be determined after the first class meeting.

MW 09:00AM-11:50AM

EDH 3

HACU-0208-1

Introduction to Painting

Judith Mann

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.

MW 09:00AM-11:50AM

ARB STUDIO 1

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. There is a lab fee charged for the course. Prerequisite: 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent)

T 12:30PM-03:20PM

LIB STUDIO3

HACU-0210-1/ HACU-0210-2

Film I: Sixteen, Silent, Splicing, Sound

Simin Farkhondeh

The course begins with an intensive introduction to 16mm filmmaking and the wonders of cameras, lenses, projectors, and editing. In the silent section, we proceed to a study of the silent film genre, viewing historical and contemporary works by filmmakers from the Lumiere brothers to Andy Warhol, from those who worked with silence and piano accompaniment, to those who deliberately choose not to add any sound to their work. Splicing will investigate editing as a primary locus for the creation of meaning in film. We will examine concepts and practices of cutting film and make our own forays into traditional and experimental editing. The sound section of the course will examine audio as a technical aspect of filmmaking, as well as an aesthetic world with a life of its own. Students will be expected to challenge their expectations of what film is and what film can be. There will be numerous readings and assignments, all of which you are expected to complete with delight and enthusiasm. There are several production assignments, in small groups and pairs. Additional screenings and workshops are held on Tuesday evenings. Final projects entail the creation of one or more films of your own devising. A \$50 lab fee is required for this course.

TH 09:00AM-11:50AM

PFB CLASS

T 06:30PM-09:30PM

PFB CLASS

HACU-0211-1/ HACU-0211-2

Still Photography Workshop I: Digital Photography

Jacqueline Hayden

This course explores the intersections of digital and traditional photographic imaging in terms of technique, critical theory, history and aesthetics. Three objectives will be emphasized: first the acquisition of basic photographic skills including composition exposure processing and printing in digital format (both b & w and color, production and post production techniques with Adobe Photoshop); second, familiarity with historical and contemporary movements in photography and the development of visual literacy; and third to begin the process of realizing each individuals creative goals the students will be directed to work in a variety of photographic forms. Projects are designed to develop basic technical proficiency in the photographic medium as well as the necessary working skills and mental discipline so important to a successful working process. Students will have weekly shooting and printing assignments and in addition will complete a portfolio by the end of the semester. Technical workshops will meet once a week for two hours (outside of class time). A lab fee of \$50 entitles the students access to digital laboratory and special equipment and materials. Students must provide their own paper. It is expected you will have your own digital camera, although you may take cameras out from the Film/Photo/Video equipment room. Prerequisite: 100 level course in Media Arts (Introduction to Media Arts (photo, film or video), Intro to Digital Photography & New Media or its equivalent).

T 09:00AM-11:50AM PFB CLASS

HACU-0215-1

Modern Dance III

Cathy Nicoli

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. Class work will be geared to refining the perception of movement, learning how to move safely, developing the ability to move with more ease, range, specifically and individually. Students will be required to participate in dance outside of class (by attending dance concerts, working as crew for a production, perhaps rehearsing for performance) and submit written evidence of that participation. Absence from more than 2 or 3 classes is considered unsatisfactory. This is considered a half course, geared to the low intermediate level. It can be paired with another half-course to form an elective course.

TTH 12:30PM-01:50PM MDB MAIN

HACU/SS-0220-1

Dangerous Books: Introduction to Textuality and Culture

Mary Russo, James Wald

The power of knowledge has caused reading to be both venerated and feared, carefully guarded and eagerly promoted. Censorship and book-burning are the counterparts to printing and schooling. Reading is an act at once social and intensely personal. How and what we read can determine who we are and how we live. We will examine the book as an apparatus of culture in civil society, as a material object, and as an embodied machine that produces and is produced by its readers. We will begin by exploring the aesthetic and social dimensions of bookmaking and reading from both historical and philosophical perspectives, and through a hands-on studio component (no prior experience required). Then we will turn to selected fictional narratives of dangerous books--missing books, erotic books, criminalized books--in literature and film. Texts may include works by Umberto Eco, Jorge Luis Borges, Vladimir Nabokov, and Arturo Perez Reverte. A Center for the Book course.

M 02:30PM-05:20PM FPH ELH

HACU-0228-1

Masculinity in the Popular Imagination

Bethany Ogdon

This course will be an investigation of the shifting constructions of masculinity in popular American culture since World War II. We will think about these constructions in relation to their historical specificity, particularly in regard to their intersection with the categories of race and class. We will examine representations of both dominant and alternative masculinities in the Hollywood cinema, television, the popular press, popular music and advertising. What kinds of masculine icons are culturally dominant at particular historical moments? How do dominant images of masculinity both reflect and impact on contemporaneous cultural and/or political anxieties? We will be looking at such doomed protagonists of film noir, the television sitcom father from the 1950s to the present, Playboy Magazine's swinging bachelor, Clint Eastwood's film characters, Howard Stern's shock jock persona, Forrest Gump, the glam rocker and the gangsta rapper, the male models of Calvin Klein's CK1 campaign, and the 80's and 90's versions of the Hollywood action-adventure hero. Our critical and theoretical readings will be drawn from psychoanalysis, feminist theory, cultural history, postmodern theories of the body and gender performance, and popular writings on the current crisis of masculinity. The class will consist of film and video screenings, readings and discussion.

W 02:30PM-05:20PM FPH WLH

HACU-0232-1

Demons, Tricksters and Stand-Up Comics in the Jewish Imagination

Rachel Rubinstein

This course aims to introduce students to the rich range and variety of transnational Jewish literary production, as well as consider the relationship of magic and demonology with verbal tricksterism and the comical in Jewish expression. We begin by exploring Jewish literary and cultural folk figures such as devils, imps, dybbuks, and golems, the secret lamedvovniks, shlemiels and shlemazls, and other strange types. We will then trace the presence of these subversive, playful, anarchic, and/or heroic figures through several centuries of Jewish creative production, culminating in twentieth-century literature and film, in which traditional superstitions collide with modernist impulses. How do such modern writers as Isaac Bashevis Singer or Franz Kafka, popular Yiddish plays like *The Dybbuk* and *The Golem*, or America's Jewish stand-up comics like Lenny Bruce and Woody Allen, both inherit and transform these materials?

TTH 10:30AM-11:50AM FPH 102

HACU-0239-1

Jazz Improvisation Orchestra

Martin Ehrlich

This is a performance-oriented class. Our goal is the presentation of an evening length orchestra performance at the end of each semester. Each student will be challenged to develop his or her skills as an ensemble musician and as a soloist within the full ensemble. We will use compositions and improvisational contexts from the whole history of jazz, up to its great diversity in the present day. The range of musical genres we'll explore and present is open to the input of each student. Along with the full orchestra, we will also perform in small ensembles, where the emphasis will be on original compositions by the orchestra members. Each student will be required to do a listening and research project studying a chosen artist's musical and cultural influences, in consultation with the professor. A short paper will be required on this by the end of each semester. The Hampshire Jazz Improvisation Orchestra is open to all instruments, including voice. Prerequisite: Tonal Theory I and Tonal Theory II or equivalent Five College music courses. Audition 1st class.

T 06:30PM-09:30PM MDB RECITAL

HACU-0240-1

Jazz Modernism

Constance Hill, Margo Edwards

Embellishing upon Ralph Ellison's astute remark that much in American life is jazz shaped, this course presents a multidisciplinary introduction to the study of jazz and its inflection of American expressive culture. We will learn as much about jazz as an American vernacular musical form with a distinct African heritage as how the music made its cross-disciplinary mark in the literary, visual, and performing arts, becoming the motive and method for shaping a distinctly modernist aesthetic. We will look not only at corporeal embodiments of the Blues, Swing, Bebop, and Rhythm-and-Blues, but how jazz rhythm, improvisation, call-and-response patterning and elements of swing altered the line, attack, speed, weight, and phrasing of contemporary dance forms. We will apply this inflective model to artistic expressions across the disciplines as we consider jazz as the master trope of the twentieth century, the definitive sound and shape of America. Required Listening Lab in addition to two lecture classes. This course may be used to satisfy the Division I distribution requirement. EXP, MCP, PRJ

W 01:00PM-03:50PM MDB RECITAL

HACU-0253-1

Media Production II: The Narrative

Kara Lynch

This course is an intermediate level production class that concentrates on narrative media production. This course will interrogate this form and expand the definition while introducing students to techniques and strategies for getting their projects from pitch to final cut. Requirements for this class include: attendance, participation in discussions and in-class critiques, outside theoretical readings and film/video screenings, weekly journal entries, production assignments, in-class workshops and a written treatment, script and budget for their final projects. Students will work in crews to complete 2-4 final narrative projects. Through these projects, students will become familiar with three major stages of media production: pre-production (research and development of an idea, planning & scheduling), production (shooting, recording, execution) and post-production (editing and revision); they will also acquire cursory knowledge of distribution. Supplementary workshops will concentrate on skills necessary for work in digital, film/video and audio production, including: lighting, field + studio recording, and editing. The goal of the course is for students to produce narrative work from start to finish with a group and practice their skills as producers and directors, writers, thinkers and artists. There is a lab fee charged for the course. prerequisites include: intro to media production or equivalent, Video/Film I or equivalent, one media studies/theory class, and one related course in the humanities, arts or social sciences.

W 06:30PM-09:30PM LIB STUDIO3

HACU-0254-1

Still Photography Workshop II

Kane Stewart

This class is a forum in which students can develop their creative vision in photography through the acquisition of skills with larger format cameras, color and digital technologies. 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 digital imaging and writing short papers. Additionally, this course will be enhanced through attending visiting artist lectures and exhibitions as well as film and video screenings. The lab fee of \$50 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper. Extensive additional lab time will be available. Technical workshops will meet once a week for two hours. Instructor Permission. Prior photographic experience is required.

M 02:30PM-05:20PM PFB CLASS

HACU-0255-1

Film II: Architetonics of the Body and Urban Space Film/Installation/Performance

William Brand, Baba Hillman

Bodies are like cities, their temporal coordinates transformed into spatial ones. *Celeste Olalquiaga*

One's body takes root in the asphalt. *Siegfried Kracauer*

This is an advanced interdisciplinary film production and theory class that explores movement, image, text and space in the context of relationships between the body in motion and the visual kinetics and social organization of urban space. Students will complete individual and group projects based on experimentation with a range of aesthetic, conceptual and experiential possibilities in installation, performance and film. The class will explore relationships between biological and architectural bodies and will consider a range of performative and cinematic representations of the city as a utopian or dystopic space. The class will study installations and films by Gerhard Richter, Pipilotti Rist, Marguerite Duras, Chantal Akerman, and Peter Greenaway and readings from Guy Debord, Celeste Olalquiaga, Walter Benjamin and the Critical Art Ensemble. 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 animation supplies and pay their own processing fees. Required screenings and workshops sometimes occur in the evening. Registration is by instructor permission.

T 12:30PM-03:20PM PFB CLASS

T 07:00PM-09:00PM PFB CLASS

HACU-0262-1

Video II: Making Media for Democracy

Joan Braderman

In the current election cycle, corporate consolidation and ties to the White House have intensified the usual myopia of the mass media in the US. But a range of new and independent news and culture jamming strategies are emerging rapid-fire to crack open the media landscape. In addition to video and text websites, there are a skyrocketing number of streaming sites, experiments with low power radio, progressive entrepreneurs buying up satellite space, bandwidth space, independents crashing the gates of box offices and dreaming up ways to grow a huge underground of information and culture that the current regime does not want you to see. Though CNN, Fox, et al, are still where most Americans learn what they know, independent media-makers act on the belief that there can be no democracy without a wide range of sources of culture and news to educate and inspire real citizenship. In this course, we will look at historical and current strategies for democratizing the media and creating and effectively distributing sounds, images and words that are inaccessible in the dominant media. These range from the Situationists in Paris in the 60's to indymedia.com and the Hip Hop Convention today. As we examine experiments with media monopoly busting, students will work individually and in groups to plan, design and produce their own strategic media interventions which will include video, TV, film, digital media, writing, photography, drawing, poster, installation, theater, music, radio and whatever else students invent. Substantive experience in at least two of these areas and completed coursework in at least one, are pre-requisites for this course.

W 02:30PM-05:20PM LIB STUDIO3

HACU-0263-1

Marx and Marxisms

Christoph Cox, Eric Schocket

It has been a century and a half since the first publication of the Communist Manifesto and a decade and a half since the fall of the Berlin Wall. What lessons do Marx and those who have developed his theories still have to teach us? Which Marxist concepts and practices are the most relevant today? And which have engendered the most sustained philosophical, economic, and cultural debates. We will investigate these issues through a close analysis of a number of difficult but deeply rewarding texts. We will consider a range of Marx's most important writings, selections from the tradition of Western Marxism (Lukacs, Gramsci, the Frankfurt School, Althusser), and some of the more current trends within Marxism and post-Marxisms.

MW 02:30PM-03:50PM

FPH 108

HACU-0264-1

Tonal Theory I

Michael Dessen

This course will focus on the development of analytical and critical skills within the context of tonal music. Topics to be covered include harmonic progression, voice leading and four-part writing, modulation and tonicization, secondary dominants, and rhythm. Music examples will be drawn from the European classical repertoire as well as from jazz and popular music. Students will complete weekly reading, listening, and composition assignments as well as a final project. Prerequisite: Musical Beginnings or permission of the instructor.

TTH 10:30AM-11:50AM

MDB RECITAL

HACU-0266-1

Dada and Surrealist Visions

Karen Koehler, Eva Rueschmann

In this course, we will explore Dada and Surrealism as twentieth-century international movements in the visual arts, architecture, performance, and film. We will place the emergence of Dada and Surrealism in their modernist European contexts and discuss major artists, writers, and filmmakers of the 1910s-1930s, including Hans Arp, Marcel Duchamp, Hannah Hoch, George Grosz, and Louis e Bourgeois, as well as Rene Clair, Luis BuC1uel, Man Ray, Jean Cocteau and Germaine Dulac in cinema. From Dada's anarchic politics and word/image play to Surrealism's use of Freudian psychoanalysis and experiments with automatism, chance, and dream language, we will study the key aesthetic and cultural features of selected images and texts. The course concludes with the influence of Dada and Surrealist aesthetics and politics on contemporary art, evaluating their potential as powerful modes of critique and aesthetic response to a world gone awry. Assignments will include critical reading, reports, papers and events.

M 02:30PM-05:20PM

FPH WLH

F 02:00PM-05:30PM

FPH WLH

HACU-0268-1

Embodiment and Difference

John Drabinski

The issue of 'difference' dominates contemporary European philosophy, as well as most discussions of community, culture, and nationality. Do we live in an age of difference? If so, what does that mean? How does the fact of our embodiment-marked by race, gender, sexuality, etc.-alter how we understand philosophical claims about space, time, truth, knowledge, language, ethics, and so on? Our close readings of Lyotard, Levinas, Irigaray, Fanon, and Foucault will demonstrate both the conceptual complexity of difference and its urgency for questions of ethics and justice.

MW 10:30AM-11:50AM

FPH 106

HACU-0276-1

Brecht and Beckett (and Benjamin and Adorno)

Jeffrey Wallen

In his Aesthetic Theory, Theodor Adorno juxtaposes the plays of Samuel Beckett and Bertolt Brecht, praising the former and denigrating the latter. Adorno's friend and colleague Walter Benjamin, in contrast, ardently promoted Brecht's work. In this course, we will read several plays by Brecht and Beckett, two of the most important 20th-century playwrights. We will analyze their very different approaches to theater, and read some of their other work as well. We will also read essays by Adorno and Benjamin, and explore their critical and aesthetic approaches.

TTH 02:00PM-03:20PM

FPH 108

HACU/IA-0278-1

Screenwriting

Michael Elyanow

This 200-level course is open to advanced students currently working on projects and/or less advanced students seeking to develop basic understandings and skills in screenwriting. Students are expected to work on writing exercises, bring in pages to read in class, and/or continue developing an existing idea or work-in-progress such as a divisional project. The focus of the class will be on screenwriting structure, with specific attention paid to the paradigmatic Three-Act Structure of narrative feature films. Alternative approaches to understanding structure and story will also be discussed, such as The Hero's Story, The Dual-Lead Story, The Multi-Protagonist Story, The Cyclical Story, The Bookended Story and Kristin Thompson's Four-Act Structure Paradigm. Other issues to be addressed include Character Development and Arc, Dialogue, Scene Structure, Scene Transitions, Point of View, Writing Directive Paragraphs, Creating Forward Movement, Plot Vs. Story and Understanding Theme. Examples of both screenplays and movie scene selections with audiocommentary

will be used in class. Registration is by instructor permission and will be posted after the first class. This course satisfies Division I distribution requirements. EXP, PRJ, PRS

T 09:00AM-11:50AM

FPH 101

HACU-0284-1

Color: A Painting Approach

Scott Reeds

Students will extend their learning from basic drawing and color practice courses to conceive and complete painting projects. The course will direct students with the methods and material properties of oil based color practices. The course will strive to add an historical and contemporary perspective to the goal of forming a personal and aesthetic approach to color. Studio work in and beyond the class room combined with class discussion will help students in the development of their critical and practical skills. The course is intended for arts concentrators, and may be repeated. Prerequisites: Drawing I or IA's Foundation in Drawing and Visual Media and Introduction to Painting at the college level.

M 03:00PM-05:20PM ARB STUDIO 2

T 09:30AM-11:50AM ARB STUDIO 2

HACU/IA-0285-1

Laban Movement Analysis

Rebecca Nordstrom

Laban Movement Analysis is a system for describing, measuring and classifying human movement. Through study and physical exploration of the basic effort, shape, body, and space concepts, students will examine their own movement patterns and preferences (with the potential for expanding personal repertoire), and develop skill in observation and analysis of the movement of others. The course is open to students from varied disciplines and there will be opportunity for exploration and application of LMA concepts and principles to individual movement education, movement therapy, and nonverbal communication. This course satisfies Division I distribution requirements. EXP,PRJ,PRS

MW 03:00PM-04:50PM

MDB MAIN

HACU-0290-1

Computer Music

Daniel Warner

This 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, LIVE, and ProTools programs. Students will also work with MIDI-controlled digital synthesizers and sampling using the programs 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.

TH 12:30PM-03:20PM

LIB STUDIO3

HACU/IA-0294-1

Embodied Imagination

Daphne Lowell

Imagination has both conscious and unconscious dimensions: in one we use craft and skill to express something; in the other lies images, intuitions, demons and muses, that fuel (or block) conscious creations. Ultimately it is through the skillful union of both that original, articulate art is made. This course will study the unconscious dimensions of imagination using a practice known as Authentic Movement, and other forms of active imagination, to explore and tussle with the images that stir in our dreams. It will also bring together students from a variety of art disciplines, and purposefully ask them to play with media outside their training in order to provoke fresh perspectives on creativity's dynamics. Designed for upper level students who have formal study in their medium, the course will use movement as a primary mode of entry, and the body as a potent metaphor, but it requires no experience in movement/dance. Prerequisites: Previous courses in any art medium.

TTH 10:00AM-12:00PM

MDB MAIN

HACU-0297-1

Digital Sound + Digital Image

Daniel Warner

In this course we will explore the possibilities for interconnectedness of sound and image using the medium of digital video. Students will be encouraged to approach their work through such varied notions as synesthesia, indeterminacy, the algorithm, the synthetic, and the purely conceptual. Software used will be Final Cut Pro, MAX/MSP/Jitter, Videodelic, and Metasynth.

T 09:00AM-11:50AM

LIB STUDIO3

HACU-0298-1

The Future of Feminist Theory

Lise Sanders

Intended for concentrators in philosophy, history and literature who wish to develop a foundational knowledge of feminist theory, as well as those with interests in women's and gender studies, this course will explore the writings of major figures, tracking key trends in feminism for the past thirty years. Since the 1970s feminism has transformed from a political struggle emphasizing women's shared oppression to an anti-essentialist discourse focusing on the construction of female identity and on the material and cultural differences among women. In recent years this shift has resulted in a range of new and often splintering perspectives on what feminism means in the present, and even in a rejection of the designation altogether (hence postfeminism, itself a contentious term). In this course we will trace the history of feminist thought in an effort to situate its multiple pasts and to identify its possible futures. Readings will include Butler, Cornell, Grosz, Kristeva, Irigaray, Scott, Sedgwick, and Spivak, among others.

W 02:30PM-05:20PM EDH 4

HACU-0299-1

Division II Independent Projects in Film/Photo/Video

Jacqueline Hayden

This course will provide an opportunity to Division II students who wish to pursue their own work, creating at least one completed new work for inclusion in the Division II portfolio. We will enter each work where it is at the beginning of the course, whether in pre-production, production or post. Each student will be required to present his/her work to the group several times during the semester for critique and discussion. The group will provide critical, technical and crew support for one another. Team projects are fine as long as each participant has a distinct and responsible role in the making of the work. Technical workshops will be offered where necessary, although students must have some level of mastery over his/her form of expression before joining the course -- and college level course work and evaluations in that area. We will unpack the conceptual process of creating and realizing new works. Readings, screenings and museum/gallery visits which address the specific problems faced by class members in developing the works-in-progress will be added as we go. All of these activities including active verbal contributions to all sessions are required of each student under the guiding principle that tracking each others' intellectual and creative process will help them refine their own. A lab fee of \$50 covers the use of Hampshire equipment and technical staff (although only one lab fee per semester is expected of each student whether participating in one or more courses.) This new course provides a structured context in which to do independent work at the Division II level. Prerequisites: good mastery of form in the area which you will work and evaluations from several courses in the area.

W 03:30PM-06:30PM PFB CLASS

HACU-0301-1

Figuring Abstraction (Advanced Drawing)

Karacabey Sinanoglu

In a 1966 interview, Philip Guston stated: I'm puzzled all the time by representation or not, the literal image and the nonobjective, there is no such thing as nonobjective art. Everything has an object, has a figure. The question is, what kind? This course will explore the tension between imaging and abstraction while working through a variety of observed, invented, and systematic approaches to making. We will explore a wide range of artists, including Giotto and Piero della Francesca, Cezanne and Mondrian, Picasso and Matisse, Morandi and Agnes Martin, George Bellows and Richard Diebenkorn, Lucien Freud and Gerhard Richter, along with Asian miniatures, landscapes, and prints. Studio work in class will be supplemented by frequent readings and slide presentations. Writings by artists will be discussed alongside critical essays including selections from Yve-Alain Bois' *Painting as Model*. Students will work in diverse media, with emphasis on oil painting, drawing, and collage. This course is intended for upper level Division II and Division III art concentrators. Students are encouraged to engage their individual studio practice, but will also be expected to dedicate ample time to weekly projects outside of class. Prerequisites: Four studio art courses including, Drawing I and Introduction to Painting.

W 01:00PM-04:50PM ARB STUDIO 1

W 06:30PM-08:30PM ARB STUDIO 1

HACU-0303-1

Beyond Sprawl and Crawl: Developing Alternatives to Car Dependence

Robert Goodman

Arguably, no single 20th Century invention has so transformed the world as did the car. The future uses of cars will determine how and where we live and work, the condition of our environment, and -- as the recent experience in Iraq tragically demonstrates -- the extent to which we experience war or peace. This seminar format course will explore ways to develop transportation systems and human settlements that are less car dependent. We will examine some of the most innovative approaches to public transit, automobiles, and alternative community design that are being used or proposed in

this country and abroad. It will include a broad analysis of the cultural, political, and environmental impacts of the automobile through discussion, extensive readings, and research. The course is based on the assumption that establishing a smarter approach to city and transportation design in the U.S., the world's most car dependent country, could help to create a worldwide model for a more rational future. Students will engage in term long research and conceptual design proposals both individually and in teams. Emphasis will be on clear analysis and innovative ideas. Technical design skills are not necessary.

TTH 02:00PM-03:20PM

EDH 3

HACU-0310-1

Advanced Topics in Film/Video/Photography

William Brand, Robert Seydel

This course is open to film, photography, and video concentrators in their first or final semester of the Division III. The course offers a forum for meaningful criticism, exchange, and exposure to each other in the process of conceiving, developing and completing a Division III project. Assignments and exercises designed especially for first semester Division III students will provide strategies for developing ideas while addressing practical problems of scheduling, budgeting, time management, exhibition planning and writing artists statements. Final semester Division III students can participate optionally in these assignments but will receive in-depth critiques of their Div III projects throughout the semester. There will be a \$50 lab fee. Enrollment is limited to Division III concentrators; contracts must be filed by the October 5th deadline to remain in the course. Registration is by instructor permission.

W 06:30PM-09:30PM

PFB CLASS

HACU-0317-1

Modern Dance V

Cathy Nicoli

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 moving between the floor and standing. Instructor permission is required.

MW 01:30PM-02:50PM

MDB MAIN

HACU-0320-1

Division III Dance Seminar

Rebecca Nordstrom

This seminar for Division III/senior thesis dance students will serve as a place for students to learn from and help each other with their independent projects. Students will read or view each other's work, offer constructive criticism, discuss strategies for solving problems encountered in the process, and suggest resources of interest. Each student will present work in process at least twice during the semester and present research in progress once. These classes will also serve as production meetings for students producing Division III concerts. In addition to meeting together for two hours each week students will also meet privately with the instructor for critique several times during the semester.

TH 08:30AM-10:20AM

MDB LOBBY

HACU-0321-1

The Bauhaus

Karen Koehler

This course will explore in detail the art, architecture, history and theory of the influential German art school, the Bauhaus. Beginning with the school's origins during WWI and the German Revolution and its controversial development during the Weimar Republic, this course will go on to study the dissolution of the Bauhaus by the National Socialists and the forced exile of many Bauhaus artists and architects. The course will include: the work of the architects Walter Gropius, Hannes Meyer, Mies van der Rohe and Lilli Reich; the art and design (textiles, metal work, prints, photographs, typography, paintings, sculpture, etc.) of Paul Klee, Wassily Kandinsky, Lyonel Feininger, Gunta Stolz, Moholy-Nagy, Herbert Bayer, Joseph Albers, and Oskar Schlemmer; as well as the writings of important Weimar theorists, such as Walter Benjamin, Georg Lukacs, and Siegfried Kracauer. Students will be responsible for in-class presentations, a book review, and a final paper.

F 09:30AM-12:30PM

EDH 5

HACU-0322-1

Theory Three: Division Three Tutorial in Literature and Cultural Studies

Mary Russo

This course is designed for Division Three Students who are beginning their final projects or have them underway. The course will emphasize applied theory and methodology taught in small weekly tutorials. Students will have the opportunity to suggest group readings related to their areas of interest and to present working drafts of their own work. Enrollment is by instructor permission.

W 02:30PM-05:20PM EDH 5

HACU-0324-1

Studio Arts Projects' Progress

Judith Mann

The primary focus of the class will be the weekly critique of work in progress, with some directed studio projects and sessions with visiting artists. The focus will be on the development of the Div III thesis projects, and the evaluation will be based on the work produced as well as on participation in discussions, critiques and readings. This class is required of all Studio Arts Division III concentrators, and will be limited to them.

M 01:00PM-05:00PM ARB STUDIO 1

HACU-0336-1

The Collector: Theory and Practice

Sura Levine, Robert Seydel

The collector has become a primary figure or type in the world of contemporary art, and much of the most advanced work of the modern and postmodern periods can be tied to a collecting mentality. The early Wunderkammern of the sixteenth century and Dutch oil painting of the century following forms the prelude to our own century of collection mania and mad taxonomies. From Marcel Duchamp's Box in a Valise and Joseph Cornell's voluminous files to Claus Oldenburg's Mouse Museum and Daniel Spoerri's An Anecdoted Topography of Chance, from Joseph Beuys's and Christian Boltanski's installations to Marcel Broodthaer's Museum of Modern Art, artists have employed the mentality of the collector in a variety of ways and to a variety of ends. In our examination of these and other works by contemporary artists we will research the mentality of the collector and attempt to understand its resonance for the modernist and postmodernist periods. The course is designed to emphasize photo-and-other- installation based work, but is simultaneously open to students from any concentration, including art history and writing. For students making use of the photography facilities, a \$50 lab fee is charged for this course.

W 01:00PM-03:30PM PFB CLASS

HACU-130T-1

A Different Story: Introduction to Postcolonial Literature

Norman Holland

The African writer Chinua Achebe once remarked that while reading &, I realized that I was one of those savages jumping up and down on the beach. Once that kind of enlightenment comes to you, you realize that someone has to write a different story. The tutorial is an introduction to Postcolonial Literature, to the rich body of writing in English from former British and French colonies in Africa, the Caribbean, and India. This semester the tutorial begins with Alejo Carpentier's Kingdom of this World. The novel places modern social revolution under the sign not of the Parisian sansculottes, but of the Haitian slaves. After this symbolic beginning of global anticolonial revolt, we will focus on rewritings of Western classics by Rhys, Coetzee, and Conde and of family sages by Mahfouy, Dangaremba, Rushdie and Roy. How do these writers work with, and against, the Western canon to produce another story will guide our discussions. WRI, MCP

TTH 09:00AM-10:20AM EDH 5

HACU-131T-1

Short Story Worlds

Eva Rueschmann

This introductory comparative literature course treats the international modern and contemporary short story as a distinct literary genre of fiction that many writers from around the world have adopted. Beginning with influential nineteenth- and twentieth-century examples of American and European short fiction by Poe, Chekhov, Maupassant and others, we will devote most of our discussion to the ways in which contemporary writers from Africa, the Caribbean, the United States, Asia, Latin America and Europe have used the short story as a vehicle for artistic expression, formal experimentation, and social, political and cultural commentary. We will examine different narrative forms such as the parable, allegory, fantasy and ghost story, realist and postmodern fiction and will apply different analytical approaches to reading literature. Occasional video screenings of short story adaptations and creative writing exercises will supplement our discussion of various stories from around the globe. REA, WRI, PRS, MCP

MW 10:30AM-11:50AM FPH 101

HACU-132T-1

The Artist and the Vampire

Jeffrey Wallen

What determines whether a work is viewed as art or as popular literature? And why do literary critics today devote more attention to Dracula than to Kafka? Why is one story about a transformation into a beetle viewed as the emblematic 20th-Century story (Kafka's *The Metamorphosis*), while Richard Marsh's *The Beetle* is viewed as representative only of its particular place and time? In this class, we will read works by four authors, written within a few years of each other: stories by James Joyce and Franz Kafka, and Bram Stoker's *Dracula* and Richard Marsh's *The Beetle*. We will also read several critical responses to their works, in order to bring out the central issues in contemporary literary criticism, and we will also view movies based on these works as well. REA, WRI, PRJ

TTH 09:00AM-10:20AM EDH 4

HACU-133T-1

The Photographic Portrait

Sandra Matthews

Growing out of the traditions of drawn, painted, and sculpted portraits, photographic portraits have become embedded in contemporary life, and serve multiple purposes. In this seminar we will examine portraits made throughout the history of photography in several cultures, looking at individual and group portraits, formal and informal portraits, portraits made for specific purposes, and self-portraits. We will analyze them as cultural artifacts, always keeping historical context in mind. We will read widely, view an astonishing range of pictures, and take several field trips. Students will keep a reading journal and complete a visual project, several short papers, and a longer research paper. There is no darkroom access associated with this course. MCP, PRJ, PRS, REA, WRI

TTH 09:00AM-10:20AM FPH 108

HACU-134T-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, PRJ, REA

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

HACU-135T-1

Victorian Childhood

Lise Sanders

This course provides an introduction to changing cultural conceptions of childhood in the nineteenth century. We will read a range of novels (Charles Dickens' *Oliver Twist* and George Eliot's *The Mill on the Floss*) alongside poetry (William Blake's *Songs of Innocence and of Experience* and Elizabeth Barrett Browning's *The Cry of the Children*) and literature written for children (Edward Lear's *Book of Nonsense* and Lewis Carroll's *Alice in Wonderland* and *Through the Looking Glass*). These texts will be studied in the context of sociological analyses of children's experience such as Henry Mayhew's *London Labor and the London Poor* and in light of labor legislation throughout the century. We will also address the construction of childhood and adolescence in popular culture through the study of boys' and girls' magazines and other print media sources, many of which increasingly depicted children as the future of the British empire. This course is designed to appeal to students interested in literature and cultural studies, history, and child studies, and will allow students to develop an independent project in conjunction with a drafting and peer review process. REA, WRI, PRS, PRJ

MW 10:30AM-11:50AM EDH 5

HACU-136T-1

American Literary Landscapes

Alan Hodder

In 1862, Henry David Thoreau wrote, *In wildness is the preservation of the world*, a declaration that subsequently became a slogan of the Sierra Club and a rallying cry for environmentalists everywhere. Thoreau's writings about nature, particularly *Walden*, also helped inaugurate a vibrant tradition of nature writing in the United States. Yet, over the centuries, Americans have conceived of nature in starkly different, often contradictory, ways. Where Puritans saw the New England landscape as a waste and howling wilderness, Transcendentalists saw it as a spiritual refuge and source of inspiration. In hindsight, American literary representations of nature tell us as much about American religion, culture, and national ideology, as about the natural world itself. In this tutorial, we will examine assorted representations of nature in American literature, from colonial times till the present. Readings will be drawn from fiction, poems, and nonfiction essays produced by such disparate writers as Mary Rowlandson, James Fenimore Cooper, Thoreau, John Muir, Sarah Orne Jewett,

William Faulkner, Robert Frost, Aldo Leopold, Gary Snyder, Annie Dillard, Louise Erdrich, and Barry Lopez. REA, WRI, PRS, PRJ

MW 10:30AM-11:50AM

FPH 103

HACU-137T-1

Exploring the Divine Feminine

Robert Meagher

The earliest evidence of religious imagination suggests that the source of all life, death, and rebirth, the power of creation, sustenance, destruction, and re-generation, was first understood as feminine. Goddess worship, arguably the original religion of the human species, has survived not only in memory but also in practice to the present day, despite the hostility or indifference of virtually every world religion of the past several millennia. This class will look closely at a number of prehistoric and ancient goddess traditions from Europe, the Near East, and South Asia, examining their ancient forms and their enduring legacies. More specifically, this class will begin in the painted caves of prehistoric France and end on the streets of contemporary Kolkata, home to the largest and most vital Mother Goddess festival in the modern world, the festival of Ma Durga. MCP, PRJ, REA, WRI

MW 10:30AM-11:50AM

ASH 111

HACU-138T-1

Writing About Central and Southern African Music

Jayendran Pillay

This course concentrates on the traditional and contemporary musical styles of Central and Southern Africa. For the purposes of this class they will include case studies from South Africa, Zimbabwe, Zaire, Mozambique, and Kenya. Using a number of musical genres, including South African kwela, mbaqanga and mbube, Zimbabwean chimurenga, Kenyan taarab and Zairean soukous, we will discuss and write about issues raised by these musics: the relationship of music to cultural identity, gender construction, nationalism, political struggle, ethics, modernism, and the recording and broadcast industries. Theories of popular culture will also be critically examined. The class comprises listening, reading, and writing. No prior knowledge of music is required. MCP, REA, WRI

MW 10:30AM-11:50AM

MDB RECITAL

INTERDISCIPLINARY ARTS

IA/LS-0101-1

Elementary Spanish

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, current and global events, and the students' experiences. The class meets 5 hours per week and is limited to 15 students. PRS

MW 04:00PM-06:30PM

FPH 108

IA/LS-0101-2

Elementary Spanish

Jeff Bankman

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, current and global events, and the students' experiences. The class meets 5 hours per week and is limited to 15 students. PRS

MW 04:00PM-06:30PM

FPH 103

IA/LS-0102-1

Elementary Spanish II

Daniel Cuenca

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, 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. PRS

TTH 03:30PM-06:00PM FPH 102

IA/HACU/WP-0103-1

Introduction To Writing

William Ryan, Ellie Siegel

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

WF 01:00PM-02:20PM GRN WRC

IA/HACU-0105-1

Architectural Design: Basic Approaches

Robert Goodman

This course is suitable for students with little or no background in architectural design who are interested in developing their skills in a studio setting. The course will focus on the design of simple buildings and will include basic architectural drawing and model study techniques, aesthetic and functional analysis, appropriate uses of construction materials and structures, and fundamental issues of site design. It will explore architectural design within the context of environmental sustainability, social equity, and different cultural approaches to shelter. The course will require a considerable amount of out-of-class time for analysis and design development. EXP, PRJ, PRS

TTH 12:30PM-01:50PM EDH 3

IA/LS-0111-1

Elementary Chinese I

Kay Johnson, Xingming Wang

This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program. It will cover the first semester of beginning Chinese. The second semester of beginning Chinese will be offered during the spring semester. The course will follow the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 1; Integrated Chinese Workbook Level 1, Part 1; Integrated Chinese Character Workbook, Level 1, Part 1. The class will meet three times a week for one hour each session; there are also two one-hour drill sessions per week for a total of five class periods per week. Students who complete this class will be able to continue studying Chinese at the next level at any of the other Five Colleges. The tentative schedule of classes for this course is: Monday, Tuesday, Wednesday, Thursday from 5:00-5:50 and Friday 3:00-3:50. Class times may be altered to better suit students' scheduling needs. Any changes will be decided collectively at the first class.

MTWTH 05:00PM-05:50PM ASH 112
F 03:00PM-03:50PM ASH 112

IA/LS-0123-1

American Sign Language, Level I

Ruth Moore

This course introduces the third most widely used language in the United States and Canada. It is intended to give an overview of both the language and the culture of the deaf community. Emphasis will be focused on learning basic grammatical structure as well as developing receptive and expressive signing skills used in everyday conversation, also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes and class discussion. Learning Goals: EXP, MCP, PRS

M 06:00PM-09:00PM FPH 107

IA/LS-0123-2

American Sign Language I

Ruth Moore

This course introduces the third most widely used language in the United States and Canada. It is intended to give an overview of both the language and the culture of the deaf community. Emphasis will be focused on learning basic grammatical structure as well as developing receptive and expressive signing skills used in everyday conversation, also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes and class discussion. EXP, MCP, PRS

T 12:30PM-03:20PM EDH 2

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

TTH 02:00PM-03:20PM FPH 104

IA-0151-1

Theatre of the Ear

William Kramer

Theatre begins with the actor and the audience. The actor's tools are voice and body. In this course students will look at the long and effective tradition of reader's theatre, the reduction of the theatrical experience to the essential relationship of actor voice to audience. There is a long history of reader's theatre including full stagings, improvisations and choric speaking. We will look at some of these forms as a way of exploring the actor's experience. The course will include individual performance work and group presentations before an invited audience. EXP, MCP, PRJ, REA

MW 02:30PM-03:50PM EDH 2

IA-0159-1

Sequential Imagery I

Thomas Haxo

This course provides initial preparation for work in the arts and other fields where visual ideas are presented sequentially. Sequential skills will be built through a compounding series of assignments that utilize drawing and digital three dimensional animation. Assignments addressing linear and non-linear sequence with, line, tone, color, space, and light will facilitate the development of personal imagery. Narrative and non-narrative themes will be discussed. A wide range of tools and techniques will be employed in exploration of subject matter. A broad range of issues concerning sequential drawing will be discussed through group critiques and discussions. EXP, PRJ, PRS

TTH 01:00PM-03:20PM ARB STUDIO 2

IA-0166-1

Introduction to Art Education

Jana Silver

In this introductory course, students will develop a general understanding of art education and its relationship to contemporary society. Through investigation of cultural, sociological and philosophical influences we will explore the teaching of visual arts in public and private schools, museums, community-based educational programs, and other alternative educational sites. We will discuss current issues in the profession and incorporate observation and hands on involvement in art teaching situations. EXP, REA, WRI

M 09:30AM-12:30PM LCD 113

IA/SS-0167-1

Before the Harlem Renaissance

Robert Coles, Michael Ford

This is a first-year project course open to all students; it will be taught by Mike Ford, Robert Coles, and Andrew Rosa. The class will attempt to trace African American literature, culture, and sociology from the end of the slave narrative era to the Harlem Renaissance, 1865-1914. Our focus will be to examine a period that is little known within black historical and literary tradition. As such, we will study the writings of James Weldon Johnson, Frances Harper, Ida B. Wells, Paul Lawrence Dunbar, Booker T. Washington, W.E.B. DuBois and other writers associated with this period. We will also examine the musical trends, such as the rise of the blues, gospel, ragtime, and the discovery of the spirituals. We will assess the phenomenon of black-face minstrelsy and study its impact on American society. We will also look at how minstrelsy developed with the rise of the Ku Klux Klan, racial violence and lynching during these crucial years. Some of the themes we will study are as follows: (a) the positive and negative impact of the U.S. Civil War and Reconstruction on African American history and literature; (b) the impact of race, miscegenation, and racial superiority theories on black/white social relations and

literature (e.g., the one drop of blood rule as a racial signifier);(c)accommodationism vs. racial uplift or the clash between the civil rights strategy of Booker T. Washington and that of W.E.B. DuBois;(d)old Negro vs. New Negro or the clash between traditional, southern slave culture and the arising values of the black, urban middle class);(e)the emergence of the black women's club movement and its impact on African American leadership and literature. The conceptual thrust of this course will be to study the literature, culture, and history that helped shape the Harlem Renaissance. Recommended especially for students who intend in the future to study the Harlem Renaissance era. PRJ,PRS,MCP,REA,WRI.

This new course is designed for students who are eager to carry out a piece of self-initiated work. It will include small class sections in which students will carry out a project related to the course material under the guidance of faculty, other project support personnel, and/or advanced students.

T 06:30PM-09:00PM FPH ELH

IA/LM-0169-1

Electronics For The Visual Artist, Musician and Designer

Peter Edwards

This course will familiarize the student with the basic creative applications of electronics, ranging from the simple modification of appropriated circuitry to the creation of individualized instruments and animated sculptures. We will further explore the physical and mechanical elements of electronic devices and how their respective forms and functions are symbiotically linked. Although knowledge of electronics is not necessary, motivation, creativity and a willingness to explore are essential. As this course is project based, students should feel comfortable using simple hand tools. Throughout the semester we will focus on topics including mechanical movement, audio synthesis, control interfaces and circuit construction. We will work as a group, sharing concepts and solutions to further individual projects and ideas that may be relevant to artistic endeavors outside the classroom. EXP, PRJ, PRS

M 01:00PM-04:30PM LCD SHOP

IA-0176-1

Take the Show on the Road

Natalie Sowell

What does it take to produce, book and tour a Theatre for Young Audiences (TYA) production? This class will learn by doing, creating and touring a production of Peter Rabbit in association with the Eric Carle Museum's exhibit of the work of Beatrix Potter. Students will research touring practices (including marketing, scheduling, education components, and managing) of national and local TYA companies and utilize their findings to construct a model for their touring company. Participants in this class will serve as producers, actors, publicity directors, company manager, designers, properties manager, education directors, stage managers, build and run crew, and creative drama workshop leaders. Production meetings, rehearsals, creative drama workshop planning, as well as set, costume and props construction will be followed by three weekends of performances at the Eric Carle Museum and several performances at area schools.

EXP,PRJ,PRS,REA,WRI

MWF 10:30AM-11:50AM EDH 1

IA/LM-0180-1

Design Fundamentals I: Building the Backbone of Your Design Abilities

Donna Cohn, Robert Cann

This is an introductory level design class that will consist of a series of guided activities as well as a major project of students' choosing. The majority of projects and design challenges will be based on equipment or technology needs of people with physical disabilities. Students will become familiar with a range of basic design tools and skills, such as model making, prototyping, research methods, material applications and fabrication techniques. We will also consider aesthetics, manufacturability and usability of the objects we create. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. EXP, PRS, PRJ

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

IA-0191-1

The Principles of Acting I

Davor Diklich

The Principles of Acting I is an introductory course on the art of acting and theatre. <i>A Dictionary of Theatre Anthropology: The Secret Art of the Performer</i> by Eugenio Barba and Nicola Savarese serves as the starting point for the class study. The book introduces the elementary premises of acting and theatre, which correspond to class discussions and activities. Throughout the semester the class explores the basic elements of acting with various exercises focused mainly around concepts of voice, physical action, movement and mask, which is applied to work on monologues and scenes. Final paper is an analytical overview of both practical and theoretical work covered in class, including the above-mentioned book. Due to highly collaborative nature of work, attendance is crucial (two missed classes are allowed) and tardiness is very much discouraged. EXP, PRJ, PRS, REA, WRI.

MW 10:30AM-11:50AM EDH 19

IA-0192-1

The Principles of Directing I

Davor Diklich

The Principles of Directing I is an introductory course on the art of directing and theatre. Stanislavsky Directs by Nikolai Gorchakov, Brecht on Theatre by Bertolt Brecht, Towards a Poor Theatre by Jerzy Grotowski and A Director Prepares by Anne Bogart serve as the starting point for the class study. Through class discussions and response papers, students explore the ideas and concepts of these classics of modern theatre. Primary considerations in the practical work on dialogues are given to the applications of theatrical principles to staging. Final paper is an analytical overview of both practical and theoretical work covered in class, including the above-mentioned books. Because this is a studio course, attendance is crucial (two missed classes are allowed) and tardiness is very much discouraged. EXP, PRJ, PRS, REA, WRI.

TTH 10:30AM-11:50AM EDH 19

IA/WP/HACU-0199-1

High Spirits: Reading and Writing About Spiritual Experiences

Deborah Gorlin

The age-old search for the Divine, the Sacred, the Great Spirit, the Source, the Goddess, the Ancestors, among other names, has been the subject of countless literary texts, whether it is the Buddhist-inspired poetry of the Beats, the gothic Catholicism of Flannery O'Connor's short stories, the visions of Black Elk, the confessions of Augustine. In this analytical and creative writing course we'll examine varieties of spiritual experience as they are represented in both past and present literature, including poetry, fiction, memoir, and biography. You'll be asked to do all sorts of writing pertinent to the topic: close readings and literary analyses of texts, personal essays and memoirs based on your own spiritual encounters, and out-in-the-field non-fiction pieces. EXP, MCP, PRS, REA, WRI

TTH 12:30PM-01:50PM GRN WC

IA/LS-0201-1

Intermediate Spanish I

Daniel Cuenca

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. PRS Satisfies Division I distribution requirements.

MW 03:30PM-06:00PM FPH 105

IA/LS-0202-1

Intermediate Spanish II

Juan Carpio

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. Satisfies Division I distribution requirements. PRS

TTH 03:30PM-06:00PM FPH 106

IA-0206-1

Writing a Child's Voice for Theatre

Natalie Sowell, Ellen Donkin

In the first part of the semester, we will look at how children are portrayed in a series of plays written for adult audiences, including plays by Harper Lee, Carson McCullers, Lorraine Hansberry, Lynn Nottage, and Naomi Wallace. How do we define children in these plays? How do we determine if the character of the child feels authentic? In what ways do we observe that child characters in plays from other countries are conceived very differently? We will then shift gears into exploring the child protagonist in theatre for young audiences. We have chosen two plays in particular, one by Suzan Zeder and the other by James Still, which will form the centerpieces of our discussion and exercise work in and out of class. What does it mean to write for children, instead of writing about them? For the final project, students will be offered a choice of several pieces of literature. They will be asked to adapt one of these pieces into a carefully edited and revised scene for

dramatic presentation, either for adults or for children. In the final days of the course, students will be expected to collaborate with one another on informal staged readings of each piece. This course satisfies Division I distribution requirements. EXP,MCP,PRJ,PRS,REA, WRI

TTH 10:30AM-11:50AM

EDH 1

IA-0231-1

Designing with 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. This course satisfies Division I distribution requirements. EXP, PRS, PRJ

TTH 02:00PM-03:20PM

EDH 19

IA/LM-0242-1

Designing All the Way: From Concept through Production

Donna Cohn

Students in this 200 level class will participate in the process of developing a product idea from concept through to production. The class will function as a model design firm with the goal of developing one or more viable products over the course of the semester. Students may bring one of their current projects to this class, or choose to pursue a new idea. Throughout the course we will consider the factors that make a product easy to use and accessible to a wide range of consumers. The class will be structured to emphasize the benefits of collaboration. Phases of product development will include brainstorming, research and information gathering, competitive analysis, determination of pricing and production methods. We will examine our personal values about mass production design and working within a global economy. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. Students will be required to establish basic competency using SolidWorks, a 3-D modeling software program. Access to a later model PC laptop is not required but is highly desirable. Additional class labs will be held to provide support for learning SolidWorks.

TTH 02:00PM-03:20PM

LCD 113

IA-0250-1

Dramatic Situation: Implying Narrative in Poetry

Thomas Jones

Narrative is a prominent force in many contemporary poems, yet poets and storytellers are commonly set apart. The reason may be that narrative in contemporary poetry is more implicit than in standard fiction and biography. Dramatic situation is another term for the implied narrative a poem may offer--- an orchestration of elements of poetry (like imagery, rhythm, form, tone) and elements associated with fiction (like conflict, characterization, setting, point of view). Through analytical readings of contemporary poems, and, subsequently, your own poems, dramatic situation will come into focus as both a narrative force and a genre-bridging matter of craft. For a rounder experience with narrative, the course's scope will include epistolary and persona poems, history-based poems, third- person poems, and oral interpretation of poems, as well as short fiction, short films, photographs, song lyrics, and jokes. A portfolio of 8 revised poems (10-25 pages of poetry) will be due at course's end. At least three times during the semester, members of the class will offer poems for peer- critique.

T 12:30PM-03:20PM

EDH 5

IA/LM-0252-1

The Chair: Functional and Sculpture Approaches

William Brayton, Colin Twitchell

In this course students will design, construct models and produce chairs from both functional and sculptural perspectives. Plywood and steel will be introduced as primary materials that can lead to a wide range of aesthetic and conceptual solutions. Through the study of ergonomics and human anatomy students will develop an understanding of the functional requirements of chairs with both general and specific applications. Chairs with kinetic requirements such as wheel chairs and folding chairs are one possible area of focus. Chairs that push seating towards the realm of sculpture can also be explored. The visual properties that link identity, psychology, aesthetics and functionality within the rich history of chair design will be explored through slide lectures, independent research, class discussions, critiques and problem solving workshops. A final independent project in chair design and production will serve as the culmination of each student's work.

W 01:00PM-04:30PM LCD SHOP

IA-0257-1

Literary CounterCulture

Robert Coles

This course will examine the aftermath of the Beat movement. Specifically, we will discuss what happened to Beat writers after the death of Jack Kerouac. Thus, we will trace the development of Ginsberg after he wrote Howl. We will examine the later output of W. Burroughs (Naked Lunch). We will study the increasing voice of women in the movement--A. Waldman and Valery Solanas. And we will note how Le Roi Jones broke from the Beat movement to establish the Black Arts movement. We will also read the fiction of Richard Brautigan (Trout Fishing (One Flew Over the Cuckoo's Nest), Charles Bukowski (Burning in Water, Drowning in Flame), Ishmael Reed (Yellow Back Radio Broke- Down) and Cathy Acker (Blood & Guts in High School).

TTH 02:00PM-03:20PM FPH 107

IA-0258-1

Who's Telling This Story: Point of View in Fiction

Nathalie Arnold

Understanding the limits and possibilities of point of view is an essential step towards writing capable fiction. This reading-based fiction-writing course will introduce members to the complexities, limits, and attractions of various kinds of literary point of view. Through focused writing exercises, intensive reading of contemporary U.S. and international fiction told in various types of first, second, and third- person points of view, members will acquire a facility for discussion the construction of fictional work as well as practical experience in actively deploying specific points of view. Most importantly, members will learn to read as writers, mining published work for technical insights and guidance. Students will also themselves produce two short pieces of fiction and submit them for peer critique. Possible readings: Salman Rushdie, Grace Paley, Haruki Murakami, Mark Haddon, Graham Greene, Aimee Bender, Dana Johnson, Ruth Praver Jabhvala.

T 06:30PM-09:20PM EDH 1

IA-0270-1

Lost in the Story

Benjamin James

This is a craft-based fiction writing course in which we will investigate the transportive, enrapturing, perplexing, difficult, and sometimes infuriating experience of reading. We'll treat the writing experience as a heightened version of the reading experience, exploring what it means for a reader/writer to lose him or herself in a story. Questions of narrative momentum and character dimensionality will be emphasized. Students should expect to do a considerable amount of reading and writing every week. Several pieces of short fiction of varying lengths and one creative/critical essay will be due.

Instructor permission required.

W 02:30PM-05:20PM EDH 3

IA-0274-1

Ideas in 20th Century Sculpture and Furniture

Nathaniel Cohen

In this course students will be introduced to the many ideas and connections that have shaped the linked histories of 20th Century sculpture and furniture. Through slide lectures, museum field trips, group discussions and independent research projects students will explore their own areas of interest and become introduced to a wide range of new sources in these fields. In the final project students will complete independent research and present their findings to the class through a variety of media. PRJ, PRS, REA.

MW 09:00AM-10:20AM ASH 112

IA/HACU-0278-1

Screenwriting

Michael Elyanow

This 200-level course is open to advanced students currently working on projects and/or less advanced students seeking to develop basic understandings and skills in screenwriting. Students are expected to work on writing exercises, bring in pages to read in class, and/or continue developing an existing idea or work-in-progress such as a divisional project. The focus of the class will be on screenwriting structure, with specific attention paid to the paradigmatic Three-Act Structure of narrative feature films. Alternative approaches to understanding structure and story will also be discussed, such as The Hero's Story, The Dual-Lead Story, The Multi-Protagonist Story, The Cyclical Story, The Bookended Story and Kristin Thompson's Four-Act Structure Paradigm. Other issues to be addressed include Character Development and Arc, Dialogue, Scene Structure, Scene Transitions, Point of View, Writing Directive Paragraphs, Creating Forward Movement, Plot Vs. Story and Understanding Theme. Examples of both screenplays and movie scene selections with audiocommentary

will be used in class. Registration is by instructor permission and will be posted after the first class. This course satisfies Division I distribution requirements. EXP, PRJ, PRS
T 09:00AM-11:50AM FPH 101

IA/HACU-0285-1

Laban Movement Analysis

Rebecca Nordstrom

Laban Movement Analysis (LMA) is a system for describing, measuring and classifying human movement. Through study and physical exploration of the basic effort, shape, body, and space concepts, students will examine their own movement patterns and preferences (with the potential for expanding personal repertoire), and develop skill in observation and analysis of the movement of others. The course is open to students from varied disciplines and there will be opportunity for exploration and application of LMA concepts and principles to individual movement education, movement therapy, and nonverbal communication. This course satisfies Division I distribution requirements. EXP, PRJ, PRS

MW 03:00PM-04:50PM MDB MAIN

IA/HACU-0294-1

Embodied Imagination

Daphne Lowell

Imagination has both conscious and unconscious dimensions: in one we use craft and skill to express something; in the other lies images, intuitions, demons and muses, that fuel (or block) conscious creations. Ultimately it is through the skillful union of both that original, articulate art is made. This course will study the unconscious dimensions of imagination using a practice known as Authentic Movement, and other forms of active imagination, to explore and tussle with the images that stir in our dreams. It will also bring together students from a variety of art disciplines, and purposefully ask them to play with media outside their training in order to provoke fresh perspectives on creativity's dynamics. Designed for upper level students who have formal study in their medium, the course will use movement as a primary mode of entry, and the body as a potent metaphor, but it requires no experience in movement/dance. Prerequisites: Previous courses in any art medium.

TTH 10:00AM-12:00PM MDB MAIN

IA-0346-1

Advanced Sculpture

Thomas Haxo

This course will provide preparation for independent work in sculpture and at the upper Division II and Division III levels. Students will create an independent body of work based on their own artistic intentions and their responses to a range of assignments. Welding, clay modeling, wood fabrication, plaster working, and lightweight concrete forming techniques will be utilized based upon student needs. Although this is not a digital media course, animation software will be used to demonstrate and visualize sculptural concepts including lathe forming, extrusion, lofting, and organic modeling. A lab fee of \$75.00 will cover initial materials, but students may be required to obtain additional materials from local sources. Introductory drawing, sculpture and/or design courses are necessary prerequisites.

TTH 09:30AM-11:50AM ARB SCULPT

IA-119T-1

Sculpture Tutorial

Gregory Kline

Sculpture Tutorial provides students with a conceptual framework for the exploration of three-dimensional form. Fundamental sculptural principles are linked to the development of skills and ideas within a range of materials such as cardboard, clay, wood, plaster, steel, and lightweight concrete. Subject matter will include the figure, abstraction, environmental sculpture, and installation art. Readings, research projects, slide lectures, visiting artists and group critiques will provide a theoretical framework for the development of independent work. A lab fee of seventy dollars will cover most materials. EXP, PRJ, PRS

TTH 09:30AM-11:50AM ARB STUDIO 1

IA-125T-1

Theatre of the Eye

William Kramer

In this course we will consider design for theatrical productions of *The Chairs* by Eugene Ionesco. This seminal work of the absurdist theatre will be approached in a variety of ways. While the major emphasis will be on sets and costumes, we will begin our process by looking at the cultural context of the script, the dramaturgical work that must inform design choices and the collaborative process that mediates the design responses. How does a designer begin the process with a script? How can playwright intentionality be discerned? How can design elements be manipulated to support the text? Students will be responsible for two designs during the course of the semester. The final design presentation will be a

collaborative effort. Together, the two design responses will constitute the project aspect of the course. Additionally, students will do presentations in dramaturgical research. REA, EXP, PRJ

MW 10:30AM-11:50AM

EDH 4

IA-141T-1

Rave Reviews

Ellen Donkin

Have you ever sat in a theatre audience, watching the work of writers, actors and designers, and then, after the show, tried to decide if it was good or bad? And if so, why was it good or bad? It worked, it didn't work, it wasn't what I expected, it moved me, it left me cold. In each case, usually in the context of private conversation, we make our observations. But now imagine yourself as a reviewer. How do you decide if a show is working? How do you distinguish theatre's separate components from one another when they are deliberately interwoven in the final production? How do you separate your subjective response from your analytical one, or do you? This course is for any student interested in attending theatre productions, learning how to talk about theatre, and writing and revising reviews. We will attend productions all over the five colleges and join in discussing and writing about our observations in informal class settings. REA, MCP, PRS, WRI,

MW 09:00AM-10:20AM

EDH 1

IA-155T-1

Writing Fiction About Families

Nathalie Arnold

While the notion of the family frequently elicits ideas of love and stability, it can also call up feelings of confusion and fear. Through close readings of, and writing, fiction about families, we will consider the following questions: what is a family? Why are stories about family so affecting? What role do stories about family play in our own lives, as well as in literary fiction? What kinds of stories about family are often kept private in life but frequently told in fiction? How do fictional characters experience and deploy love, loyalty, betrayal, cruelty, compassion and responsibility? And how can close consideration of family relationships improve a fiction-writer's skills and sensibility? Members will be assigned weekly exercises in fictional technique, weekly reading responses, and will produce and workshop three short pieces of fiction concerning relationships between siblings, young children and adults, and parents and adult children. REA, EXP

TTH 09:00AM-10:20AM

EDH 2

LEMELSON PROGRAM

LM/IA-0169-1

Electronics for the Visual Artist, Musician, and Designer

Peter Edwards

This course will familiarize the student with the basic creative applications of electronics, ranging from the simple modification of appropriated circuitry to the creation of individualized instruments and animated sculptures. We will further explore the physical and mechanical elements of electronic devices and how their respective forms and functions are symbiotically linked. Although knowledge of electronics is not necessary, motivation, creativity and a willingness to explore are essential. As this course is project based, students should feel comfortable using simple hand tools. Throughout the semester we will focus on topics including mechanical movement, audio synthesis, control interfaces and circuit construction. We will work as a group, sharing concepts and solutions to further individual projects and ideas that may be relevant to artistic endeavors outside the classroom. EXP, PRJ, PRS

M 01:00PM-04:30PM

LCD SHOP

LM/IA-0180-1

Design Fundamentals I: Building the Backbone of Your Design Abilities

Donna Cohn, Robert Cann

This course involves understanding the design process through softgoods equipment design. Students learn basic sewing and soft goods construction techniques by designing and creating a series of useful soft goods items, from clothing to functional outdoor product, to equipment that improves the lives of people with disabilities, each project building on the skills and techniques learned from the last. Students learn how to keep a design log to track and understand their design process. No previous design or sewing experience is required. Additional topics of discussion will include: anatomy, ergonomics, design for people with special needs, establishing design parameters and market influence on design.

MW 10:30AM-11:50AM

LCD SHOP

LM/IA-0242-1

Designing All the Way: From Concept through Production

Donna Cohn

Students in this 200 level class will participate in the process of developing a product idea from concept through to production. The class will function as a model design firm with the goal of developing one or more viable products over the course of the semester. Students may bring one of their current projects to this class, or choose to pursue a new idea. Throughout the course we will consider the factors that make a product easy to use and accessible to a wide range of consumers. The class will be structured to emphasize the benefits of collaboration.

TTH 02:00PM-03:20PM

LCD 113

LM/IA-0252-1

The Chair: Functional and Sculpture Approaches

William Brayton, Colin Twitchell

In this course students will design, construct models and produce chairs from both functional and sculptural perspectives. Plywood and steel will be introduced as primary materials that can lead to a wide range of aesthetic and conceptual solutions. Through the study of ergonomics and human anatomy students will develop an understanding of the functional requirements of chairs with both general and specific applications. Chairs with kinetic requirements such as wheel chairs and folding chairs are one possible area of focus. Chairs that push seating towards the realm of sculpture can also be explored. The visual properties that link identity, psychology, aesthetics and functionality within the rich history of chair design will be explored through slide lectures, independent research, class discussions, critiques and problem solving workshops. A final independent project in chair design and production will serve as the culmination of each student's work.

W 01:00PM-04:30PM

LCD SHOP

LANGUAGE STUDIES

LS/IA-0101-1

Elementary Spanish

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, current and global events, and the students' experiences. The class meets 5 hours per week and is limited to 15 students. PRS

MW 04:00PM-06:30PM

FPH 108

LS/IA-0101-2

Elementary Spanish

Jeff Bankman

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, current and global events, and the students' experiences. The class meets 5 hours per week and is limited to 15 students. PRS

MW 04:00PM-06:30PM

FPH 103

LS/IA-0102-1

Elementary Spanish II

Daniel Cuenca

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, 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. PRS

TTH 03:30PM-06:00PM

FPH 102

LS/IA-0111-1

Elementary Chinese I

Kay Johnson, Xingming Wang

This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program. It will cover the first semester of beginning Chinese. The second semester of beginning Chinese will be offered during the spring semester. The course will follow the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 1; Integrated Chinese Workbook Level 1, Part 1; Integrated Chinese Character Workbook, Level 1, Part 1. The class will meet three times a week for one hour each session; there are also two one-hour drill sessions per week for a total of five class periods per week. Students who complete this class will be able to continue studying Chinese at the next level at any of the other Five Colleges. The tentative schedule of classes for this course is: Monday, Tuesday, Wednesday, Thursday from 5:00-5:50 and Friday 3:00-3:50. Class times may be altered to better suit students' scheduling needs. Any changes will be decided collectively at the first class. MCP

MTWTH 05:00PM-05:50PM ASH 112

F 03:00PM-03:50PM ASH 112

LS/IA-0123-1

American Sign Language I

Ruth Moore

This course introduces the third most widely used language in the United States and Canada. It is intended to give an overview of both the language and the culture of the deaf community. Emphasis will be focused on learning basic grammatical structure as well as developing receptive and expressive signing skills used in everyday conversation, also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes and class discussion. EXP, MCP, PRS

M 06:00PM-09:00PM FPH 107

LS/IA-0123-2

American Sign Language I

Ruth Moore

This course introduces the third most widely used language in the United States and Canada. It is intended to give an overview of both the language and the culture of the deaf community. Emphasis will be focused on learning basic grammatical structure as well as developing receptive and expressive signing skills used in everyday conversation, also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes and class discussion. EXP, MCP, PRS

T 12:30PM-03:20PM EDH 2

LS/IA-0201-1

Intermediate Spanish I

Daniel Cuenca

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. PRS Satisfies Division I distribution requirements.

MW 03:30PM-06:00PM FPH 105

LS/IA-0202-1

Intermediate Spanish II

Juan Carpio

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. Satisfies Division I distribution requirements. PRS

TTH 03:30PM-06:00PM FPH 106

NATURAL SCIENCE

NS-0106-1

Earth Resources

Steven Roof

Are humans currently living dangerously? Are we destroying our nest? In the past few years, scientists have begun to view Earth as a holistic system of interacting components. In this course students will investigate how the natural world operates and examine how society interacts with Earth. Class discussions and weekly projects will introduce the major concepts and techniques of earth science (geology), environmental sciences, and resource management. This course will emphasize a hands-on, field- and lab-oriented approach to earth and environmental science in which students will learn to observe, pose questions, build hypotheses, and develop answers. Through local field trips, students will explore the history of our planet, and earth-shaping processes such as earthquakes, volcanic eruptions, and erosion. By learning how our planet evolves, students can then evaluate the current state of Earth and solutions to environmental ills. PRJ PRS QUA REA WRI

TTH 10:30AM-11:50AM CSC 1-AGRI

TH 01:00PM-04:00PM CSC 1-AGRI

NS-0121-1

Human Biology: Selected Topics in Medicine

Christopher Jarvis, Merle Bruno

Students in this course will learn about the biological function of selected human organs and systems through the study of actual medical cases. Not all human systems will be covered, but students will gain a good understanding of how diseases are transmitted, how they affect the body, and the action of the immune system. The role of modern DNA technology in treating and diagnosing disease will be addressed. Working in small teams, students will develop diagnoses for medical cases through reviewing descriptions of patient histories, physical exams, and laboratory findings. A human biology text, medical texts on reserve, and Internet resources will help students track down information they need to solve these medical mysteries. Students will choose particular diseases or treatments to investigate in detail and will present their findings to the class and in papers. PRJ, PRS, QUA, REA, WRI

MWF 09:00AM-10:20AM CSC 333

NS/SS-0134-1

Disease, Famine, and War

Ventura Perez

This course will review various theories regarding how the human body adapts to biological change (reproduction, growth and development and disease), environmental change (pollution, climate, altitude and malnutrition) and social change (cultural and political processes of exploitation, violence and domination). Students will examine the complexities and interconnections between biological adaptability and sociopolitical systems. Students will also explore the adaptive flexibility that allows humans to adjust to changing conditions in the course of their lifetimes. The emphasis of this course will be on the non-genetic processes of human adaptation upon which humans primarily rely, such as morphological and physiological acclimation, learned behavior, technological innovations and social coping strategies. This perspective on human adaptability will be critically evaluated to understand how people attempt to adjust to adverse environmental and social conditions. This is a course in the Culture, Brain and Development Program.

TTH 10:30AM-11:50AM CSC 333

NS-0135-1

Bodies, Guts and Bones: A Biocultural Approach to Diet and Nutrition

Debra Martin, Pamela Stone

Today in American society we are inundated with questions regarding diet, wellness and longevity. Often used phrases such as low-fat, high fiber, no carbs, sugar-free, calcium-rich, anorexia, obesity, bone density, and supersize me, offer complex messages to the public. The interface between nutrition and the role of popular culture fuels the core of this course. Students will work on independent projects that test popular notions about diet and nutrition using a broad range of methodologies (such as, bone density, 24-hour dietary recall, diet surveys, food ethnographies, anthropometry and exercise physiology). Students will design and carry out an original project on some aspect of food, nutrition and culture. Topics in human diet and nutrition will be examined from a biocultural perspective and will include current information on things such as growth and development, nutrition and disease processes, diet and culture, anthropology and genetics. This is a course in the Culture, Brain and Development Program. PRJ, PRS, QUA, REA, WRI

 This new course is designed for students who are eager to carry out a piece of self-initiated work. It will include small class sections in which students will carry out a project related to the course material under the guidance of faculty, other project support personnel, and/or advanced students.

F 09:00AM-12:00PM FPH WLH

NS/CS-0140-1

Revolutionary Ideas in Science

Salman Hameed

The primary theme of the class is to provide an understanding of how science works using examples of theories that challenged various accepted scientific ideas. We discuss the role of scientific observations, culture, politics, personalities, and religion in scientific debates and highlight the human element of science. The course not only uses examples of revolutionary ideas that were successful (e.g. Evolution; Plate tectonics, etc.) but also those that ultimately failed (e.g. Steady state universe). The students will also get an insight into the process of scientific thinking via group presentations debating currently unresolved issues in science (e.g. Impact theory of dinosaur extinction; Evidence for life on Mars, etc.). REA, WRI, PRS,

TTH 12:30PM-01:50PM

ASH 126

NS-0148-1

Human Gene Therapy: Proceed with Caution

Lynn Miller

This seminar should be useful and 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 class. 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 QUA, REA, WRI

TTH 10:30AM-11:50AM

CSC 2-OPEN

NS/CS-0149-1

Paranormal/Supernatural Phenomena: A Passionate Closer Look

Salman Hameed

This course will provide students with the tools to evaluate the pseudo-sciences that are so enticing in today's complex and stressful world. The National Science Foundation recently reported that 30% of Americans believe in UFOs as ET spacecrafts, 60% believe in ESP, and many believe astrology (40%) and magnetic therapy (70%) to be scientifically based. We will explore the psychological and sociological reasons why people are attracted to New-Age enterprises that claim to: provide personal insight from stars and planets; communicate with the dead; predict the future; read minds; heal diseases with mystical forces; demonstrate paranormal abilities like psychokinesis; prove contact with extraterrestrial beings. We will also analyze the claims made by the pseudo-sciences and challenge those that appeal to reason. We will examine the power of coincidence and the tendency for humans to focus on confirming evidence while ignoring disconfirmations. In addition to watching psychic TV shows, like *Crossing over* with John Edward, we will also witness live demonstrations of psycho-kinesis and mind reading by guest psychics. REA, WRI, PRS, PRJ

MW 02:30PM-03:50PM

ASH 126

NS-0150-1

Agriculture, Ecology, and Society

Brian Schultz

This course will examine agriculture as a set of ecological systems and issues, including related social aspects. It refers to ecology in both the sense of interactions between organisms (e.g., crops and pests) and their environment, and in the larger-scale sense of environmental impacts. A broad range of topics will include crop pests, pesticides and alternative methods of pest control, soil erosion vs. conservation, agricultural inputs and water pollution, the problems of local farmers and of developing countries in food production, the advantages of buying local, community-supported agriculture (CSA), and more. We will spend time in the field at our own Hampshire College farm and CSA, as well as visit some nearby farms. The course work will consist of readings, discussion, short assignments, field work, and group and independent projects. PRJ, QUA, REA, WRI

TTH 10:30AM-11:50AM

CSC 1-ECOL

NS-0153-1

Natural History of Infectious Diseases

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding

the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of Homo sapiens. We will also introduce the workings of Hampshire College. We will read R. S. Desowitz's *Federal Bodysnatchers* and *The New Guinea Virus* and *Who Gave Pinta to the Santa Maria?* and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, and social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.), focusing on the disease in one particular tropical or subtropical country. Students are encouraged to work in small groups on one parasite. 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. MCP, PRJ, PRS, QUA, WRI

MW 09:00AM-10:20AM

CSC 2-OPEN

NS-0161-1

Calculus in Context

Kenneth Hoffman

The calculus provides the language and some powerful tools for the study of change. As such, it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. We will investigate dynamical systems from economics, ecology, epidemiology and physics. Computers are essential tools in the exploration of such processes and will be integral to the course. No previous programming experience is required. Topics will include: 1) dynamical systems, 2) basic concepts of calculus-- rate of change, differentiation, limits, 3) differential equations, 4) computer programming, simulation, and approximation, 5) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra or the Calculus II to further develop their facility with the concepts. 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. QUA

MWF 09:00AM-10:20AM

CSC 316

NS/CS-0168-1

Fundamentals of Human Neuropsychology: The Organization of Behavior and Human Nature

Bradley Crenshaw

This course will explore the neurological underpinnings of human behavior. We will begin by introducing ourselves to the organization and anatomy of the brain, which will give us the essential structural components of the central nervous system. We will cover the organization of our sensory and motor systems, the functional specificities of the parietal, temporal and frontal lobes, and the higher cortical functions (memory, language, and emotion). Students will be introduced to these topics using a mixture of primary literature, videos and discussion. The second half of the course will be devoted to the various 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 we 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 the completion of a major research project. MCP, PRJ, REA, WRI

MW 04:00PM-05:20PM

CSC 333

NS-0195-1

Pollution and Our Environment

Dulasiri Amarasiriwardena

This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several controversial topics, including acid rain, automobile emission, ozone layer depletion, mercury, lead and cadmium poisoning, pesticides, solid waste disposal, and problems of noise and thermal pollution will be addressed. We will emphasize some of the environmental issues affecting our immediate community, as well as those in developing nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports. Students are expected to engage in scientific inquiry and to view their investigations in broader context, gain a clear sense of scientific process, and to develop quantitative, oral and written communication skills. Class participation, satisfactory work on the required class projects, literature critiques, and laboratory/field reports are required for evaluation. REA, WRI, QUA, PRS, PRJ

TTH 10:30AM-11:50AM

CSC 121

TH 01:00PM-04:00PM

CSC 2-CHEM

NS-0202-1

Chemistry I

Dulasiri Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, properties of matter, the gas laws, atomic structure, bonding and molecular structure, and chemical reactions, and energy changes in chemical reactions. A considerable time will be devoted to learn the use of periodic table as a way of predicting the chemical

properties of elements. We will also emphasize on application of those chemical principles to environmental, biological, industrial and day-to-day life situations. No previous background in chemistry is necessary but a working knowledge of algebra is essential both because students will be expected to develop skill in solving a variety of numerical problems and because it is essential for understanding some of the subject matter. In the laboratory, basic skills, and techniques of qualitative and quantitative analysis, use of modern chemical instrumentation will be emphasized. We will also do two project-based labs, learn to understand the scientific methodology and learn how to write scientific research reports.

MWF 09:00AM-10:20AM	CSC 121
M 01:30PM-04:30PM	CSC 2-CHEM

NS-0204-1

Physics I

Herbert Bernstein

The first course of real college Physics, this course will concentrate mainly on mechanics with some applications to astronomy. Topics will include, kinematics and dynamics in one and two dimensions, planetary motion, conservation of energy and momentum, rigid bodies and rotation, and relativity. The course is calculus based and makes heavy use of mathematics to develop realistic examples. It is highly recommended that students take calculus in the same semester that they begin this course. Weekly laboratory/field work is required. The labs are grouped into three major projects. Evaluations will be based on class participation, problem sets, and laboratory project reports.

TTH 12:30PM-01:50PM	CSC 2-OPEN
TH 02:00PM-05:00PM	CSC 3-PHYC

NS-0212-1

Organic Chemistry I

Rayane Moreira

An introduction to the structure, properties, reactivity, spectroscopy, of organic molecules, as well as their significance in our daily lives. We will first lay down the groundwork for the course, covering bonding, physical properties of organic compounds, stereochemistry, and kinetics and thermodynamics of organic reactions. We will then move on the reactions of alkanes, alkyl halides, alcohols and ethers, alkenes, and alkynes, emphasizing the molecular mechanisms that allow us to predict and understand chemical behavior. Lastly, we will discuss the identification of compounds by mass spectrometry, NMR and infrared spectroscopy. Student-led discussions will address the role organic molecules play in biology, industry, society, and the environment. Additionally, weekly problem solving sessions will be held to foster skill in mechanistic and synthetic thinking. The laboratory will provide an introduction to the preparation, purification, and identification of organic molecules. Prereq: High School Chemistry

MWF 09:00AM-10:20AM	CSC 3-OPEN
F 01:00PM-05:00PM	CSC 2-CHEM

NS-0215-1

Case Studies in Land Protection and Management

Pete Westover

This is a course designed to acquaint students with (1) current issues in conservation and agricultural land protection, with an emphasis on the Connecticut River Valley and western Massachusetts and additional cases from around the country; and (2) the stewardship of natural areas, wildlife habitat, green belts, forest lands, and other open space. The course will delve into practical, philosophical, and ecological aspects of land use, management, and protection. Land managers and land protection experts from our region will take part in the class as visiting lecturers. The course will focus on short- and long-range open space planning, the land trust movement, the nuts and bolts of land protection as carried out by conservation land trusts, towns, and state and federal agencies, stories of successes, failures, and pitfalls, and the scientific and political basis for land preservation and stewards. The course will include field work and a project that focuses on the management of Hampshire College land.

TTH 02:00PM-03:20PM	CSC 316
TH 03:30PM-05:00PM	CSC 316

NS-0222-1

Southwest Field Seminar: Living in the Sonoran Desert

Debra Martin, Lawrence Winship

Most people think of deserts as dry, sandy and devoid of life. Yet for thousands of years plants, animals and numerous human cultures have made their home in the Sonoran Desert, in the region that is now the border between the US and Mexico. Supporting a wide range of adaptations to demanding environmental conditions, the Sonoran Desert provides an excellent case study on human-environment interactions. We will critically examine the history, politics and ecology of

topics relevant to border issues, indigenous cultures, ranching and land conservation, Hispanic colonization, dryland agroecology and ethnobotany. Our first four weeks will be spent learning as much as possible about the geography, geology, ecology, archaeology, ethnology and history of the Sonoran Desert, as preparation for the mandatory field research trip to Patagonia, Arizona (October 7-16) over October break. Students will work as teams on specific projects, gathering data and materials in October and completing analysis, literature review and final write-ups in November. Students will have to help off-set some of the funding for the airfare and costs associated with the trip.

WF 01:00PM-02:20PM

CSC 316

F 02:30PM-05:00PM

CSC 1-AGRI

NS-0226-1

Cosmology

George Greenstein

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of mean density of the universe; the Hubble constant, and tests of gravitational theories. Discussions of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: 1 semester of calculus and 1 semester of a physical science.

TTH 02:00PM-03:20PM

CSC 333

NS-0244-1

The Neuroendocrinology of Behavior

Cynthia Gill

The function of the brain can hardly be examined without considering the influence of the endocrine system. The social, nutritional and sensory environment of an organism can dramatically affect the expression of specific hormones. Those hormones, in turn, can determine the development, degree of plasticity and output of the nervous system. Thus, the behavior an organism can have is sometimes determined by the endocrine constraints on the nervous system. This course examines the endocrine system and how it interacts with the nervous system to influence behavior in a range of organisms, including humans. We'll start with the foundations of nervous and endocrine system physiology and anatomy with consideration of common methods and techniques in neuroendocrine and behavioral research. Then we will focus on some specific behaviors such as parental behavior, reproductive behavior, feeding, affiliation, aggression, learning, and memory. In addition, we'll consider the range of normal to abnormal behaviors and the neuroendocrine factors that could influence these behaviors. This is a course in the Culture, Brain and Development Program.

TTH 12:30PM-01:50PM

CSC 3-OPEN

NS-0248-1

Epidemiology

Elizabeth Conlisk

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

TTH 12:30PM-01:50PM

CSC 316

NS-0255-1

Watershed Ecology

Christina Cianfrani

This course will explore how water moves through the landscape and through streams and rivers. Students will explore topics in freshwater ecology, hydrology, and watershed management. Areas of focus will include hydrologic cycle/water budgets, watershed characteristics, surface runoff, aquatic ecosystems, and urban hydrology. In addition to gaining an understanding of hydrologic processes, students will collect and analyze hydrologic data from a local watershed and develop a comprehensive watershed management plan.

MW 02:30PM-03:50PM

CSC 3-OPEN

NS-0265-1

Statistics

Brian Schultz

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

TTH 02:00PM-03:20PM CSC 3-OPEN

NS-0288-1

Inquiry Science Teaching in Middle and High School

Merle Bruno

The specter of standardized testing often discourages science teachers from using class time on projects that support inquiry. Students in this class will examine and evaluate science curriculum materials designed for inquiry- based teaching. They will choose one of three projects-- either physics, chemistry, or biology--and work in teams to develop, implement and improve activities that support both content learning and inquiry. Projects will focus on concrete issues of interest to students such as health, food, and assistive design. Students will teach these activities in local schools. Class will meet two times a week, and additional flexible times will be needed in the middle of the semester to observe and teach the activities in the classrooms of cooperating teachers. Students will also help plan and participate in Hampshire's Day in the Lab for Middle School students.

WF 01:00PM-02:20PM CSC 333

NS/CS-0316-1

Linear Algebra

Kenneth Hoffman

This course develops the basic geometric, algebraic, and computational foundations of vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken at least one semester of calculus and is useful to most consumers of mathematics. The course focuses on real finite imensional vector spaces, although abstract and infinite-dimensional vector spaces will be discussed towards the end of the semester. Applications will be made to computer graphics, environmental models, and physics using tools from differential equations, Fourier series, inner product spaces, and the theory of algorithms. Computers will be used throughout. Problem sets will be assigned for every class. Prereq: Semester of Calculus

MWF 02:30PM-03:50PM CSC 316

NS-0329-1

Immunology

Christopher Jarvis

Immunology is a dynamic and exciting field of study in which the pace of discovery continues to accelerate. It is an interdisciplinary area in which new breakthroughs in our understanding of allergy, responses to infectious disease, immunodeficiency states, and cancer occur daily. It is clear that a properly functioning immune system is essential to our health and plays a role in virtually all disease processes capable of having either a beneficial or deleterious effect. We will begin with a general overview of the immune system by examining the experimental basis of our current understandings. We will then explore the current primary literature to examine in depth several areas of student interest. This course should be of interest to anyone interested in the biological sciences. Students should have a background in cell or molecular biology and some chemistry.

MWF 10:30AM-11:50AM CSC 202

NS/SS-0334-1

Disease, Famine, and War

Ventura Perez

This course will review various theories regarding how the human body adapts to biological change (reproduction, growth and development and disease), environmental change (pollution, climate, altitude and malnutrition) and social change (cultural and political processes of exploitation, violence and domination). Students will examine the complexities and interconnections between biological adaptability and sociopolitical systems. Students will also explore the adaptive

flexibility that allows humans to adjust to changing conditions in the course of their lifetimes. The emphasis of this course will be on the non-genetic processes of human adaptation upon which humans primarily rely, such as morphological and physiological acclimation, learned behavior, technological innovations and social coping strategies. This perspective on human adaptability will be critically evaluated to understand how people attempt to adjust to adverse environmental and social conditions.

TTH 10:30AM-11:50AM

CSC 333

NS-0348-1

Human Gene Therapy: Proceed with Caution

Lynn Miller

This seminar should be useful and 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 class. 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. Students enrolled at the 300 level are expected to help the 100-level students with their work. Collaborative work is expected throughout.

TTH 10:30AM-11:50AM

CSC 2-OPEN

NS-0353-1

Natural History of Infectious Diseases

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of *Homo sapiens*. We will also introduce the workings of Hampshire College. We will read R. S. Desowitz's *Federal Bodysnatchers* and *The New Guinea Virus* and *Who Gave Pinta to the Santa Maria?* and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups one on parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Students enrolled at the 300 level are expected to help the 100 level students with their work. Collaborative work is expected throughout.

MW 09:00AM-10:20AM

CSC 2-OPEN

NS-0371-1

Race, Science, and Politics

Alan Goodman

The first line of one's medical record invariably includes reference to one's assumed race. In the 1800s and early 1900s, it was widely held that diseases, like many other characteristics, were specific to races. While the notion that any characteristic is specific to a given race has been shown to be false, it remains common to assign risk of disease based on assumed race. A key problem is that it is unclear whether a racial difference is due to genes, environment, class, racism or an interactive combination of factors. In this course we explore the history and sociopolitical contexts of ideas about race that come out of folk beliefs, genetics and anthropology and are then applied in medicine, public health, sports, forensics and law enforcement. Questions we will address include how and why the idea and sociopolitical reality of race vary in different countries and different times. We will explore in detail historical and contemporary studies of race and disease (including sickle cell anemia, iron deficiency, diabetes, and osteoporosis), as well as the use of race in sports and other fields. The end of the course will explore the recent rise in geneticization and its links to racialization. This course is recommended for students who wish to better understand why race is a biological myth and the history and future of the idea race. W

01:00PM-04:00PM

CSC 121

NS-101T-1

How Things Work

Herbert Bernstein

This course introduces students to college physics, projects, and science through study of ordinary objects. Principles flow from everyday applications in mechanics, electricity and magnetism, electronics and optics; eventually we even make our own simple paper clip motors that run for hours on a single battery. The mathematics level is algebra to pre-

calculus. We also steadily build an individualized project, which may have been previously started in some other learning activity. PRJ, QUA, REA

TTH 09:00AM-10:20AM

CSC 333

NS/CS/SS-105T-1

Developmental Psychopathology: Culture, Brain and Development

Jane Couperus

Until the last 10 years or so Autism, a disorder with known biological correlates, was almost unheard of, why is this disorder suddenly so prevalent? Is it something in our culture? our environment? our genetics? This course will examine developmental psychopathologies such as ADHD, Autism, Conduct Disorder, Tourettes, and others from multiple perspectives. We will examine the role of culture, experience, and brain development in the development of these disorders in children using psychological and neuroscientific perspectives. Students do not need to have any specific background but should be willing to read scientific articles and open to understanding not only the role of culture and society in development but the biological underpinnings as well. Students will be expected to read primary research, write several short papers, as well as complete a course long project that will be presented to the class. This is a course in the Culture, Brain and Development Program. PRJ, REA, WRI, PRS

MW 10:30AM-11:50AM

ASH 222

NS-109T-1

Agriculture, Food, and Human Health

Elizabeth Conlisk, Nancy Hanson

This hands-on course examines food in the broadest sense, from its production in the field to its complex role in health promotion and disease prevention in humans. Students will learn basic principals of agriculture, plant science, nutrition and epidemiology, with an emphasis on the primary literature linking food and food production to human health. In addition, students will play a major role in a new initiative to provide fresh vegetables from Hampshire's organic farm to low-income families in neighboring Franklin County. Specifically, students will assist with the weekly harvest and distribute the produce to participants in the Women, Infants and Children program, with opportunities to discuss its use and nutritional benefits. This is an ideal course for students who are serious about scientific inquiry, community service and a few hours of farm work each week. MCP, PRJ, PRS, QUA, REA, WRI

TTH 09:00AM-10:20AM

CSC 316

T 01:00PM-04:00PM

NS-125T-1

Ecology of New England Old Growth Forests

Lawrence Winship

Not long ago, in the mid-1800s, the landscape of New England was primarily rolling farmland. Stands of trees covered less than 20% of Massachusetts. Now the reverse is true, and over 80% of the land is covered with young woods. The same kinds of trees are back, but the forests are substantially different and the impacts of human activity remain. Yet hidden within our second and third growth forests are patches of trees that were never clear-cut and in some cases were not cut at all. In those places, called old growth forests or historic woodlots, we can get a glimpse of what the pre-colonial woodland might have been like. We can study forest ecology in the absence of direct human disturbance. The significance of old woods and the ecology of the plants, animals, and soil organisms found on sites undisturbed by intense human activity are hot topics among conservationists and forest managers alike. In this course, we will visit old growth sites, learn how to identify, age, and census trees, and how to read the history of a site. We will locate and map special trees, soils and plants. We will examine the literature on both the social and ecological significance of old trees and old soils. Students will complete group or individual projects. PRJ, QUA, REA

MW 10:30AM-11:50AM

CSC 3-OPEN

M 01:30PM-04:30PM

CSC 1-AGRI

NS-139T-1

Plants and Human Health

Nancy Lowry

Plants and Human Health is a tutorial which will study the medical uses of plants through time and across cultures. Many of these plants and their compounds are well known for their healing properties; for example, aspirin is a derivative of a plant chemical found in willow bark. The emphasis in the course will be to review current scientific studies which examine plant extracts and their chemical constituents for effectiveness in healing (and incidentally toxic) uses. Students will be

expected to prepare and lead class discussions, write several short papers, argue a side in a semi-formal class debate on a controversial topic, and research and write a longer paper evaluating a medicinal herb of their choice. PRJ, PRS, REA, WRI
MWF 10:30AM-11:50AM CSC 333

NS-145T-1

Change in the Valley

Charlene D'Avanzo

Contrary to widely-held beliefs, balance and harmony are uncommon in nature - disturbance and change are the norm. Much of the study of ecology centers on past and present changes in the natural world, why those changes took place, and their effects. In this class we will explore disturbances in the Connecticut River Valley, where we live, across a wide range of time and spatial scales. These include natural events such as a mile-deep glacier that was here 10,000 years ago and forests in the Connecticut River floodplain that develop in a matter of decades. Human-caused disturbances we will study include farming in the 1800s and creation of the Quabbin Reservoir, which serves Boston. This is a class for students interested in ecology and environmental science and in learning about the natural history of the landscape around us at Hampshire. PRJ, PRS, QUA, REA, WRI

MW 10:30AM-11:50AM CSC 316
W 01:00PM-04:00PM CSC 1-ECOL

NS-159T-1

Migration and Health

Fatemeh Giah

This course will examine the various outcomes of migration on health, nutrition and overall well-being of individuals, communities and nations. World population trends and projections of migration growth will be studied. The question of whether migration is a cause or a consequence of poor socio-economic conditions of populations will be explored. Nutrition and health-related problems of all kinds of population movements including refugees, internally displaced people, and economic migrants within countries and across borders will be discussed. Special attention will be paid to the causes and consequences of rural-to-urban migration in developing nations. The course consists of lectures, discussion and films. In addition to writing assignments, students will be expected to complete a research project on migration-related health problems of a population in a country of choice during the semester. MCP, PRJ, PRS, QUA, WR

MW 10:30AM-11:50AM CSC 121

NS-194T-1

Geological Controversies

Steven Roof

Did a meteorite wipe out the dinosaurs? Will increases in greenhouse gases cause global warming? Do continents really drift across the face of Earth? How do scientists come up with these theories anyway? In this course, we will read primary literature about past and present geological controversies to learn how scientists develop, test, and modify scientific hypotheses. We will see how scientific ideas are shaped by academic debates at meetings and in scientific journals and the influence of social and political values of the times. We will also gain an appreciation of the analytical and creative skills exemplified by past and present successful scientists from different cultures. Students will research in depth two controversies of their choice and share written and oral presentations with the class. PRJ, PRS, QUA, REA, WRI

MW 10:30AM-11:50AM CSC 2-OPEN

OUTDOOR PROGRAMS

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 as an effective means of counterattack to be used only if necessary. The beginning course will cover basic methods of blocking, punching, kicking, and combinations thereof; basic sparring; and basic kata, prearranged sequences of techniques simulating defense against multiple opponents.

MW 08:30PM-10:00PM RCC 21

OPRA-0102-1

Intermediate Shotokan Karate

Marion Taylor

This course is for students who have completed OPRA 101.

TTH 08:30PM-10:00PM RCC 21

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.

TTH 06:00PM-07:30PM RCC 21

OPRA-0106-1

Hatha Yoga

Michelle Marroquin

Yoga is the ancient art and science of integration, balance and harmony. In this course, students will explore the basics of hatha yoga practice; learning asanas (traditional postures), pranayam (control of breath), deep relaxation and basic meditation techniques. There will be some readings and discussion.

M 08:30AM-10:00AM RCC 21

OPRA-0107-1

Hatha Yoga

Michelle Marroquin

Yoga is the ancient art and science of integration, balance and harmony. In this course, students will explore the basics of hatha yoga practice; learning asanas (traditional postures), pranayam (control of breath), deep relaxation and basic meditation techniques. There will be some readings and discussion. This course is the same as OPRA 106.

W 11:30AM-01:00PM RCC 21

OPRA-0109-1

Intermediate Hatha Yoga

Michelle Marroquin

This class is appropriate for those who have taken a basic level course or have substantial previous experience with yoga. We will go deeper into the exploration of asanas, pranayama, and meditation techniques. There will be some readings and discussion. A higher level of commitment is expected from students at this level.

M 10:00AM-11:30AM RCC 21

OPRA-0110-1

Intermediate Hatha Yoga

Michelle Marroquin

This class is appropriate for those who have taken a basic level course or have substantial previous experience with yoga. We will go deeper into the exploration of asanas, pranayama, and meditation techniques. There will be some readings and discussion. A higher level of commitment is expected from students at this level. This course is the same as OPRA 109.

W 01:00PM-02:30PM RCC 21

OPRA-0115-1

Beginning Kyudo: Japanese Archery

Marion Taylor

Kyudo, the Way of the Bow, has been practiced in Japan for centuries. The form of the practice is considered a type of Ritsuzen or standing Zen. It is often practiced in monasteries as an active meditation and contrast to Zazen or seated meditation. The class will concentrate on learning the seven co-ordinations or step-by-step shooting form. The target, which is only six feet away, serves the archer, as a mirror in order to reflect the status of the archer's mind and spirit.

MW 02:30PM-04:00PM RCC 21

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.

TTH 04:00PM-05:30PM RCC 21

OPRA-0118-1

RAD: (Rape Aggression Defense) - Physical Self Defense

Troy Hill, Kathy Kyker-Snowman

The Rape Aggression Defense system is a program of realistic self-defense tactics and techniques. The system is a comprehensive course for women that begins with awareness, prevention, risk reduction and avoidance, while progressing on to the basics of hands-on defense training. It is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense/martial arts tactics. The RAD system of realistic defense provides women with the knowledge to make an educated decision about resistance. Safety and survival in today's world require a definite course in action. Women will learn effective options for taking an active role in their own self-defense and psychological well being. All physical abilities are welcome and no previous experience is necessary but consistent attendance or making up classes is necessary. Class meets in the South Lounge of the RCC on Tuesdays and Thursdays at 1:00PM to 3:00PM.

TTH 01:00PM-03:00PM RCC 21

OPRA-0120-1

T'ai Chi

Rob Zilin

T'ai Chi is an enjoyable exercise which gives a feeling of exquisite mental calm and emotional ease. T'ai Chi does not strain joints or ligaments, but actually heals them and teaches the body to move with perfect efficiency. T'ai Chi will not strain the heart or circulatory system, but is a gentle and effective tonic to the heart. T'ai Chi is especially beneficial to the functions of the internal organs and builds up the 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 two-hour class is open to beginner and experienced students. During the first few classes, students will practice in groups depending on experience and ability.

M 06:00PM-08:00PM RCC 21

OPRA-0123-1

Beginning Whitewater Kayaking

Michael Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and kayak rolling. Class will meet Fridays on the River from 12:30-6:00PMM until mid-November, then on Wednesday in the Pool from 1:30-2:45PM to the end of term.

F 12:30PM-06:00PM RCC POOL

W 01:30PM-02:45PM RCC POOL

OPRA-0124-1

Beginning Whitewater Kayaking Beginning Whitewater Kayaking

Robert Penn

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and kayak rolling. This course is the same as OPRA 123. Class meets on Fridays at 12:30-6:00PM until mid-November, then on Wednesdays at 2:45-4:00PM to the end of term.

F 12:30PM-06:00PM RCC POOL

W 02:45PM-04:00PM RCC POOL

OPRA-0126-1

Beyond Beginning Whitewater Kayaking

Glenna Alderson

This course is 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. Class will meet on the River until mid-November, then in the Pool to the end of term.

TH 12:30PM-06:00PM RCC POOL

OPRA-0131-1

Outdoor Adventure Sampler

Karen Warren, Kathy Kyker-Snowman

This course is an opportunity to experience the many activities that make up outdoor adventure. The class will also expose students to natural areas in the local region. Students will engage in the activities on a variety of levels, from a

beginning introduction to a refinement of skills. Activities will include canoeing, sea kayaking, mountain biking, climbing, hiking, ropes course, and group initiatives.

F 12:30PM-05:00PM RCC FOYER

OPRA-0141-1

Beginning Swimming

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 fundamentals' as they learn floats, glides, propulsive movements, breath control and personal safety techniques. Glenna Alderson is an American Red Cross certified instructor.

T 03:00PM-04:00PM RCC POOL

OPRA-0149-1

Openwater SCUBA Certification

, Project Deep

This is an N.A.U.I. sanctioned course leading to open water 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.

M 06:00PM-09:00PM RCC POOL

OPRA-0151-1

Top Rope Climbing

Michael Alderson

This course is for beginning and experienced rock climbers. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind at many local climbing areas as well as Hampshire College's indoor climbing wall. Beginners are especially welcome.

TH 12:30PM-06:00PM RCC GYM

OPRA-0152-1

Top Rope Climbing

Kathy Kyker-Snowman

This course is for beginning and experienced rock climbers. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind at many local climbing areas as well as Hampshire College's indoor climbing wall. Beginners are especially welcome. This course is the same as OPRA 151.

T 12:30PM-05:30PM RCC GYM

OPRA-0157-1

Mountain Biking

Michael Alderson

The Pioneer Valley has some of the best mountain biking trails in the United States. The trail system in the Holyoke Range (Hampshire's backyard) has some of the Valley's best riding and will be our classroom for mountain biking. Students will spend part of the class time riding for fun and fitness, and some time on improving riding skills. This class is ideal for people with basic bike handling skills who are interested in improving technical riding skills and fitness.

T 02:00PM-04:00PM RCC 7

OPRA-0174-1

Basic Fitness and Training

Troy Hill

This course will give students background knowledge, first-hand experience in stretching, weight lifting, and aerobic conditioning. Students will learn the basics of flexibility training, using heart rate to guide aerobic conditioning, and assist in designing an individualized weight training program. Each class session will include stretching, running/walking, and weight lifting. People who have never been involved in a fitness program are especially welcome.

TTH 09:00AM-10:00AM MSC WGHT RM

OPRA-0181-1

Fundamentals of Basketball

Troy Hill

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

TTH 03:00PM-04:00PM RCC GYM

OPRA-0190-1

Outdoor Event Creation Management

Robert Penn

In this hands-on course, students will gain experience and valuable job skills. The focus of the course will be to plan, organize, publicize and conduct an outdoor event and the Five College Outdoor Festival during the semester. Topics such as event planning and management, sponsorship, programming, and public relations will be applied experientially as students work to conduct a successful event. Possible events include a climbing competition, a mountain bike race, trail or river clean-up day, an outdoor film festival or series, and an outdoor leadership conference. No prior event management experience needed, just the ability to work with others and the desire to have fun.

W 01:30PM-02:30PM RCC FOYER

OPRA-0205-1

Social Justice In Outdoor Experiential Education

Karen Warren

This course will address issues of diversity and social justice in the outdoors. Current theories of social justice education, racial identity development, gender studies, and adaptive recreation will be applied to contemporary outdoor programming. Using experiential activities, readings, field visits, individual projects, and discussion, students will explore the importance of race, gender, ability, and class awareness in outdoor and environmental education work.

TH 01:00PM-05:00PM EDH 1

OPRA-0208-1

Experiential Education: From Theory To Practice

Karen Warren

This course will offer an overview of the theoretical tenets of experiential education and how they can be applied in a variety of settings, including the outdoors, and alternative and traditional classrooms. Topics to be addressed include current issues in experiential education, oppression and empowerment in education, teaching experientially, creative expression, and the historical and philosophical basis of experiential education. The course format will include readings, discussion, guest speakers, field experiences, and individual research and presentations on experiential education. An emphasis of the course will be for students to develop and work with curricula based on experiential learning by creating student facilitated workshops and gaining exposure to experiential education methodology currently employed in the local area. The course is designed for Division II and III level students.

W 01:00PM-05:00PM LIB KIVA

SOCIAL SCIENCE

SS-0108-1

Life Stories from Latin America

Michelle Bigenho

This course explores life stories and what have been called testimonials that have emerged from Latin American contexts. The testimonial often surfaces through a politically urgent partnership of the person who tells her story and another person who records and edits the story. In relation to specific Latin American contexts, this course examines the social implications of these textual productions, draws parallels with the production of ethnographic and anthropological texts, and examines issues of power within these endeavors. We may focus on cases from Guatemala, Mexico, Peru, Bolivia, Argentina, and El Salvador. Students may take up other cases in their final papers. Depending on the Spanish language capabilities of the students who take this course, part of the course may be conducted in Spanish. Some of the texts will be available in Spanish and students may choose to write their work in the Spanish language. This is NOT a language instruction course, but rather a forum through which students can improve their existing Spanish language capabilities through reading, speaking, writing, and thinking in the language. PRS, PRJ, MCP, REA, WRI

WF 09:00AM-10:20AM FPH 106

SS-0117-1

Buddhism and Society

Abraham Zablocki

This course examines the relationship between the Buddhist religion and the socio-cultural contexts in which it has taken root. We seek to understand how Buddhist doctrine exists in a complex interplay with social institutions, economic and political interests, and pre-existing cultural frames of reference. Our analysis will be comparative drawing upon examples from India, Sri Lanka, Thailand, Japan, Tibet, and the United States and historical examining material from Buddhism's earliest period in India up to its current phase of global expansion. Throughout the course we will attempt to understand how issues such as gender, hierarchy, the state, modernization, and monasticism have been variously imagined in Buddhist societies, and how these different imaginings have led to profoundly different forms of social practice. Our goal is to understand Buddhism as it is lived by its adherents, and Buddhist societies as they have shaped, and been shaped by, the religion. MCP, REA, WRI

TTH 02:00PM-03:20PM

FPH 101

SS-0119-1

Third World, Second Sex, Does Economic Development Enrich or Impoverish

Laurie Nisonoff

What happens to women when societies modernize and industrialize their economies? Is capitalist economic development a step forward or a step backward for women in industrialized and developing countries? In this seminar we look at debates about how some trends in worldwide capitalist development affect women's status, roles and access to resources, and locate the debates in historical context. In the global assembly line debate we look at women's changing work roles. We ask whether women workers in textile and electronics factories gain valuable skills, power and resources through these jobs, or whether they are super-exploited by multinational corporations. In the population control debate, we ask whether population policies improve the health and living standards of women and their families or whether the main effect of these policies is to control women, reinforcing their subordinate positions in society. Other topics include the effects of economic change on family forms, the nature of women's work in the so-called informal sector, and what's happening to women in the current worldwide economic crisis. We will use journal articles, short fiction, videos, and The Women Gender & Development Reader to explore these issues. Evaluation is based on participation, short essays, and a research project; the latter may become a project-based Division I. MCP, PRJ, REA, WRI

MW 01:00PM-02:20PM

FPH 106

SS-0121-1

History and Biography: Remembering the 1950s

Amy Jordan

This course explores biographies as a critical source for historical inquiry. Biographies provide a compelling way to ask important questions about the broader historical transformations and political debates that form the context of a person's life. Indeed, some biographies, such as Taylor Branch's *Parting the Waters*, attempt to define a particular epoch by a single person's life history. This course will explore several biographies and memoirs written about individuals who experienced events of the 1950s, a period when McCarthyism and anti-communism dominated U.S. politics and political radicals and dissenters came under extraordinary pressure. Our aim is to learn about the lives of interesting individuals, but also to question the ways that biographical narratives inform our understanding of the past. We will also try to understand how biographies are written, what kinds of sources are necessary, and how the historian creates an interpretative narrative. Students will write several short papers and will do a biographical study for the final paper. MCP, REA, WRI

WF 09:00AM-10:20AM

FPH 103

SS-0123-1

The U.S. Supreme Court: People & Process

Lester Mazor

During two centuries the U.S. Supreme Court has become a focus of political power, a site of controversy, an arena in which values and interests are advocated and weighed, and a contested symbol of the legal and political order. This course will examine its rise to power; its triumphs and crises, practices and personalities, inner workings and impact on politics and society. Students will represent particular members of the Court in class debates, write critical essays and a research paper. A film series accompanies this course. A visit to the Court is planned. REA, WRI, PRS, PRJ, MCP

MW 09:00AM-10:20AM

FPH 104

SS-0129-1

Representations of Childhood and Youth

Rachel Conrad, Kristen Luschen

Who are children and youth? What are their relationships to adults and other children? How do adults in social and institutional settings (familial, political, educational, governmental, media) understand and represent children? How, when given the opportunity, do children choose to represent themselves? We will explore these questions through examination of a variety of texts (e.g., scholarly research and theory, policy documents, film) in order to grapple with the often contradictory assumptions at play in constructing images and practices pertaining to children and youth. We will

engage the notion of childhood and adolescence as a socially, historically, and culturally constructed category. Students will be introduced to observation and discourse/textual analysis as research methodologies, and will conduct observations of children at various sites outside of regular class meetings. This is a course in the Culture, Brain and Development Program. REA, WRI, PRJ

TTH 12:30PM-01:50PM

FPH ELH

SS/NS-0134-1

Disease, Famine, and War

Ventura Perez

This course will review various theories regarding how the human body adapts to biological change (reproduction, growth and development and disease), environmental change (pollution, climate, altitude and malnutrition) and social change (cultural and political processes of exploitation, violence and domination). Students will examine the complexities and interconnections between biological adaptability and sociopolitical systems. Students will also explore the adaptive flexibility that allows humans to adjust to changing conditions in the course of their lifetimes. The emphasis of this course will be on the non-genetic processes of human adaptation upon which humans primarily rely, such as morphological and physiological acclimation, learned behavior, technological innovations and social coping strategies. This perspective on human adaptability will be critically evaluated to understand how people attempt to adjust to adverse environmental and social conditions. This is a course in the Culture, Brain and Development Program.

TTH 10:30AM-11:50AM

CSC 333

SS-0147-1

Land Stories, Land Rights

Susan Darlington

Humans have long identified with the land on which they live. Yet different people tell different stories of themselves, their histories, their relations with the land and the land itself. Whose stories are heard while others are silenced? How do told and untold stories affect access and rights to land or decisions about land use? This course will explore cases from around the world, examining debates surrounding U.S. national parks, conflicts involving religion, gender and land rights, and questions of indigenous rights versus economic development. Theories from anthropology, history, human rights and agrarian studies will inform our explorations of these controversies. REA, WRI, PRS, PRJ, MCP

MW 02:30PM-03:50PM

FPH 101

SS-0149-1

History of Love and Dating in the United States

Lili Kim

How have people historically fallen in love and with whom? What can we learn about our society and culture through examinations of our dating practices and trends? This is an introductory social and cultural history course that explores the changes and continuities of dating and courtship in the 20th-century United States. Topics include the making of homosocial/sexual cultures, interracial dating, acceptability of cohabitation without marriage, and emergence of professional dating services. We will pay particular attentions to major political events and cultural movements such as the introduction of an Equal Rights Amendment and the New Woman in the 20's, the Cold War politics in the 50's, and the counterculture movement and the women's liberation movement during the 60's that helped to change the way people thought about and practiced love and sex. Students will be heavily immersed in identifying and interpreting primary sources such as popular magazine ads, articles, and novels that reflect the culture and trends of romantic love and dating in the 20th-century United States. WRI PRS, PRJ, MCP

WF 09:00AM-10:20AM

FPH 101

SS-0149-2

History of Love and Dating in the United States

Lili Kim

How have people historically fallen in love and with whom? What can we learn about our society and culture through examinations of our dating practices and trends? This is an introductory social and cultural history course that explores the changes and continuities of dating and courtship in the 20th-century United States. Topics include the making of homosocial/sexual cultures, interracial dating, acceptability of cohabitation without marriage, and emergence of professional dating services. We will pay particular attentions to major political events and cultural movements such as the introduction of an Equal Rights Amendment and the New Woman in the 20's, the Cold War politics in the 50's, and the counterculture movement and the women's liberation movement during the 60's that helped to change the way people thought about and practiced love and sex. Students will be heavily immersed in identifying and interpreting primary sources such as popular magazine ads, articles, and novels that reflect the culture and trends of romantic love and dating in the 20th-century United States. WRI PRS, PRJ, MCP

WF 01:00PM-02:20PM

FPH 101

SS-0154-1

Paths to the Past: An Introduction to History and Historiography

James Wald

Why should anyone bother learning about things that happened far away and long ago? asks historian William McNeill. Industrialist Henry Ford once declared: History is more or less bunk. Americans today show an unprecedented interest in the past. Historical analogies play a major role in our political debates, and historical museums and reenactments are more popular than ever. Nonetheless, most of us have very little concrete knowledge of the subject. Above all, Americans encounter difficulty in reasoning historically and making distinctions between historical situations. This course will introduce students to some of the ways that we can think and write about the past, drawing upon examples from early modern and modern European history. Readings include primary sources and classic and recent scholarship. Why study history? As the Roman orator Cicero said more than two thousand years ago, To be ignorant of what occurred before you were born is to remain always a child. REA, WRI

TTH 09:00AM-10:20AM

FPH WLH

SS/IA-0167-1

Before the Harlem Renaissance

Robert Coles, Michael Ford

This is a first-year project course open to all students; it will be taught by Mike For Andrew Rosa. The class will attempt to trace African American culture, and sociology from the end of the slave narrative Renaissance, 1865-1914. Our focus will be to examine a period known within black historical and literary tradition. As the writings of James Weldon Johnson, Frances Harper, Ida Lawrence Dunbar, Booker T. Washington, W.E.B. DuBois and others associated with this period. We will also examine the music the rise of the blues, gospel, ragtime, and the discovery will assess the phenomenon of black-face minstrels and their American society. We will also look at how minstrels developed the Ku Klux Klan, racial violence and lynching during this period. Some of the themes we will study are as follows: (a) the impact of the U.S. Civil War and Reconstruction on African literature; (b) the impact of race, miscegenation, and race on black/white social relations and literature (e.g., the role of race as a racial signifier); (c) accommodationism vs. resistance between the civil rights strategy of Booker T. Washington DuBois; (d) old Negro vs. New Negro or the clash between traditional slave culture and the rising values of the black, urban middle class emergence of the black women's club movement and its impact on leadership and literature. The conceptual thrust of this course is the literature, culture, and history that helped shape the Harlem Renaissance era.

This new course is designed for students who are eager to carry out a piece of self-initiated work. It will include small class sections in which students will carry out a project related to the course material under the guidance of faculty, other project support personnel, and/or advanced students. MCP, PRJ, PRS, REA, WRI.

T 06:30PM-09:00PM

FPH ELH

SS/WP-0192-1

The Sporting Life

William Ryan

This course will explore the history of sports in the United States, from early 19th century origins through 20th century manifestations. We'll treat the idea of sport broadly and consider such activities as hunting, fishing, canoeing, and climbing, as well as organized individual and team sports. One purpose will be to use sport as a window into American social history. As numerous observers have noted, the playing field is nothing less than our nation in microcosm, and most social issues - race, gender, class, among others - have worked their way into the lineup, at times with dramatic effect. A second (and equally important) purpose will be to analyze historical, critical and creative narratives, and approximate those approaches in critical and creative written assignments. There will be regular opportunity for peer review. REA, WRI

TTH 10:30AM-11:50AM

GRN WC

SS-0203-1

Reading, Writing and Citizenship: African American Educational Campaigns

Amy Jordan

Struggles for equity in education have always been central to African-American strategies for advancement. African-American ideas about how to make educational equity a reality, however, have varied greatly over time. This course seeks to examine how various issues in African-American education have evolved throughout the twentieth Century. The class will begin with pivotal struggles to create educational opportunities out of the turbulent political terrain of the reconstruction period. We will consider key themes in African-American educational history. This course will require

students to become familiar with a range of resource materials found in the library research databases and in the W.E. B. Dubois Special Collection located at UMASS. Reading materials will cover a wide range of areas of education, such as desegregation, vocational training, normal schools, higher education, and early childhood education. PRJ, PRS, REA, WRI
TTH 10:30AM-11:50AM FPH 105

SS-0204-1

Draft Dodgers and Warriors: The Social Construction of Military Service

Stephanie Levin

While some see dying for your country in war as the noblest act of citizenship, for others, military service is an illegitimate demand of the state. Now that almost one and a half million U.S. troops face death or injury in Iraq, Afghanistan, and elsewhere, and there are calls for the return of the draft, it's essential to consider the life and death questions posed by the institution of military service. This course will examine debates about the military in the U.S. from the eighteenth century controversy over the dangers of a standing army that almost derailed ratification of the Constitution, to the Civil War draft riots and the Vietnam-era draft resistance movement. It will also focus on such key contemporary issues as whether there should be an all-volunteer military or resumption of the draft, whether the military should treat women differently from men, the viability of the don't ask, don't tell policy for gays and lesbians, and the impact of race and class in the armed forces. In addition to comparative information on the military in other countries, the class will read legal and scholarly materials and also first-person accounts of resisters, soldiers, and others affected by military service. This course satisfies Division I distribution requirements. PRJ, PRS, REA, WRI

TTH 12:30PM-01:50PM FPH 103

SS-0207-1

Environmental Policy in America

Robert Rakoff, Stanley Warner

This is a core, introductory course for Division II students in environmental studies, American politics, and political economy. We will examine the history and political economy of environmental policy in America, focusing this semester on water-related policies. We will analyze the ways in which political and economic institutions shape the definition of both environmental problems and policy approaches, and we will evaluate the impacts of national and local policies. The role of social movements and non-governmental organizations such as business groups and environmental advocates in policymaking will be considered. We will critically assess competing ideological approaches to environmental policy as well as cost-benefit analysis and other methodologies. Collaborative student research on specific water issues will form the main current of the course. This course satisfies Division I distribution requirements. PRJ, PRS, REA, WRI

MW 02:30PM-03:50PM FPH 107

SS-0208-1

War and Peace in South Asia

Abraham Zablocki

This course examines the roots of political violence in South Asia in the contemporary period. What political, economic, and cultural factors have contributed to these conflicts? How do they reflect the legacy of colonialism? What role do ethnic and religious hatreds play in stimulating conflict and how are these hatreds produced and sustained? How has systemic economic inequality in South Asia planted the seeds of violent upheaval. How should all of these questions be understood in relation to larger global processes such as the strategic rivalry among superpowers, the current war on terror, and the role of global capital and institutions like the IMF and the World Bank? What are the prospects for the non-violent resolution of conflicts, such as advocated by Mahatma Gandhi and the Dalai Lama? In order to answer these questions we will examine a series of case studies that look closely at the current civil war in Nepal, the role of Kashmir in the struggle between India and Pakistan, the ongoing civil war in Sri Lanka, and the struggle of Tibetan exiles in South Asia to gain independence for Tibet. MCP, PRJ, PRS, REA, WRI

W 02:30PM-05:30PM FPH 102

SS-0212-1

The American School: Schooling in a Multicultural Society

Kristen Luschen

Public education continues to be one of the most controversial institutions in American society. It has emerged from and continues to be shaped by conflicting political, economic and social goals. In this course we will examine the endeavors of teaching and learning as cultural processes that simultaneously construct and are shaped by a multicultural and divided society. Beginning with the common school movement and moving on through contemporary debates regarding public education, this course will serve as a starting point for viewing education as a critical project of

constructing meaning, both on a personal and social level. Through an examination of many tension points (i.e. racial and economic segregation, homework, gender equity, and standardized testing) we will explore why schooling is understood as a site of hope as well as a focus of conflict and tension. An aspect of this course may require students to participate in a community based research project.

WF 01:00PM-02:20PM FPH 104

SS-0214-1

United States Labor History

Laurie Nisonoff

This course will explore the history of the American working class from the mid-nineteenth century to the present. We will use traditional historical concepts such as industrialism and trade unions, immigration, and organization; integrate the insights of the new social and labor history to focus on unionization, strikes, and development of working-class communities, consciousness and culture; and work to understand a working class divided along race, ethnic, and gender lines. Strategies employed by industrialists and the state to mold and control the working class will be considered, along with responses and strategies employed by the working class to gain political and economic power. This class is an introduction to and essential component of concentrations in labor studies, political economy, American studies, and feminist studies. Required: participation in class discussion and completion of several papers or projects. This course satisfies Division I distribution requirements. MCP, PRS, REA, WRI

TTH 12:30PM-01:50PM FPH 106

SS/HACU-0220-1

Dangerous Books: Introduction to Textuality and Culture

James Wald, Mary Russo

The power of knowledge has caused reading to be both venerated and feared, carefully guarded and eagerly promoted. Censorship and book-burning are the counterparts to printing and schooling. Reading is an act at once social and intensely personal. How and what we read can determine who we are and how we live. We will examine the book as an apparatus of culture in civil society, as a material object, and as an embodied machine that produces and is produced by its readers. We will begin by exploring the aesthetic and social dimensions of bookmaking and reading from both historical and philosophical perspectives, and through a hands-on studio component (no prior experience required). Then we will turn to selected fictional narratives of dangerous books--missing books, erotic books, criminalized books--in literature and film. Texts may include works by Umberto Eco, Jorge Luis Borges, Vladimir Nabokov, and Arturo Prez Reverte. A Center for the Book course.

M 02:30PM-05:20PM FPH ELH

SS-0221-1

Israel and Palestine: The Clash of Nationalisms

Aaron Berman

In this class we will study the history and relationship of Zionism and Palestinian nationalism. We will examine the origins of both movements and the history of their conflict. Significant attention will be given to the conflict over Palestine which culminated in the establishment of Israel in 1948 as well as the half-century of war, protest and occupation which followed. We will read primary and secondary sources from many perspectives, and will view films and other materials.

MW 09:00AM-10:20AM FPH 105

SS-0223-1

Social Movements and Social Change: Zapatismo

Margaret Cerullo

On January 1, 1994, the day that NAFTA (North American Free Trade Agreement) was signed between Canada, the US and Mexico, an armed uprising of indigenous campesinos of Chiapas, Mexico announced a different vision of Mexico's present and future. The Zapatista Army of National Liberation fought with arms for only 12 days. For the subsequent nine years, they have been conducting a different kind of radical political struggle-a revolution to make a revolution possible-that has captured the interest, imagination, and solidarity not only of large segments of Mexico, but throughout the world, contributing to creating what today is called international civil society. In this course we will examine the formation, practices, discourse, and goals of Zapatismo. We will at the same time consider directly the question of how to understand a social movement. We will look at a variety of different narrations and images that have been produced by participants, scholars, journalists, and imagemakers, and ask about their impact on our understanding of zapatismo. During the semester, students will have the opportunity to examine primary documents and engage in the kind of thinking that scholars who chronicle social movements do. This course (or an equivalent) is a prerequisite for a January Term trip to Mexico in which we will spend time in Chiapas in Zapatista communities, continuing to elaborate our understanding and our questions about Zapatismo. At least a semester's Spanish is also a prerequisite for the trip (can be taken simultaneously).

WF 01:00PM-02:20PM FPH 105

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. This course will involve intensive reading of primary sources (including Freud, Klein, Mahler, Erikson, Winnicott, Sechehaye, LeFort, and Mathelin). Students will write two major papers, as well as short essays on the readings. In a mid-semester paper, students will review one child case and apply a different approach in psychoanalysis to that case. In a final assignment students will choose one of three novels: Arundhati Roy's *The God of Small Things*, Toni Morrison's *The Bluest Eye*, or Leah Hagar Cohen's *Heat*. After reading the novel, students will create a fictional treatment relationship with a child character, invent a session, and give a psychoanalytic explanation of the session. Students will be expected to prepare for discussions (the reading is not easy), and to participate fully in class.

TTH 02:00PM-03:20PM

FPH 103

SS-0249-1

Imperial Cultures and Resistance: The Portuguese Empire (1500-1800)

Jutta Sperling

In this course, we will study post-colonial critiques of imperialism inspired by literary criticism and discourse analysis, economically oriented world-systems theory, and sociological studies on race and modernity. We will also read a wide range of historical case studies focusing on Portuguese attempts at Empire building in the Atlantic and Indian Ocean Regions. The topics we will address range from the production of knowledge about indigenous cultures (16th century ethnographies, travelogues, etc.), a comparative perspective on early modern slavery and race relations, the construction of a new world economy, the investigation of gender, kinship, and ethnicity, and studies on global migrations (other than slavery). Our sources will consist of texts, but also internet material and movies. Assignments flexible.

F 01:00PM-04:00PM

ASH 211

SS-0250-1

Critical Ethnography

Kimberly Chang

This course offers a critical introduction to ethnographic fieldwork, interviewing, and related methods. Special emphasis is given to the concept of reflexivity-the recognition that social scientists are participants in the worlds they study-and its epistemological and ethical implications for the practice of social research. We will balance learning about the methods of ethnographic inquiry with critical examination of the philosophical assumptions that inform them. We will pay particular attention to problems of interpretation and meaning, asking: how can we know and understand others lives in relation to our own? This integration of theory and practice will be achieved through reading, discussion, and most importantly students' own research projects. Prerequisites: This course is for advanced Division II or Division III students who anticipate using ethnographic methods for their Division III projects. Students should enroll with a research project in mind and ready to begin fieldwork by the third week.

TTH 02:00PM-03:20PM

FPH 106

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? Can liberalism tolerate differences or does it attempt to annihilate them in subtle ways? Are some populations valorized in order to legitimate the vilification and dehumanization of others? If so, how? In this course, we will explore the dominant ideas, which remain with us today, of political philosophers from the 16th to the 19th centuries, along with commentaries/critical articles by contemporary philosophers. This course will be considered a prerequisite for the 20th century Political Philosophy taught in Spring 2006. This course will be reading-, writing-, presentation-, and theory- intensive.

MW 02:30PM-03:50PM

FPH 106

SS-0263-1

Political Research and Writing

Michael Klare

This course is intended for students who seek an intensive experience in political research, writing, and communication. The goal of the course is to enhance students' ability to analyze critical social, political, and economic issues of the day and to communicate positions on such issues to the wider public. Students who enroll in the course will be expected to study a particular contested issue in considerable depth and to write a research memorandum on this topic during the first third of the semester. Students will then draw on this memorandum to produce a variety of written and oral presentations, including a magazine article, several newspaper commentaries, and a mock statement to Congress (or radio interview). These products will be given considerable feedback by the instructor and possibly discussed in class. Students who enroll in the course should be prepared to do considerable writing and to prepare several drafts of each item submitted. Limited to 14 students; instructor's permission required to enroll.

T 12:30PM-03:20PM FPH WLH

SS-0264-1

Local Music in the Global Mix

Michelle Bigenho

This course will examine the social and cultural contexts through which the music of local places is produced and distributed within a system of global capitalism. At issue in this sonorous political economy are questions of authorship, authenticity, cultural property, technological transformations, and historically structured relations of power and difference. Students will acquire an understanding of political economy, commodities, cultural politics, and globalization, as these larger processes relate to an anthropological understanding of music performance and production.

TTH 12:30PM-01:50PM FPH 102

SS-0279-1

The Crafted City: Urban Design, Redevelopment and Cultural Regeneration

Myrna Breitbart

This course explores the role of what Roslyn Deutsche calls aesthetic practices in the politics and redesign of urban space. With a theoretical basis in critical urban and cultural studies, we examine the increasingly common use of heritage tourism, the arts and cultural production in efforts to imbue environments once associated with decline and decay with new value. Case studies of the application of ideas about creative cities and industries investigate past and current efforts to employ art, culture and design to address urban economic problems and contribute to downtown and neighborhood revitalization. Historical and contemporary examples of how large and small cities, waterfronts, factory and warehouse districts, and downtowns have been re-imagined, re-built and re-marketed are discussed in terms of the underlying rationales, prevailing social, economic and political conditions, and impacts on diverse constituencies. Contrasted to city sponsored and public/private initiatives, we also explore community-based efforts to link the arts and culture to neighborhood revitalization and community development. The course provides opportunities for local community-based research.

M 01:00PM-04:00PM FPH 102

SS-0280-1

The Italian Renaissance: Society, Culture, Politics

Jutta Sperling

The Renaissance was only the last such re-birth of ancient culture in a long line of renaissances that ranged from the revival of Greek temple architecture in 4th century Rome, and Charlemagne's campaign to promote Latin scholarship, to the rediscovery of Aristotle and Roman Law in medieval cities and universities. In fourteenth and fifteenth century Italy, finally, not only the arts and architecture, literature and philosophy, music and the sciences experienced a rapid and thorough transformation by reference to ancient models, but also urban society, law, and government structures, which made the Renaissance a truly unique phenomenon. We will look at these diverse cultural and political trends in different Italian cities, and study a wide range of topics, including urban development, political philosophy, family and kinship, women in the public sphere, arts and politics. This course will introduce students to recent interdisciplinary trends in Renaissance historiography, and is open to all Div II and Div III students interested in Italian culture and history. Assignments will be flexible to accommodate different students' interests and needs.

TTH 09:00AM-10:20AM ASH 211

SS-0282-1

Spirit in a World Without Spirit: The Cuban and Iranian Revolutions

Carol Bengelsdorf, Berna Turam

Revolutions are rare and unique social revolts in human history against the habits of everyday life. These extraordinary qualities of revolutionary moments have always fascinated social scientists, artists, and others with historical and critical sensibilities. In this course we will study the Cuban and the Iranian revolutions and their distinct visions. These revolutions are different in their ideologies (one is Marxist and the other (Islamic) and their modes of social mobilization (guerrilla movement vs. urban mass movement). Yet, they shared common aspirations and desires (both sought to

overthrow repressive and corrupt governments allied with the U.S., both promised a radical utopian vision, and they both are dominated by modernizing states). In this course, we will look at different readings and meanings of revolutions in general and the Cuban and Iranian revolutions in particular. How does one interpret the intense movement we call revolution? How do scholars and intellectuals read these historically significant events? And more importantly, how do ordinary people narrate their experiences in these revolutions and what are their stories of hope and loss?

W 01:00PM-04:00PM FPH ELH

SS-0283-1

Children and their Cultural Worlds

Rachel Conrad, Kimberly Chang

How do children experience and navigate their multiple and conflicting cultural worlds? In this course, we will explore this question by focusing on children's experiences and understandings of race as one defining aspect of their cultural worlds. We will read what teachers, parents, and scholars have written about children's encounters with race and racism and its relation to cultural identity. We will also look at the ways in which children's literature has addressed these issues. This course has an important community-based learning component, giving students the opportunity to participate in a local multicultural afterschool program where they can put into practice what they have learned. This course is particularly appropriate for students who have had previous experience working with children. This is a course in the Culture, Brain and Development Program.

TH 09:00AM-11:50AM FPH 101

T 03:30PM-05:30PM FPH 101

SS-0284-1

Problems in Philosophy of Law and Justice

Lester Mazor

What is the nature of law and the meaning of justice? This course will explore the responses to these two questions in the works of major philosophers and the writings of legal scholars. A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. After a brief introduction to the history of legal philosophy, members of the class will be asked to select the work of a particular modern legal philosopher for intensive study and representation in class debates on such issues as civil disobedience, equality, the sanctity of life, the capacities of international law, relationship of law and language, impact of science and technology upon law, and limits of the legal order. Background in philosophy or law is needed.

TTH 02:00PM-03:20PM FPH ELH

SS-0288-1

Race: The Adventures of a Concept

Falguni Sheth

This course will examine a range of philosophical reflections on the concept of race in the recent history of the Western world, and then attempt to connect various early modern discourses of race to more contemporary questions of nationality and citizenship. Questions to be considered include some of the following: Why does the term race attain a coherence independently of the radically different assumptions we may hold about race? What does race signify? What are the implicit ways in which racial distinctions are manifested conceptually? For what is the term race a proxy? What are the political conditions which make race classification possible? How does the way race is framed connect to issues of citizenship, nationalist identity, and distinctions between the we v. the they? How does race manifest itself implicitly in other political issues, i.e. blood, kinship, community, etc., even when the term is not used explicitly? We will read selections by traditional and contemporary philosophers, historians, economists and others. Authors will include some of the following: Plato, Aristotle, Gobineau, Rousseau, Kant, Hegel, Jean-Paul Sartre, Alain Locke, W.E.B. DuBois, Hannah Arendt, Michel Foucault, Peter Schuck, David Cole, Linda Alcoff, Bernard Boxill, and others. This course will be theory-, reading-, writing-, and presentation-intensive. Students are asked to complete two articles for the first day of class. If you are registered for the course, please log on to the course website and download the articles by B. Boxill and M.Omi/H.Winant. (URL: <http://athena.hampshire.edu/S286239>). If you are not registered, but interested in joining the class, please stop by Franklin Patterson Hall, G-9 and pick up the readings early enough to complete them before class begins.

T 06:00PM-09:00PM FPH 104

SS-0290-1

Ethnic Conflict and Historical Memory in Post-Soviet Eurasia

Serguei Glebov

The goal of this course is to introduce students to historical backgrounds of current interethnic conflicts and tensions in the former Soviet space. We will read and discuss accounts of conflicts in Armenia and Azerbaijan, Chechnya, Central Asian Republics, the Baltic States, and Ukraine, and explore how history and memory contributed to these conflicts. We will try to trace how memory of historical events - old struggles for land, resources, independence, etc - is mobilized in

the course of today's clashes. Students will be introduced to contemporary theoretical discussions on nationalism and historical memory and on multiethnic and multinational states. The class is a colloquium and will mostly consist of discussions, focusing on primary sources and interpretations. Each student will select a particular conflict and write a research paper discussing the historical background and collective memory that shaped that conflict. Prerequisite: Only students with prior experience of study of history or politics will be permitted to enroll.

TTH 10:30AM-11:50AM

FPH 108

SS-0306-1

Comparative Middle East Politics: Islam-state Interaction

Berna Turam

This project-based seminar explores historical and socio-political factors that facilitate and/or delay transition in Muslim majority states. The course is designed as a workshop, in which students will develop their independent projects. Comparing wide-ranging patterns of interaction between states and Islamic forces, we will analyze various transitions from authoritarian regimes in the broadly defined Middle East and North Africa region. What is beyond the stereotype of clash between Islam and secular liberal democracies? What are the historical and socio-political conditions, under which Islamic forces take side with or oppose to liberal reformist forces? What are the underlying causes of suspended transition and survival of autocracies in the region? The seminar emphasizes contemporary reformist Islamic movements, which negotiate the terms of reform and democracy with authoritarian states. In search for an answer to similar questions, students' research will concentrate on a particular area or country. Instructor's permission is required for the seminar.

W 06:00PM-09:00PM

FPH 101

SS-0308-1

Advanced Topics in 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 in which psychoanalysis understands human nature, motivation, and the 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. We will follow two theoretical lines or tracks: implications for psychotherapy (views on suffering and healing) and its significance to social theory (ideas about the relationship between the individual and society). Primary sources and case studies, fiction, films, and plays will all be used to illustrate psychoanalytic contributions --both insights and prejudices-- to modern and post-modern thought. Previous coursework in psychology is required. Limit: 15 students

TH 09:00AM-12:00PM

FPH ELH

SS-0317-1

Seminar in Rural Studies

Robert Rakoff

In this advanced seminar we will read and critique recent and classic texts on rural life and the role of agriculture in America culture and political economy. Central themes will include the relationship between city and country, the cultural image of the farmer, the changing natural and human environments of the countryside, and rural poverty and economic development. The class will meet once a week for 3 hours. Prerequisites: Division III or advanced Division II status.

T 07:00PM-10:00PM

GRN WC

SS/NS-0334-1

Disease, Famine, and War

Ventura Perez

This course will review various theories regarding how the human body adapts to biological change (reproduction, growth and development and disease), environmental change (pollution, climate, altitude and malnutrition) and social change (cultural and political processes of exploitation, violence and domination). Students will examine the complexities and interconnections between biological adaptability and sociopolitical systems. Students will also explore the adaptive flexibility that allows humans to adjust to changing conditions in the course of their lifetimes. The emphasis of this course will be on the non-genetic processes of human adaptation upon which humans primarily rely, such as morphological and physiological acclimation, learned behavior, technological innovations and social coping strategies. This perspective on human adaptability will be critically evaluated to understand how people attempt to adjust to adverse environmental and social conditions.

TTH 10:30AM-11:50AM

CSC 333

SS/NS/CS-105T-1

Developmental Psychopathology: Culture, Brain and Development

Jane Couperus

Until the last 10 years or so Autism, a disorder with known biological correlates, was almost unheard of, why is this disorder suddenly so prevalent? Is it something in our culture? our environment? our genetics? This course will examine developmental psychopathologies such as ADHD, Autism, Conduct Disorder, Tourettes, and others from multiple perspectives. We will examine the role of culture, experience, and brain development in the development of these disorders in children using psychological and neuroscientific perspectives. Students do not need to have any specific background but should be willing to read scientific articles and open to understanding not only the role of culture and society in development but the biological underpinnings as well. Students will be expected to read primary research, write several short papers, as well as complete a course long project that will be presented to the class. This is a course in the Culture, Brain and Development Program. PRJ, REA, WRI, PRS

MW 10:30AM-11:50AM ASH 222

SS-106T-1

Genocide & Crimes Against Humanity

Flavio Risech-Ozeguera

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 and punishment of genocide, torture, war crimes and crimes against humanity, and study several cases (Nazi Germany, Bosnia, Rwanda, South Africa, Cambodia, Abu Ghraib and Guantnamo) in depth in order to shed light on how effective domestic and international legal institutions such as criminal tribunals, truth commissions, and grants of amnesty can be in punishing perpetrators, preventing such crimes in the future, and promoting social reconciliation and reparation in societies suffering mass human rights violations. PRJ, PRS, REA, WRI

TTH 09:00AM-10:20AM FPH 102

SS-144T-1

African Development

Frank Holmquist

This course is centered on three major issues: 1) History: what did precolonial African politics and economics look like? How and why was European colonial rule imposed? How did Africans respond? What was the origin and nature of nationalist ideology, organization, and leadership in the struggle for independence? 2) Current difficulties: How should we understand and explain the gathering crises in African politics and economics? 3) Development policy, reform, and recovery: What are current development policies in different policy arenas (such as agriculture, industry, and education)? How successful are they and what changes may be needed to put Africa on the road to economic recovery? 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 marshaling evidence. The topic of the research paper will be formulated in consultations with the student and the instructor. PRJ, PRS, REA, WRI.

TTH 09:00AM-10:20AM FPH 105

SS-152T-1

Pa'lante: Raising Voices/Fostering Change

Wilson Valentin, Margaret Cerullo

Over the last several years, Latin American and U.S.-based Latino social movements have served as the vanguard for social change in the Americas. In this tutorial, through a perspective that accounts for the primacy of gender, sexuality, class, and race, we will discuss and analyze community-based efforts to foster social transformation. Some of these organized efforts include Zapatismo, the Autonomous movements of Argentina and Venezuela, the Independence movements of Puerto Rico and the Dominican Republic, as well as the Latino efforts around voting and language rights, affirmative action, health, housing and labor. Multi-media presentations, guest speakers, and field trips will complement in-class discussions. PRJ, PRS, REA, WRI

WF 10:30AM-11:50AM FPH 108

SS-155T-1

Gold, Lead & Gunpowder: Knowledge and Power in Renaissance Europe

James Wald

The era of the Renaissance and Reformation (c. 1350-1550) witnessed the rise of cities and commerce, the introduction of printing and firearms, the growth of the state, stunning innovation in the arts, scholarship, and sciences, bloody struggles over religion, and the European colonization of the globe. Crucial to many of these developments was the struggle to acquire and control knowledge, generally contained in texts--increasingly, printed ones. We will thus pay particular attention to the role of communication and the history of the book in shaping the origins of modernity. The course devotes equal attention to primary sources and secondary literature, introducing students both to the early modern era and to the discipline of history itself. Requirements: participation in discussion; completion of several short essays

based on the assigned readings as well as a short research paper suitable for development into a Division I project. A foundational course in history, social science, humanities, and cultural studies. MCP, PRJ, PRS, REA, WRI

MW 10:30AM-11:50AM

FPH 102

F 09:00AM-11:50AM

EDH 3

SS-177T-1

Power, Culture, Imagination

Carol Bengelsdorf, Kay Johnson

This course will focus on the manner in which the United States and Europe has portrayed the peoples of the world outside of the West, variously known as The Orient, the underdeveloped world, the developing countries, the Third World. Our premise is that Western knowledge about these areas has shaped the cultural context within which US policy toward these peoples has been made, leading to the currently popular notion that major conflicts in the international arena represent clashes between us and fundamentally different civilizations. Drawing on literary texts, travel literature, popular films, and mass media, the class will focus primarily on images of Latin America and Asia, although students will be encouraged to look comparatively at other regions as well. MCP, PRJ, PRS, REA, WRI

TTH 09:00AM-10:20AM

FPH 107

SS-178T-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. 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. We'll also look at the invention of self through theories of memory, subjectivity, the body, and identity. Students will write 3 short essays and reflect on the process of creative memoir in a final integrative project or paper: REA EXP WRI MCP

TTH 09:00AM-10:20AM

FPH 106

SS-184T-1

American Capitalism

Stanley Warner

With the collapse of much of the Second World, capitalism has become the dominant economic and political system on earth. We will use the contemporary structure of American capitalism to explore several theories or paradigms of capitalist development. The transition from a competitive to a monopoly structure and the dramatic increase in the scale of government, raise fundamental debates over the relationship between economic power and political control of the state. The rise of multinational firms and the global division of labor challenge the autonomy of individual nation states. MCP, PRJ, REA, WRI

TTH 09:00AM-10:20AM

FPH 104

WRITING PROGRAM

WP/IA/HACU-0103-1

Introduction To Writing

William Ryan, Ellie Siegel

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

WF 01:00PM-02:20PM

GRN WRC

WP/SS-0192-1

The Sporting Life

William Ryan

This course will explore the history of sports in the United States, from early 19th century origins through 20th century manifestations. We'll treat the idea of sport broadly and consider such activities as hunting, fishing, canoeing, and

climbing, as well as organized individual and team sports. One purpose will be to use sport as a window into American social history. As numerous observers have noted, the playing field is nothing less than our nation in microcosm, and most social issues - race, gender, class, among others - have worked their way into the lineup, at times with dramatic effect. A second (and equally important) purpose will be to analyze historical, critical and creative narratives, and approximate those approaches in critical and creative written assignments. There will be regular opportunity for peer review. REA, WRI

TTH 10:30AM-11:50AM

GRN WC

WP/IA/HACU-0199-1

High Spirits: Reading/Writing About Spiritual Experience

Deborah Gorlin

The age-old search for the Divine, the Sacred, the Great Spirit, the Source, the Goddess, the Ancestors, among other names, has been the subject of countless literary texts, whether it is the Buddhist-inspired poetry of the Beats, the gothic Catholicism of Flannery O'Connor's short stories, the visions of Black Elk, the confessions of Augustine. In this analytical and creative writing course we'll examine varieties of spiritual experience as they are represented in both past and present literature, including poetry, fiction, memoir, and biography. You'll be asked to do all sorts of writing pertinent to the topic: close readings and literary analyses of texts, personal essays and memoirs based on your own spiritual encounters, and out-in-the-field non-fiction pieces. EXP,MCP,PRS,REA,WRI

TTH 12:30PM-01:50PM

GRN WC