

SPRING 2008 COURSE LISTING

(1-25-08)

Complete and up-to-date course information is available on The Hub

COGNITIVE SCIENCE (CS)

CS-0109-1

Computing Concepts

Lee Spector;

This course is an introduction to computer science and programming framed by the question, "Is it possible for a computer to be creative?" The core areas of computer science will be introduced, including algorithms, complexity, computability, programming languages, data structures, systems, and artificial intelligence, with an eye toward the insights that they can provide about issues of computational creativity. Students will complete several programming projects to demonstrate developing technical skills and engagement with the themes of the course. No previous experience with computers or with programming is required. This class meets twice a week for one hour and 20 minutes. PRJ, QUA, PRS

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

CS-0117-1

Philosophy of Education

Ernest Alleva;

This course explores central questions in the philosophy of education: What is education, and what is it for? What is the meaning and value of education to individuals and 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 moral virtue? What are alternative methods of education? How should educational opportunities and resources be distributed? 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, Locke, 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-0131-1

The Tower of Babel: Language and Evolution

Mark Feinstein;

The bible story about the origin of multiple human languages is that God, in order to humble Man, created a "confusion of tongues" at the Tower of Babel. By contrast, since the mid-19th century ? roughly when Darwin was advancing his theory of evolution ? linguists have realized that the diversity of language is, like biological diversity, a product of natural processes of change. But recently (and with alarming success in this country) religious advocates of "creationism" and "intelligent design" have attempted to counter scientific approaches to evolution and change. The logic ? rather, the illogic ? of these efforts applies as much to the development of language as it does to our understanding of the history of life. In this course we'll examine the nature of both linguistic and biological evolution, and explore the adequacy of scriptural and pseudo-scientific "explanations" in these domains. REA, WRI

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

CS-0147-1

Psychology of Perception: What We See Isn't What's Really

Jeremiah Trudeau;

There is frequently a dramatic difference between our subjective experience of the world around us and the physical reality of our surroundings. This course will explore how we receive information from our environment and the cognitive processes we then undertake in order to transform that information into a subjective perception. Our focus will be primarily on visual, auditory, and nociceptive (pain) sensation and perception, but we will be considering all available sources of information input from the environment. Illusions and mis-perceptions will be examined alongside normal perception. We will also be devoting considerable effort to exploring the methods used to examine differences and links between physical sensation and psychological perception. REA WRI

TTH 02:00PM-03:20PM ASH 112

CS-0152-1

Child Development in the News

Melissa Burch;

How is research on child development represented in our society? Educational policy should be informed by current research. Toys and videos fly off the shelves when they claim that research demonstrates that they advance

children's development. But what is the evidence for these claims? In this course, we will explore how child development is reported in the popular press and to support the developmental industry. We will critically evaluate the research that is the foundation of these reports to see if the claims are valid. We will also discuss whether the empirical findings are being applied appropriately. Students will become critical consumers of research findings and their application to development. Students will also make presentations and write papers reflecting their evaluations. PRS, QUA, REA, WRI

MW 10:30AM-11:50AM ASH 111

CS-0165-1

Introduction to Experimental Psychology

Joanna Morris ;

The goal of experimental psychology is to try to understand why people think and act as they do. How do we interpret and use the information gathered by our senses? Why do we pay attention to some things and not others? How do we learn things? How do we remember things, and why are some things forgotten? What is the source of our beliefs? What is the process by which we make decisions? This course will focus on the ways in which psychologists have attempted to answer these questions over the past century and a half using scientific methods. Readings will consist of a comprehensive text and selected journal articles. Students will be expected to complete weekly assignments as well as a substantial research paper at the end of the semester. QUA, REA, WRI

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

CS-0172-1

Philosophy & Science of Happiness & the Good Life

Laura Sizer;

Philosophers through the ages have asked about the nature of happiness and its contribution to the good life. Is it something we all want, but what is it? And why do we all want it so much? Are some people naturally happier than others? What makes us happy and why? This course will examine happiness from a number of different perspectives. We will look at what philosophers have said about the nature and importance of happiness in our lives, how conceptions of happiness/the good life have changed over time, and also examine the scientific literature on well-being, positive affect and our ability to regulate our affective states. Students will learn to read and critically analyze primary research articles in a number of different fields, including philosophy, and are expected to write a series of short papers and complete a final research project. This is a course in the Culture, Brain & Development Program. PRJ, REA, WRI

TTH 02:00PM-03:20PM ASH 111

CS-0174-1

Computer Animation I

Christopher Perry;

This course will introduce students to the production of animated short films with the tools and techniques of three-dimensional (3D) computer graphics. Readings and lectures will cover the theoretical foundations of the field, and the homework assignments will provide hands-on, project-based experience with production. The topics covered will include modeling (the building of 3D objects), shading (assignment of surface reflectance properties), animation (moving the objects over time), and lighting (placing and setting the properties of virtual light sources). Due to the large amount of material being covered, additional workshops outside of class may be scheduled. PRJ, EXP

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

CS-0205-1

DR

Social Development

Melissa Burch;

Social relationships and social understanding are important parts of our lives from infancy onward. In this course we will explore the developmental significance of parent-child and peer relationships from infancy into childhood and adolescence. We will also discuss children's understanding of theory of mind, gender, emotions, and self. In particular, we will focus on age-related changes in these skills and how they impact social relationships. We will also consider cross-cultural difference in patterns of social behavior. Evaluation will be based on participation, a series of short papers, and a longer final project. Students will read research articles and be responsible for class presentations. This course satisfies Division I distribution requirements. MCP, PRJ, PRS, REA, WRI

TTH 12:30PM-01:50PM ASH 222

CS-0216-1 **DR**
Basic Animal Behavior Theory
 Mark Feinstein; Sarah Partan

This course will survey the main theoretical ideas in animal behavior. We will cover physiological, developmental, functional, and evolutionary explanations of behavior. The reading will be John Alcock's "Animal Behavior: an Evolutionary Approach" text. This class will serve as a prerequisite for subsequent upper level animal behavior classes. This course satisfies Division I distribution requirements. REA, WRI

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

CS-0218-1 **DR**
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 is a core course in the Culture, Brain and Development Program. This course satisfies Division I distribution requirements. PRJ, REA, WRI.

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

CS-0225-1 **DR PR**
Computer Science Projects
 Kyle Harrington;

This course provides a venue for advanced computer science students to conduct individual or group programming projects. Class time will be devoted to the discussion of project ideas and the presentation of development and debugging tools, problem-solving and implementation strategies, software engineering methodologies, and student projects under development. Prerequisite: one college-level programming course (in any language). This course satisfies Division I distribution requirements. QUA, PRJ, PRS

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

CS-0237-1 **DR**
Theory of Language: Syntax and Phonology
 Kathryn Potts;

Within linguistics, phonology is the study of sound patterns inside words, and syntax considers how words can be assembled into sentences. This class will examine phonological and syntactic data from a wide variety of languages in order to investigate what sort of grammatical knowledge people have when they 'know a language'. Students will frequently construct analyses of unfamiliar linguistic data, and we will consider the implications of these analyses for universal grammar and grammatical theory. Students will be introduced to, and will evaluate, theoretical proposals about formal linguistic grammars. This course satisfies Division I distribution requirements. REA, WRI.

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

CS-0251-1 **PR**
Teaching English to Speakers of Other Languages Practicum
 Caroline Gear;

Teaching English to Speakers of Other Languages Practicum: This practicum is a continuation of the fall semester TESOL course. Students enrolled in this class must have successfully completed CS-151. In addition to observing classes, learners plan and teach English classes to students at the International Language Institute including weekly tutorials and 2 classroom classes. The classroom classes are observed and processed by the trainers. Monthly workshops deal with issues arising in the classroom and meet the following times: February 7th, March 6, April 10th and May 1st from 3:30-6, FPH 108. Students keep a teaching log, write a final paper on their growth as a teacher and present a final project (the presentation of a teaching point). Instructors are Karine Roesch (karine@languageschoolusa.org) and Caroline Gear (caroline@languageschoolusa.org) from the International Language Institute of Massachusetts in Northampton.

CS-0255-1 **DR** **PR****Radical Innovation in Digital Arts**

Christopher Perry; Lee Spector

For some artists, "digital art technologies" are just electronic versions of familiar paintbrushes, cameras, musical instruments, and other traditional art media. Other artists and technologists, however, are using digital tools to develop entirely new forms of art-making --- forms that complement or even replace traditional forms of art. In this course we will explore and extend work of this latter category. Students will work in teams to imagine, design, implement, and use radically new digital art-making technologies. Class time will be devoted to presentations on emerging arts technologies (both by faculty and by students), brainstorming sessions, and organizational meetings for project teams. Students will be expected to conduct background research, develop ideas, implement technologies, and produce demonstration artworks largely outside of class. Prerequisite: significant prior experience in computer science and/or in the use of some form of digital arts technology (for example digital animation, digital imaging, or computer music). This course satisfies Division I distribution requirements. EXP, PRJ, PRS, QUA

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

CS-0257-1 **DR****Political Culture**

James Miller;

Every society offers public rituals, formal instruction and places of sacred memory whose purpose is to foster a common political identity like nationalism. Some of these devices appear natural and timeless; others are obviously invented. Some exist in peaceful periods; others are meant to galvanize people for warfare. This course will examine such expressions of political culture as history textbooks, both in the US and in Europe, where they are intended to promote harmony among former enemies; children's literature under the Nazis; American monuments and civic ceremonies; and recent attempts to create "democratic citizenship" in post-communist Central Europe. Students will write a series of short essays, carry out a group project and write a final paper. This course satisfies Division I distribution requirements. PRJ, REA, WRI

TTH 02:00PM-03:20PM ASH 222

CS-0264-1

Cultural Citizenship

James Miller;

People in the West increasingly experience politics at a remove from daily life. They know politics mainly as representations and simulations, and less in terms of direct action like attending meetings, organizing and, even, voting. Politics has become for many just another realm of mediated culture. As such, politics competes for attention with a multitude of other realms that promise pleasure. This is the essence of cultural citizenship, an element of the contemporary "aestheticization of politics." In this course we will explore this newly emerging theory and its implications for democracy. Students will write short responses to readings and a couple of essays, and will carry out a final project.

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

CS-0265-1 **PR****Cognitive Psychology**

Jeremiah Trudeau;

Cognition encompasses a range of phenomena that define our mental lives. This course covers a broad spectrum of topics in cognitive psychology, including perception, attention, learning and memory, language, decision-making, creativity, and problem-solving. While these types of mental events and processes cannot be directly observed, they can be studied scientifically. Emphasis will be placed on critical evaluation of objective evidence in the study of cognition. A primary text will be supplemented by additional readings, classroom demonstrations, and exercises. Students in this course should have some previous academic background in psychology prior to enrollment. Prerequisite: students must have at least one prior course in psychology.

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

CS/NS-0267-1

IP

Bringing Astronomy Down to Earth: The Art of Communicating Science Through Electronic Media

Salman Hameed; Hugh Crowl

A scientifically well-informed public is not only crucial for the continued support of sciences but is a necessity in a democratic society dependent on science and technology. The course will introduce students to state of the art examples of science communication methods for the public. The students will learn how to use electronic tools, such as podcasts/vodcasts, animated gifs, digital films, to communicate the science behind some recent astronomical discoveries. Students will work in small teams on projects that integrate science writing with electronic tools to communicate key astronomical concepts. This is a Five College Astronomy Dept. course. Instructor permission is required.

M 06:30PM-09:30PM ASH 126

CS-0273-1

IP

Consciousness Reconsidered

Laura Sizer, Philip Kelleher

This course will explore special topics in consciousness. Our examination of consciousness may include topics such as special states of consciousness (e.g., dreams, meditation, and chemically-induced altered states), the development of consciousness in children, conscious will, non-Western perspectives on consciousness, animal consciousness, and the possibility of machine consciousness. The focus will be on understanding consciousness from a multitude of perspectives and in all its variations. Students will complete a series of short papers and a longer, final paper. Students should have taken at least one course in cognitive psychology or philosophy of mind. Instructor permission is required. This is a core course in the Culture, Brain and Development Program.

MW 04:00PM-05:20PM FPH 104

CS/HACU/NS-0275-1

DR

Science in the Islamic World: From Almagest to the Islamic Bomb

Salman Hameed;

History of western science would be incomplete without the inclusion of Arab and Muslim contributions in the Middle-ages. In this course we will explore some of the reasons behind the outstanding growth of scientific reasoning in the Islamic world, including the motivation for translating Greek works and the role of religion in the early progress of science. While we are familiar with prominent Greek philosophers and scientific personalities of the post-Renaissance era, the lives of many Muslim scientists such as Al-Haytham (Alhazen), Ibn-Sina (Avicenna), Ibn-Rushd (Averros) and their contributions remain largely unknown to many students. We will also explore the fascinating philosophical struggle between the rationalist and the traditionalist (orthodox) philosophers. The course will conclude with a look at the reasons for the later decline of scientific thinking in the Islamic world and the contemporary struggles to reconcile modern science with traditional religious systems. This course satisfies Division I distribution requirements. MCP, WRI

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

CS/NS/SS-0278-1

Sex on the Brain: Gender, Sex, and Biology

Jane Couperus;

This course is designed to examine sex, gender, and sexuality in multiple contexts. The primary aim of this course is to develop an understanding of the biology and neuropsychology of sex gender and sexuality. Additionally the course will examine how biological and environmental factors influence sex gender and sexuality across development and how these factors influence differences in brain and behavior. Course requirements will include reading primary research articles in the fields of psychology neuroscience sociology anthropology and women's studies. Students will also be asked to conduct library research write several short response and review papers and conduct a larger research project. Students are not required to have a scientific background but they are asked to be open to reading and evaluating scientific research. This is a core course in the Culture Brain and Development Program.

MW 01:00PM-02:20PM ASH 222

CS-0294-1

IP

Advanced Animal Behavior Field Methods

Sarah Partan;

This course will be for experienced animal behavior students. It will be based on specific, planned research projects with local animals. Students will collect real data that may, if the project works, be analyzed and prepared for

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IP= Instructor Permission required

publication in collaboration with the professor and other class members. Students will learn all aspects of running a study, from design of field methods to manuscript preparation. Readings will be based on journal articles in addition to a methods text. Prerequisite: previous animal behavior courses. Instructor permission required.

M 09:00AM-11:50AM THH 105

CS-0313-1

Brain and Cognition II

Joanna Morris ;

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

W 09:00AM-11:50AM ASH 221

CS-1IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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CS-2IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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CS-3IND-1

Independent Study

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HUMANITIES, ARTS and CULTURAL STUDIES (HACU)

HACU-0101-1

Chorus

Elaine Ginsberg;

The Chorus is a performing ensemble in which students will learn skills of choral singing and sight-singing. They will be exposed to a wide variety of choral literature through rehearsal and performance, including a cappella and accompanied music, medieval through 20th century, ethnic, world music and folk. Several performances are given throughout the year, both on campus and off. The group often performs with professional instrumental ensembles and soloists. This course is open to all students. Although reading music is not a requirement, auditions are held for vocal placement. EXP

MW 04:00PM-06:00PM MDB RECITAL

HACU/IA/WP-0103-1

Introduction to Writing

Deborah Gorlin;

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

TTH 10:30AM-11:50AM GRN WRC

HACU-0104-1

Introduction to Drawing

James Phillips;

This course will introduce students to the fundamentals of perceptual drawing and will familiarize students with material and technical issues in a variety of drawing mediums. Students will work from the still life, masterworks, the figure, and the landscape and will be encouraged to consider the process of editing and revising their work as a creative component of making drawings. We meet six hours a week and the course demands a minimum of six hours a week of outside work. This course is required for those arts concentrators wishing to do advanced work in drawing, painting, and sculpture. A lab fee will be required. EXP, PRJ, PRS, REA

MW 09:00AM-11:50AM ARB STUDIO 1

HACU-0108-1

Introduction to Media Production

Penny Lane;

This course is an introduction to the theory, history and practice of digital media production. Students will explore fundamentals of creative production in sound, photography, and video. An equal emphasis is placed on understanding the social, historical and aesthetic conditions that create meaning in a work of art. Students will be expected to demonstrate that they are learning not only how to make digital media, but how to engage with media critically and creatively. Motivations and trajectories from amateurs to activism to avant-garde will be explored through readings, viewings and assignments. There is a lab fee charged for the course. NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster. EXP, PRJ, PRS, REA, WRI Lab Fee

W 02:30PM-05:20PM LIB B3

HACU-0109-1

Media Production: Imaging Truth (or Reality and Other Inventions)

Jean Casbarian;

How do we define truth in a world teeming with still and moving image? If our histories are defined by these images, is truth on its way to becoming an invention? How true is truth? This course will introduce students to interdisciplinary work in media production. As thinkers, we will read, look at, and investigate the connections between meaning and image, truth and fiction, reality and invention. As art makers, we will explore these intersections as we

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IP= Instructor Permission required

experiment with a variety of media including photography, video, text, and sound. You will begin to interpret, translate and/or invent or re-invent your personal truth(s), while being asked to consider new ways in which to visually articulate these ideas. Be prepared to read, think, experiment and expand the ways in which you think about art making. This class will prepare students for continued work in media and media production. There is a lab fee charged for this course. NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster. REA, WRI, EXP, PRS.

TH 06:00PM-09:00PM PFB CLASS

HACU-0111-1

Pilates

Fritha Pengelly;

This course is designed around the basic Pilates principles as applied to a mat class. Other influences include yoga, applied anatomy, Feldenkrais, and dance. Exercise sequences will be designed to facilitate mobility as well as increased muscular control and strength, with the ultimate goal of finding joy and freedom in movement. Reading and writing assignments are designed to deepen students' experiences with the material presented in class. EXP

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

HACU-0112-1

Investigating Art

Karen Koehler;

This course will concentrate on contemporary exhibitions of art in the Five College Museums. We will visit a number of exhibitions and permanent collections, covering the art of a variety of times and places. This course will consider the historical context, critical analysis, and curatorial issues of the art on display, as well as exhibition design and museum architecture. The course will include class lectures and discussions, as well as weekly field trips to area museums.

Occasional evening lectures and symposia by visiting artists, critics and curators are also required. This is a speaking and writing intensive course; students will be responsible for a creating a portfolio of progressively more rigorous exhibition reviews, critical art writing, and scholarly papers, as well as presentations and group reports. Thursdays will be a lecture/discussion at Hampshire, and Tuesdays we will meet in one of the Five College Museums. MCP, PRJ, PRS, REA, WRI

T 09:00AM-11:50AM EDH 2

TH 10:30AM-11:50AM EDH 2

HACU-0114-1

Modern Dance II: Advanced Beginning Modern Dance

Fritha Pengelly;

Continuing exploration of the basic principles of dance movement: body alignment, coordination, strength, flexibility, and basic forms of locomotion. Emphasis will be placed on the development of technical skill in service of dynamic and spatial clarity. This class is for students with some previous dance experience. EXP

MW 01:00PM-02:20PM MDB MAIN

HACU-0117-1

Group Improvisation: Exploring Creative Dance

Christine Goehring;

Dance Pioneer Barbara Mettler said, "To create means to make up something new." In this course students will experience the elements of creative dance through a series of improvisations and directed exercises based on Mettler's unique approach to dance. This is an approach that challenges students to continuously find new ways to express themselves in movement while maintaining relationships to the other dancers. Based on the principle that dance is a human need, this work invites people of all ages and abilities to come together in movement and to make dance an element of their lives. EXP

MW 02:30PM-03:50PM MDB 117

HACU/SS-0118-1

Introducing the Frankfurt School

John Drabinski;

The critical theoretical work of "The Frankfurt School" has exercised considerable influence over the humanities and social sciences. The Frankfurt School's systematic critique of mass culture - which provocatively links so many forms of

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modern life to totalitarianism produces important and often radical social and political visions. This course will examine the key writings of Benjamin, Adorno, Horkheimer, and Marcuse in order to register the varied ways in which critical theory transforms the meaning and significance of modernity. In particular, we will examine how rethinking both historical experience and certain conceptions of rationality generates provocative and new conceptions of history, reason, nature, desire, and collectivity. As well, we will consider how the legacy of the early Frankfurt School has been carried by contemporary theorists, such as Habermas, Benhabib, Jay, and others. PRS, REA, WRI

MW 01:00PM-02:20PM FPH 101

HACU-0127-1

Ways of the Russian Novel

Polina Barskova;

Modernity. Quest for the Divine. Scandal. Madness. Erotic obsession. State surveillance. These are a sampling of the topics found in two major Russian novels: "The Idiot" (1868) by Fedor Dostoevskii and "Master and Margarita" by Mikhail Bulgakov (1929-1940). Close reading of these texts within their historical, social, and cultural contexts will allow us to pose the following questions: what are the defining features of the novel genre in its Russian manifestation? What is the trajectory of the genre's development from the "great Russian novel" in the 19th century to Bulgakov's "great underground Soviet novel"? In our analysis, we will implement various Western and Russian theories of the novel and discuss the validity and intentions of various film adaptations of these texts. Students are expected to produce short response papers, longer analytical papers, and oral presentations for the class. MCP,PRS,WRI

TTH 02:00PM-03:20PM EDH 2

W 06:00PM-09:00PM FPH 105

HACU-0145-1

Contemporary Latin American Literature: Subjects Without Scripts

Norman Holland;

"Imperialism," writes Edward Said, "consolidated the mixture of cultures and identities on a global scale." Following Said, one could argue that "globalization" is the politics and economics of Imperialism on speed. Despite the persistence of long traditions, sustained habitations, national languages and cultural geographies, interference and contamination might be the only real alternatives to our contemporary complex incorporative economy and powerfully centralizing cultural apparatus. These alternatives might be profoundly unequal for debt is inevitable in culture as in any other field. Drawing on recent texts from around the globe and theoretical writings, this course thinks contra punctually about others and us. Writings by Lahiri, Hagedorn, Puig, Kincaid, Le Carre, and films such as *Y tu mama tambien*, *Rang de Basanti*, *Maria Full of Grace*, *Babel* will structure our discussions. MCP,REA,WRI

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

HACU-0153-1

Emergence of Modernism

Sura Levine;

This course will focus on several European artistic movements, which formed a bridge between the naturalist tendencies of late nineteenth-century art and the development of abstraction in the early twentieth century. Beginning with the Impressionists (Monet, Renoir, Degas) and ending with Cubism (Picasso, Braque, Gris), this course will examine the stylistic, thematic and philosophical bases of each movement as a means of developing a vocabulary and analytical skills for the discussion of visual representation. Documents from the period along with recent criticism will introduce students to various art historical "positions." Students will be expected to give presentations on objects in local museums and to write several papers. MCP,PRJ,REA,WRI

TTH 10:30AM-11:50AM ASH 111

HACU-0154-1

Introduction to Philosophy

John Drabinski;

What is the relationship between the mind and body? How does that relationship determine what we mean by knowledge, experience, personal identity, and even ethics and politics? This course examines the mind-body relationship in its quirks and turns. We will begin with Plato and Descartes, two determined deniers of the body. What philosophical horizons are opened by this denial of the body? And where are the limits to our self-understanding when we deny the body? In response to this latter question, we will read critics of the mind-body distinction, including Nietzsche, DuBois, Merleau-

Ponty, Fanon, Irigaray, and others. These critics insist on the centrality of the body in our experience, identity, and relations of knowing, claiming as well that demands of history and culture (concerning race and gender, in particular) are largely addressed to our embodied being. The recovery of the body embraces particularity in place of universality. Does this recovery lose sight of a universal human characteristic, the disembodied mind? Or is the disembodied mind a myth and so no real loss? How, then, should we conceive this relationship of mind and body? MCP,PRS,REA,WRI

MW 10:30AM-11:50AM FPH 106

HACU-0155-1

Introduction to Film Studies: History and Theory, 1895-1960

Lise Sanders;

This course is designed to introduce students to key issues in film studies, focusing on the history of American cinema from 1895 to 1960. We will pay particular attention to the "golden age" of Hollywood, with forays into other national cinemas by way of comparison and critique. Screenings will range from actualities and trick films, to the early narrative features of D. W. Griffith, Cecil B. DeMille, and Lois Weber, to the development of genres including film noir (Double Indemnity, The Big Sleep), the woman's film of the 1940s (Mildred Pierce, Stella Dallas), the western (High Noon, Duel in the Sun) and the suspense film (Rear Window, North by Northwest, Psycho). Several short papers and in-class discussions will address how to interpret film on the formal/stylistic level (sequence analysis, close reading, visual language) as well as in the context of major trends and figures in film theory. PRS,REA,WRI

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

W 07:00PM-09:00PM FPH 108

HACU-0161-1

The English Bible

Alan Hodder;

The English Romantic, William Blake, characterized the Bible as "the Great Code of Art," an observation that finds repeated illustration throughout the Western literary tradition from medieval mystery plays to the latest fiction of Toni Morrison. By the same token, biblical stories form the bedrock of the scriptural traditions of Christians, Muslims, and Jews the world over. What are these stories that have so captivated readers for over 2000 years? Why has the Bible had such an immense religious and imaginative appeal? This course introduces students to the full range of biblical literature from the stories of Genesis to the life and times of Jesus of Nazareth. While the course emphasizes literary features of the Bible as it has been rendered in English, we will also consider important religious, moral, and theological implications. Among the biblical texts considered will be the foundational stories of Genesis and Exodus; the books of Joshua, Judges, and Ruth; the stories of David and Kings; the Book of Job and the Song of Solomon; the prophets Isaiah and Ezekiel; New Testament gospels; Acts of the Apostles; and the Book of Revelation. PRJ,PRS,REA,WRI

MW 10:30AM-11:50AM EDH 4

HACU-0164-1

U.S. Literature Since 1960

McKinley Melton;

Though our focus will be on more recent literature of the United States, we will explore contemporary literature historically. That is to say, we will investigate literary trends over the past 40 years in order to help us define what is and is not unique to our historical moment, so that we may become more effective actors within it. Reading contemporary literature historically involves examining how particular American writers responded to and participated in socio-cultural phenomena during the last half century. To this end, we will consider how the mass consumer society enabled by postwar Keynesian economics, the social upheavals of the 1960s, the demographic shifts following the 1965 Immigration Reform Act, and 9/11 are all linked to issues of postmodernity, globalization, and identity within literary works. Authors will likely include Alice Walker, Gish Jen, David Sedaris, Don DeLillo, Toni Morrison, Alan Gurganus, E.L. Doctorow, and Sandra Cisneros. MCP, REA. WRI

MW 01:00PM-02:20PM EDH 4

HACU-0167-1

American Balladry

Timothy Eriksen;

This course will focus on song composition with an emphasis on the American ballad tradition. We will study the works of past masters of this tradition; additionally, we will examine other styles of composition, including rock, blues,

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
IP= Instructor Permission required

"shape note" music and more. This is a composition course with much individual attention. Students should have taken Musical Beginnings or possess background in music performance, chords, or/and writing. REA, EXP, PRS, PRJ
F 01:00PM-03:50PM MDB RECITAL

HACU-0183-1

The Politics of Popular Culture

Susana Loza;

This course examines the fraught intersection of politics and popular culture. In this class, we ask: What is popular culture? How does it differ from other kinds of cultural expressions? How does popular culture connect to other aspects of social, economic and political experience? What differences, if any, are there between "high" and "low" culture? Is consuming pop culture products a form of political action? How do explicit political themes both enrich and detract from consumption? What economic imperatives drive popular culture production? What are the relationships between commerce, politics, and art? How does popular culture act as a vehicle for the appropriation or exploitation of other cultures? Particular attention will be paid to: the racialized construction of masculinity and femininity in popular culture; the appropriation of racial and gender identities; the role of global capitalism and the market in the production of popular culture. MCP, PRS, REA, WRI

TTH 12:30PM-01:50PM EDH 4

HACU-0191-1

Yiddish Literature and Culture

Rachel Rubinstein;

Yiddish was the language of European Jewry for nearly 1,000 years, which produced a rich legacy of folklore, legend, music, drama, poetry, fiction, and film. Recently in the United States and elsewhere we have seen an effort to recuperate, recover, and even re-define this "lost world:" in the resurgence of Eastern European "klezmer" music, in the creation of the National Yiddish Book Center, in Yiddish courses on college campuses, and in "Queer Yiddish." This interdisciplinary course will introduce students to the broad and rich range of Yiddish cultural production, concentrating on literature, drama, and film. We will dip into Yiddish folklore and popular culture, performance and theatre, modernism and radicalism, kitsch and high art, and reflect upon the complicated emotions of mourning, memory, sentimentality, nostalgia, political resistance, fantasy, and desire that fuel today's Yiddish revival. No knowledge of Yiddish language is required. MCP,PRJ,PRS,REA,WRI

TTH 10:30AM-11:50AM YBC YBC

HACU-0193-1

Ancient Ireland

Robert Meagher;

An introduction to the archaeology, myth, history, art, literature, and religion of ancient Ireland: 4000 BCE to 1200 CE, from the earliest megalithic monuments to the Norman conquest. Consideration will be given, then, to these distinct periods: Pre-Celtic (Neolithic and Bronze Ages--4000 BCE-700 BCE); Pre-Christian Celtic (Late Bronze & Iron Ages--700 BCE-400 CE); and Early Christian Celtic (Irish Golden Ages and Medieval--700-1200 CE). The emphasis throughout will be on the study of primary material, whether artifacts or documents. Readings will include: selections from the Mythological, Ulster, and Finn Cycles; The Voyage of St. Brendan; The History and Topography of Ireland by Giraldus Cambrensis; the writings of Patrick; and selections from early Irish hagiography. PRJ,REA,WRI

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

HACU-0205-1

IP

(In) Determinable Space

Thomas Long;

This studio architecture course will be design investigation of a particular theme in, or approach to, architecture and the built environment (details TBD and change per semester). In this course, students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation (TBD) to inter-disciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language necessary to identify and define spaces. The objective of the course is to solve a cross-section of simple and complex architectural issues involving site, construction, inhabitation, function, form and space through rigorous, open-ended, and creative design work. There are no

prerequisites for this Five College Architectural Studies course--though one semester of design is recommended. The specific topic and lab fee TBD. Enrollment will be determined after the first class meeting..

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

HACU-0207-1 **DR**

Jazz: Tradition and Evolution

Jerome Harris ;

In the span of about one hundred years, jazz has emerged from its African American cultural birthplace to become lauded worldwide as a vital and uniquely accessible form of high musical art. This course will trace the development of jazz, with examination of the historically and musically significant styles, key artistic contributors, and social/cultural contexts; We will also look at jazz's simultaneous roles as a tradition that is critically aware of its history (and undergoing a degree of contested canonizing), and as an approach to making music in real-time through applying improvisational practices to materials from diverse musical traditions. The course will seek to foster informed appreciation of what is arguably America's first distinctive art form. This course satisfies the Division I distribution requirement. EXP, MCP

W 09:00AM-11:50AM MDB RECITAL

HACU-0208-1 **PR**

Introduction to Painting

Judith Mann;

This course will introduce students to the fundamentals of painting such as composition, value, and color. The students will learn about materials and the technical issues of painting, while being encouraged to employ a variety of approaches to creating art. In class, we will primarily paint from the still life and figure, and students will also transcribe a masterwork. Drawings will often be produced in tandem with paintings in order to solve painting problems and illuminate visual ideas. We will work with oil paint. We meet six hours a week and the course demands a minimum of six hours a week of outside work. This course is required for those arts concentrators wishing to do advanced work in painting. Prerequisite: A College Level Drawing I, or IA's "Foundation in Drawing and Visual Media." A lab fee will be required.

TTH 09:00AM-11:50AM ARB STUDIO 1

HACU-0209-1&2 **PR**

Video I: Unheard Voices, Heard

Simin Farkhondeh;

This course examines social and artistic aspects of video, exploring video as a medium, particularly as it is utilized by women, people of color, lesbians and gays, grassroots activists, as well as other peoples who are under and/or misrepresented by mainstream media. Students will learn about the history of video technology, and how certain developments within it made video an accessible and powerful tool for self-expression and political intervention. The course will look at various genres such as documentary, agit prop, experimental and video essays among other video practices. Teamwork is essential to video production. Students are expected to share responsibilities as cinematographers, lighting and sound technicians, scriptwriters, and editors to complete their projects. Class activities include screening of independent videos, several video projects and writing assignments, in-class presentations and critics and group discussion of selected screenings and readings. Emphasis is put on both theoretic knowledge and hands on skills such as camera work, sound, lighting and non-linear editing. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. There are weekly evening screenings or workshops, which students must attend. Prerequisite courses include a 100-level course in media arts (Introduction to Media Arts, Introduction to Media).NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

T 12:30PM-03:20PM LIB B3

HACU-0210-1& 2 **PR**

Film Workshop I

Abraham Ravett;

This course teaches the basic skills of film production including cinematography, editing, lighting, and sound recording. Students will complete a series of individual and collaborative 16mm filmmaking assignments as well as a final individual project. Digital video and nonlinear editing will also be introduced. Weekly screenings and critical readings will introduce students to a wide range of approaches to the moving image. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. Prerequisite courses

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include a 100-level course in media arts (Introduction to Media, Introduction to Digital Photography & New Media or equivalent) and must be completed before registering for this course. NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

TH 09:00AM-11:50AM PFB CLASS
M 07:00PM-09:00PM PFB CLASS

HACU-0211-1& 2 **PR**

Still Photography 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. Experimentation with photo-electronic imaging will be practiced and discussed within the context of contemporary art and digital culture. The theoretical backdrop will include issues of representation, mechanization, and authenticity. Historical influences such as 20th century photomontage, documentary photography, layered narrative constructions with image and text, and scientific imaging practices, will be covered in readings and slide talks in order to provide context for assignments, and to further discussions in our regular in-class critiques of student work. Project-oriented studio assignments will allow plenty of time to develop personal content while advancing Photoshop skills. Students will produce printed hard copy, as well as on-screen presentations of images. Prerequisites A 100 level course in Media Arts (Introduction to Media Arts - photo, film or video), Art History, Photographic History or its equivalent.. NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

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

HACU/SS-0212-1 **DR**

Autobiographies, Literacy, and Book Culture in Early Modern Europe (1500-1800)

Jutta Sperling; James Wald

This course examines several types of writing about the self (autobiographies, memoirs, letters) in the context of rising literacy rates and the print revolution. We will read how courtesans, rabbis, artisans, mystics, women scientists, artists, house-wives, heretics, sailors, slaves, and presumed criminals reflected about their lives, imagined the cosmos, narrated catastrophes, encountered God, told of their lovers, described their family management, or defended themselves in court. In addition, we will study writing and reading habits of the past, and get hands-on experience with Early Modern books by visiting various rare book collections in the valley. This course satisfies Division I distribution requirements. PRJ, PRS, REA, WRI

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

HACU-0216-1 **PR**

Intermediate Modern Dance IV

Cathy Nicoli;

This will be a high intermediate-level class intended for students with two years of training. The focus of the work will be on refining the kinesiological perception and theoretical understanding of efficient movement in order to increase accuracy, speed, and mobile strength. Attention will also be given to developing an awareness of how one invests oneself in prescribed movement. Prerequisite: Two years of dance training.

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

HACU-0219-1

Merging Minds and Motion: Approaching Academics Through Creative Dance

Cathy Nicoli;

Designed for the dancer, non-dancer, educator, explorer, this course reunites the thinking mind with the thinking body. It proposes ways to reclaim the innate relationships between thought and action, theory and design, feeling and communication. In groups as well as individuals, we will explore ways of representing language arts, social studies, science, math and visual arts in kinesthetic form. Each class will be supported by outside readings and in-class improvisational movement studies based on project themes. This course is experiential - all students will be asked to move, present formalized projects and lesson plans (ranging from grades K - 12), teach to peers, and support the class community with open dialogue.

TTH 02:00PM-03:20PM MDB MAIN

HACU-0220-1 **DR**

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Guitar Ensemble

Thomas Randall;

This performance class will provide an opportunity for guitarists to create and perform music together in ensembles ranging from four to fourteen. We will develop repertoire from diverse musical styles such as classical, jazz, folk, blues, and others. Students will compose and arrange music for guitar; all students will perform in an end-of-the-semester concert. This is a primarily acoustic (unamplified) ensemble with potential for occasional use of electric guitar. Each student must own an acoustic guitar; all students will have occasional responsibilities as percussionists. The course is open to two or three bass players/electric bassists who will be selected by audition. Requirements for this course include a solid foundation of guitar skills (knowledge of chords and barre chords, scales/fingerboard study, basic reading and music theory). Members of the class will be selected via audition at the first meeting; please come prepared to play a piece of your choice. This course satisfies the Division I distribution requirement. EXP, PRJ

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

HACU-0222-1

Syncretism, Domestication and Contention: Introduction to Chinese Religions

Bong Joo;

Instead of presupposing religions as neatly defined and self-contained wholes, this course examines the religions of China in a variety of historical and cultural relationships. Along with the study of "Three Teachings" (Confucianism, Daoism and Buddhism), it will introduce Chinese cosmology, the veneration of ancestors, religious festivals, the view of the afterlife and sacred mountains. We will also question readily used scholarly categories of Chinese religions such as elite vs. popular religions, monastic vs. lay practices, "sinified" vs. "pure" Buddhism and Daoist philosophy vs. Daoist religion.

TTH 12:30PM-01:50PM EDH 2

HACU/SS-0230-1 DR

Controversies in U.S. Economic and Social History

Susan Tracy; Laurie Nisonoff

This course addresses the development of the United States economy and society from the colonial period to the present. Focusing on the development of capitalism, it provides students with an introduction to economic and historical analysis. Students study the interrelationship among society, economy and the state, the transformation of agriculture, and the response of workers to capitalism. Issues of gender, race, class, and ethnicity figure prominently in this course. This is designed to be a core course for students concentrating in economics, politics, and history. Students work on developing research skills in economics and historical methodologies. Classes have a lecture/discussion format. Students are expected to attend class regularly, lead occasional discussions, and write several papers including responses to films, a mid-term take home exam and a final research paper. This course satisfies the Division I Distribution Requirement. MCP, PRJ, REA, WRI

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

HACU-0232-1 DR

Black Beauty: Concert Dance in the Africanist Grain

Black Beauty: Concert Dance in the Africanist Grain Aesthetics in dance, and especially the terms of "beauty" as they might relate to African American artistry, remain extremely difficult to discuss. How can aesthetic theory be engaged in relation to African American dance practice? What sorts of aesthetic imperatives surround African American dance and how does black performance make sense of these imperatives? Who names the quality of performance, or who determines that a performance may be accurately recognized as "black? More than this, how can African American dance participate on its own terms in a discourse of "beauty?" This course focuses on the work of four African American choreographers, Donald Byrd (b. 1949), Ulysses Dove (1947- 1996), Bebe Miller (1950 -), and Abdel Salaam (b. 1949). Through our work, we will uncover critical possibilities aligning dance performance with particular aesthetic theory relevant to its documentation and interpretation. This course satisfies the Division I distribution requirement. REA, WRI, PRS, MCP

F 09:00AM-11:50AM EDH 4

HACU/SS-0233-1

Listening and Hearing: Interpersonal Process and the Humanistic Tradition

Peter Gilford;

With the onslaught of new communications technologies, virtual reality, and the rapid pace of contemporary life, the capacity for listening to and hearing an other has become more difficult. In this class, drawing on the work of humanistic psychology and psychoanalysis, we will focus on the experience of listening and hearing in a dyadic, relational

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context. Through the use of role plays, video analysis and selected readings from Rogers, Maslow, Bion, Mitchell and others, this course will explore the experiential aspects of observation, interviewing and presence in human understanding. Through the identification of implicit narrativity, metaphor and language games, students will learn about their preconceptions, biases, and overall strengths and weaknesses when listening to others. This course will be primarily experiential and focus on the development of critical-reflexive listening skills. Coursework will also include selected readings about the process of psychotherapy through the lenses of humanistic, psychoanalytic and narrative theories of psychotherapy, as well as written analyses of individual and group role plays through the use of video.

MW 02:30PM-03:50PM FPH 104

HACU-0235-1 **DR**

"Odd" Women: Gender, Class, And Victorian Culture

Lise Sanders;

In this course, we will analyze a number of female "types" found in Victorian fiction, poetry, and criticism -- the governess, the fallen woman, the shopgirl, and the 'new woman', to name just a few -- who figure centrally in debates over marriage, work, and the changing position of women in nineteenth-century Britain. Although our reading will range from the late 1840s to the beginning of the twentieth century, we will focus primarily on two historical periods, the 1850s-1860s and the 1890s, during which the "woman question" was hotly debated in the press and in fiction. Topics for discussion will include the convergence of gender, sexuality and politics in late-Victorian feminist and socialist reform movements; the role of class in defining female experience; and women's conflicted participation in British imperialism. Students will be encouraged to conduct primary research on nineteenth-century women's history in local archives in conjunction with course papers and divisional work. This course satisfies the Division I requirement. PRS,REA,WRI

TTH 02:00PM-03:20PM CSC 121

HACU-0236-1 **DR**

"The Other America:" Reading America Through the Lens of Multi-Cultural Literature

McKinley Melton;

With a nation as diverse as America, diverse perspectives are bound to play a significant role in shaping the national identity, if the existence of such an identity is even possible. This course will consider how writers have engaged the concept of national identity, all the while ensuring that their individual cultural identities are not lost in the mix. Throughout the semester, we will not only engage literature by writers who have recently arrived to this "nation of immigrants," but also writers whose families have lived in America for generations, but nevertheless maintain important connections to the original "homeland" of their ancestors. How do these writers engage concepts such as "The American Dream" and the many other ideals that supposedly form the foundation of the American social, political, and economic structure? As we consider the short fiction, poetry, and novels produced by these writers, we will attempt to answer these questions, with the understanding that we cannot come to terms with America without first recognizing the significance of the way the nation has been represented by the many people who call it theirs. This course meets Division I Distribution requirements. REA, WRI, PRS, MCP

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

HACU-0237-1

Fictions of Childhood

L. Brown Kennedy;

On one level this will be a seminar on literature written for school-aged children, including some basic introduction to major genres and selected writers of texts written in English for a child audience, and exploring particularly the question of the child as reader/ auditor and the figure of the child as stranger or outsider. However, we will also look at fictions written for adults that let us raise questions about the representation of children and childhood in the late nineteenth and, particularly the twentieth centuries. Specific themes may include: children and fantasy; childhood and memory or (forbidden) knowledge; the relation of child and adult worlds; the experience of violence and sexuality and the shifting representation of racial and cultural difference. Final projects will ask students to pursue these questions, and others of their choice, in texts published since 2001. The class may include the opportunity for community-based experience, involving an additional time commitment (contact instructor in January). Students should have college-level background in studying literary texts. Background in psychology, history, cultural studies, or education is desirable but not required.

MW 01:00PM-02:20PM FPH 103

HACU-0238-1

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IP= Instructor Permission required

Reading (With) Borges

Norman Holland;

This course is devoted to the writings of the Argentine Jorge Luis Borges, one of the best and most important fiction writers of the last century. Famous for his erudite fictions that speculate on time, history, knowledge, identity, reality, and the imagination, Borges taught us to think literature. He also delighted in spoofing erudition, in the conspiratorial wink against the purveyors of Culture. This playful side has its shadow, for much of his writing revolves around violence/iniquity, to cite one of his early titles. We will explore this duality of seriousness and fun selectively in his stories, poems and essays. Film adaptations of his writings will be screened outside of class. Students with a working knowledge of Argentine will be encouraged to read the original texts.

TTH 02:00PM-03:20PM EDH 4

HACU-0239-1

PR

The Jazz Improvisation Orchestra

Martin Ehrlich;

This is a performance-oriented class, culminating in a concert at the end of the semester. Each student will be challenged to develop his or her skills as an ensemble musician and as a soloist. We will use compositions and improvisational contexts from the whole history of jazz and American vernacular music, up to the great diversity of the present day. Along with performance, each student will do a study of an influential artist. This analysis will include musical transcriptions as well as a written component. The performance of original compositions and arrangements can be part of the class as well. The Hampshire Jazz Improvisation Orchestra is open to all instruments, including voice. Facility in reading music and a functional understanding of jazz harmony is required. Prerequisite: Tonal Theory I and Tonal Theory II or equivalent Five College music courses. An audition will be given during the first class session for those students new to the class.

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

HACU-0240-1

Intermediate Book Arts

Sami Keats;

Almost everything worth knowing eventually comes into book form. With a working knowledge of book design, manuscript development and bookbinding a person can put together a powerful presentation of creative and effective ideas. This course is designed for both beginning students and those who have some book making experience. Projects will start with non-adhesive book structures, Japanese and exposed spine sewing and move on in the second half of the term to a traditional case binding, a.k.a. a hard cover cloth bound book with a rounded spine. Finally, we will look at enclosures for books and make both a four-flap paper wrapper and a Japanese folding box, each to fit books made in class. We will have a variety of exquisite materials to work with including Japanese decorative papers and European and Asian book cloth. There will be at least two investigative field trips and guest speakers coming from different disciplines within the field of book making here in the valley. There is a required lab fee of \$75.00.

M 01:00PM-03:50PM EDH 3

HACU-0243-1

Black Mountain Blues

Christopher Benfey;

An experimental school founded in North Carolina in 1933, Black Mountain College lasted for barely two decades, but its influence on art and progressive education, at Hampshire and elsewhere in the world, has been decisive. This course will examine some of the key ideas that inspired the college as well as its amazing legacy in revitalizing American culture. Students will pursue independent research; discussion will center on how to write about the arts. Readings and topics may include some of the following: Emerson and Dewey; Fenollosa's *The Chinese Written Character as a Medium for Poetry*; Anni and Josef Albers; Charles Olson and Robert Creeley; John Cage and Merce Cunningham; M. C. Richards and Gary Snyder.

MW 10:30AM-11:50AM EDH 2

HACU/SS-0247-1

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IP= Instructor Permission required

The Laboratory Atop the Graveyard: Research Seminar in 20th Century Europe

James Wald;

The democratic welfare states that we take for granted are in fact the far from inevitable recent outgrowths of chaos and upheaval. Twentieth-century Europeans across the political spectrum had to come to terms with an age of the masses: political mass movements, mass production of commodities, mass media. Europeans drew new mental and physical boundaries among themselves and came to dominate the globe, even as they nearly destroyed themselves in wars of unprecedented destruction. The real victors were two rival systems of modernity: American consumer capitalism and Soviet communism. In 1989, it seemed clear that the former had triumphed. At the dawn of the twenty-first century, the future looks less clear. Although the age witnessed great violence and despair, it also brought forth great hopes and achievements in social thought, the arts, and technology, many of whose effects we are still pondering. Intended for Division II and III students.

M 02:30PM-05:20PM FPH 103

HACU-0248-1

Aesthetics, Race, Nation

Monique Roelofs;

This course investigates the ties between aesthetics, race and nation. Racial and national identities are aesthetic artifacts-in-process. Conversely, aesthetic productions underwrite experiences of the proper, the proprietary, the intimate, the home, the public, the workplace, the global, and other determinants of identity and difference. What is the role of taste, objects, spatiality, affect, imagination, and bodily contact in delimiting the irrevocably malleable boundaries of subjects and collectives? How do aesthetic forms both help to create difference and curtail it? How do love, hate, and violence coagulate into aesthetic forms by which we inhabit social positions, relationships, and a sense of possibility? Readings by major figures in the history of aesthetics will be conjoined with contemporary cultural/philosophical writings, artworks, and other productions across media and traditions. Students will write a final research project on a theoretical question in connection with a cultural artifact of their own choosing.

TH 12:30PM-03:20PM FPH 104

HACU-0253-1

PR IP

Video Post Production Sketchbook

Penny Lane;

This upper-level video course is an opportunity for students to build their skills in post-production techniques. More advanced skills in Final Cut Pro, After Effects and Soundtrack will be explored in a series of workshops and exercises. An ongoing engagement with viewings and critical texts will allow us to both master and challenge traditional practices in post-production. Pacing, continuity, compositing, color correction, sound mixing and special effects will be covered. Rather than focusing on a final project, students will generate a series of four to six short videos that experiment with form, style and substance. Students will also be expected to write short papers and conduct class presentations on relevant course materials. There is a lab fee charged for the course. Prerequisites: Video I or Film I. Instructor Permission Required.

M 02:30PM-05:20PM LIB B3

HACU-0254-1

PR IP

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 complete short writing assignments. 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. An additional lab workshop will meet once a week for two hours. Instructor Permission. A college-level Photography I class is a prerequisite.

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

HACU-0255-1

IP

Film Workshop II: Frame by Frame

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
IP= Instructor Permission required

William Brand;

This course is for students who have completed Film/Video Workshop I and are prepared to continue developing their own individual projects. While the film industry uses optical printing to create special effects and animation to make cartoons, this course instead, will emphasize work that uses these tools for expressive or exploratory purposes. The course will center on the use of the optical printer and the animation stand and will provide detailed instruction on planning and executing projects using these tools. The course assumes a basic knowledge of 16mm filmmaking and students are expected to independently extend their knowledge and mastery of basic production and post-production techniques. Films will be viewed in class presenting a variety of approaches to optical printing and animation as a medium for artists. Students will be expected to complete weekly exercises and a semester long independent project. While computers may be a part of a student's working process, this course does not cover computer animation and students will not be allowed to do computer animation projects for their semester project. Each student will be expected to research an artist and/or analyze a film, write a 5-8 page paper and make an oral presentation to the class. 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. Instructor permission required.

T 06:00PM-09:00PM PFB CLASS

HACU-0256-1

Ancient Epic 2

Robert Meagher;

The aim of this course will be the comparative study of four ancient epics from India, Greece, Italy, and Ireland. The core readings will comprise: the Ramayana, the Odyssey, the Aeneid, and the Tain. Each text will be considered both in its own historical and cultural context and in the larger shared context of bronze age epic, myth, and literature.

MW 02:30PM-03:50PM FPH 101

HACU-0257-1

IP

Installation Practices in Photography: Off the Wall and Into the Box

Jean Casbarian;

This advanced course will expose students to installation practices and the concurrent conceptual dialogue that occurs as it relates to photo-based imagery. It will function on the assumption of your autonomy in carrying out individual projects, and in using the group to receive constructive criticism. During the semester, you will develop a cross-disciplinary approach to art making while using the photograph as its source. You will explore various ways in which to integrate the photograph with a variety of media including image projection (both still and moving), sound, and sculptural elements while considering the space they reside in. Through readings, film/video screenings, and critical discussion, you will examine how the use of interdisciplinary applications have affected and transformed photography in the late 20th and early 21st centuries. Though some process-based assignments will be given, the dynamics of the class will rely on your ability to produce work based on your own ideas. This is an Upper Level Div II course and will require periodic screening times outside of class. . There is a lab fee charged for this course. Instructor Permission.

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

HACU/SS/IA-0264-1

PR

The Past Recaptured: Photographs, Facts and Fictions, 1935-1943

Michael Lesy;

This course will study the United States, 1935-1943, using an array of primary and secondary visual and written sources. These sources will include: (1) One hundred and forty-five thousand black and white images made of the American people by a team of documentary photographers employed by the US government (These photographs are in the FARM SECURITY/OFFICE OF WAR INFORMATION COLLECTION. This collection is available on-line, through the Library of Congress? American Memory website). (2) The Historical NEW YORK TIMES and the Historical CHICAGO TRIBUNE, available as on-line data bases. (3) David M. Kennedy?s Pulitzer Prize winning FREEDOM FROM FEAR, THE AMERICAN PEOPLE IN DEPRESSION AND WAR, 1929-1943. (4) Period novels and oral histories (e.g. Lorena Hickock?s ONE THIRD OF THE NATION). Students will learn to choose and use excerpts from this array of images and texts to build narrative sequences of words and pictures that?like movies with soundtracks?tell true stories about this country and our shared pasts. Students will be expected to create sequences of words and images that?from week to week?will be the work product of this course. This course is designed for artists who are intellectuals, and intellectuals who are artists. Prerequisite: Secondary school Advanced Placement in American History, and/or American Literature courses OR: College courses in American history and/or American Literature.

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
IP= Instructor Permission required

MW 09:00AM-10:20AM FPH 101

HACU-0265-1 **PR****Tonal Theory Music II**

Martin Ehrlich;

This class will continue the work done in Tonal Theory I. We will be studying part writing and voice leading, as well as continuing the process of understanding and using basic chromatic harmony. Within this study, we will begin to look at large scale forms and structures. Some composition assignments will be included along the way as we assimilate new theoretical knowledge. Topics and repertoire for study are drawn from European classical traditions as well as jazz, popular, and non-western musics. We will continue to use "Theory for Today's Musician" by Ralph Turek as a basic text. Each student will also do a research paper, encompassing an analysis of a composition of an artist of their choice, and an historical and cultural overview of the composer's work. Prerequisite: Tonal Theory One or equivalent.

MW 01:00PM-02:20PM MDB RECITAL

HACU-0268-1

New Jewish Identities in Post-World War II American Culture

Rachel Rubinstein;

Jewish experience, identities, and culture changed dramatically in the U.S. after the Second World War. Today's "new Jews" can be secular or spiritual, radical or neo-conservative, Zionist or anti-Zionist, fans of Woody Allen, klezmer, Seinfeld, Tony Kushner, or Heeb Magazine. Jews moved into the middle class, into the Ivy League, and into the center of American public life. At the same time, they shed Yiddish, much ritual observance, and began experimenting with new ways to define Jewishness. For some, it became a matter of political or intellectual commitment; for others, a matter of taste in comedy, food, and music; and for others, a "sensibility," or way of looking at the world. This course draws upon popular culture, film, television, literature, history, and sociology in exploring the new secular Jewish identities that emerge in the post-war era. We will explore such topics as: Jewishness and popular entertainment, Jewishness and political radicalism, Jewishness as rebellious non-conformism, Jewish ethnic and cultural revivals, Israel and American-Jewish identity, reformist spiritual movements, and a host of other surprising, "new-ish" Jewish phenomena. This course is ideal for those students interested in contemporary American culture as well as Jewish Studies and Religious Studies.

TTH 02:00PM-03:20PM FPH 106

HACU/SS-0269-1 **DR****Black Radicalism in the U.S. and Beyond, 1960s and 1970s**

Christopher Tinson;

Students in this course will engage in the study of the transition from Civil Rights liberalism to Black Power radicalism in the 1960s and 1970s. We will explore the history, ideas, voices and strategies African Americans employed in the struggle to secure rights and demand respect in the United States. While this course is centered on the struggles waged by Black people in the U.S., students will also grapple with the international events that influenced the radical politics of the period. This course will shape students' understanding of the Black Power vision of social justice and gauge its impact on the present day from the emergence of Black Studies departments to Hip-Hop culture. This course satisfies the Division I distribution requirement. REA, MCP, PRJ, PRS, WRI

MW 10:30AM-11:50AM FPH 107

HACU-0271-1 **PR****Photography, Memory and History**

Sandra Matthews;

Photography and memory are inextricably intertwined. Photographs give form to the past ? to our own personal histories as well as to national and world events. We will explore the complex ways in which photographs structure our private and public memories: grounding our work first in family photographs, we will then investigate the relationship of photography to history and the concept of "collective memory". Students will read widely, write critically, do archival research and complete visual projects. (This course does not provide access to photography facilities.) This course is appropriate for Division II and III students.

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

HACU/CS/NS-0275-1 **DR****Science in the Islamic World: From Almagest to the Islamic Bomb**

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
IP= Instructor Permission required

Salman Hameed;

History of western science would be incomplete without the inclusion of Arab and Muslim contributions in the Middle-ages. In this course we will explore some of the reasons behind the outstanding growth of scientific reasoning in the Islamic world, including the motivation for translating Greek works and the role of religion in the early progress of science. While we are familiar with prominent Greek philosophers and scientific personalities of the post- Renaissance era, the lives of many Muslim scientists such as Al-Haytham (Alhazen), Ibn- Sina (Avicena), Ibn-Rushd (Averros) and their contributions remain largely unknown to many students. We will also explore the fascinating philosophical struggle between the rationalist and the traditionalist (orthodox) philosophers. The course will conclude with a look at the reasons for the later decline of scientific thinking in the Islamic world and the contemporary struggles to reconcile modern science with traditional religious systems. This course satisfies Division I distribution requirements. MCP, WRI

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

HACU-0277-1

Contemporary Australian & New Zealand Cinema

Eva Rueschmann;

From the Australian Film Renaissance of the 1970s represented by such directors as Peter Weir, Fred Shepisi and Gillian Armstrong to the "Lord of the Rings trilogy" and "Rabbit Proof Fence", Australian and New Zealand have made a unique impact on international cinema. In this course, we will examine the ways in which selected films (features, shorts and independent film) from both countries engage with issues and themes involving national identity, race, history, myth, landscape and the ability of two small film cultures to survive the economic and cultural dominance of Hollywood. Our weekly film screenings will be supplemented by a discussion of short stories, poems and a novel in order to situate Australian and New Zealand cinema within a broader cultural and political framework.

W 02:30PM-05:20PM FPH 106

M 06:30PM-09:30PM FPH ELH

HACU-0278-1

DR

IP

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 audio commentary 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

TH 09:00AM-11:50AM FPH 107

HACU-0280-1

IP

Iranian Cinema Close Up

Simin Farkhondeh;

Iran is home to one of the oldest civilizations in the world, going back over 3500 years. Image making is not a new concept for this ancient culture. Americans and the West tend to associate two conflicting sets of images with Iran: Ayatolla Khomeini and the hostage crisis, "Axis of Evil," Islamic fundamentalism, Shi'ia terrorists, and the revolution; or Persia, as the English imperialists called Iran, is imagined as mysterious and exotic: home of spiritual poetry, sensual music, the land of gardens, Rosewater, and Thousand and One Nights. Both of these constructions render Iran/Persia as alien and other, representing everything that "we" are not. Studying Iranian Cinema provides an opportunity to examine some of our own silent, "privileged" constructions of the Western identity. Cinema came to Iran not too much later than its first screenings by the Lumier Brothers in Europe. This course will look at the development of Iranian Cinema over the decades taking into account the many socio-political upheavals, imperialist interventions and their impact on this art form. We will be looking at silent and sound films spanning a period of over a hundred years. Class activities include screening of Farsi language fiction and documentary films; in-class presentations and group discussion of selected screenings and theory readings. Class

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IP= Instructor Permission required

writing assignments can be interpreted as short video/film projects with prior instructor agreement. Wherever required technical workshops will be provided outside of class for those students who want to turn their written assignments into films. Some written assignments will be required of all students.

W 09:00AM-11:50AM FPH 102
T 07:00PM-09:00PM FPH 102

HACU-0282-1

Writing the Self: Varieties of Memoirs and Autobiography

Mary Russo;

In the last 20 years, there has been a remarkable transformation in the forms of autobiographical writing. "Personal writing" has infiltrated fiction, critical essays, philosophical treatises, ethnography, legal discourse, medical case studies, and political history. In this course, we will consider the varieties of contemporary memoirs and their relationship to earlier forms of confessional and testimonial writing. Political memoirs, spiritual memoirs, literary memoirs, psychoanalytical memoirs, memoirs of illness, recovery, and trauma will be discussed in relation to cultural and scientific theories of memory, its loss and recovery. Students will be expected to complete short analytical papers each week and to choose a final project that incorporates personal writing.

T 09:00AM-11:50AM EDH 5

HACU-0284-1

PR IP

Intermediate Painting: Form and Content

James Phillips;

This course will broaden students' knowledge of technical and material issues of oil painting. We will examine the connection between the form of a painting and its content. We will also consider how art history and social issues shape the work we produce. Students will paint perceptually from the still life, the figure, and the landscape and will be encouraged to develop a clear line of questioning in their work. Class meets six hours a week and the course demands a minimum of six hours a week of outside work. Students will be expected to complete several reading assignments that will be discussed in-class. This course is required for arts concentrators wishing to do advanced work in painting. A lab fee will be required. Prerequisite: Intro to Drawing and Intro to Painting. Instructor permission required.

TTH 09:00AM-11:50AM ARB STUDIO 2

HACU-0288-1

PR

Advanced Drawing: Drawing as Gesture, Act and Statement

Susan Landau;

Drawing is arguably the most direct of artistic practices as well as the most universally utilized by a vast array of artistic disciplines, practices and traditions. Its breath ranges from the most utilitarian of purposes to the most esoteric and it is employed in acts of making that run the gamut from documentive to performative. This class will explore the possible full and complex role that drawing can play in each student's artistic practice. Through a series of assignments students will be challenged to question their concept of and approach to drawing, with the aim of discovering new means and purposes of integrating a "drawing practice" into the exploration of their individual artistic interests and concerns. In critiques and discussions centered on artists presentations and readings, we will continually readdress the primary relationship between the formal and the conceptual in artwork. This is a course intended for Division III and upper level Division II arts concentrators. Prerequisite: A filed Division II contract, Drawing I or IA's "Foundation in Drawing and Visual Media", and at least two 200 level studio classes completed in good standing. Please be prepared to bring your evaluations and or transcripts for these courses to the first class.

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

HACU-0289-1

PR

Mystics and Texts

Alan Hodder;

No issue in the comparative history of religion dramatizes the challenges of cross-cultural study of religious phenomena more than what is referred to as "the problem of mysticism." Is the mystic a kind of lone ranger of the soul whose experience reveals and confirms the transcendental unity of all religions, or are the experiences of mystics entirely predetermined by a the mystics' respective contexts of history, tradition, language, and culture? What is the relation between the mystic's "interior" experiences and what he or she writes about them? In this course we will undertake a comparative study of "mystical" and scriptural texts representing Neoplatonic, Christian, Hindu, and Buddhist traditions

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within the framework of modern and contemporary critical contributions to the history, psychology, and philosophy of mysticism. Among the mystics and texts considered are: Plotinus, The Cloud of Unknowing, Julian of Norwich, Teresa of Avila, selected Upanishads, the Bhagavad Gita, Mirabai, Ramakrishna, Milarepa, and Dogen. Prerequisite: at least one course in the study of religion or philosophy.

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

HACU-0291-1

Utopia: Visionary Art, Architecture and Theory

Karen Koehler;

This course is an examination of utopian plans in modern architecture and art, including the works of Claude-Nicolas Ledoux, William Morris, Ebenezer Howard, Bruno Taut, Frank Lloyd Wright, Walter Gropius, Le Corbusier, El Lissitzky, Kandinsky, Buckminster Fuller, Coop Himmelblau, and others. This class will consider the expression of utopia in architectural drawings, buildings, and plans in relationship with other art forms (painting, sculpture, the decorative arts, etc.) The course will consider the role of history in utopian schemes—how different projections about life in the future are also harsh criticisms of the present, which often rely upon real or imagined views of social organizations in times past. The course begins with an examination of significant literary utopias, including the books by Sir Thomas More, Edward Bellamy, and William Morris. Different philosophies and approaches to utopian design will be studied, as in the theories of Jean Jacques Rousseau, Pktr Kropotkin, Ernst Bloch, Karl Mannheim and Lewis Mumford. This class will also examine the critically important relationship between theory and practice, by looking at the successes and failures of actual attempts at utopian communities, and will conclude with a discussion of contemporary sensations of dystopia and chaos, and consider whether utopian imagining is possible for the 21st century.

M 01:00PM-03:50PM EDH 1

HACU-0292-1

PR IP

Feminist Philosophy and Performance-based Media

Monique Roelofs; Baba Hillman

This is an advanced production/theory class for philosophy and film/video students. Through readings, screenings, and discussion we will question the visual and performative epistemologies of a range of filmmakers in the context of feminist philosophical writings by among others, Kristeva, Irigaray, Spivak, Braidotti, Butler, Lugones, and Ahmed. We will consider the works of Mona Hatoum, Ximena Cuevas, Apichatpong Weerasethakul, Florence Ayisi, Kim Longinotto and Marguerite Duras among others, and examine the diverse performative strategies these video and filmmakers use to confront questions of gender, race, class, sexuality and transnationality. We will examine how these films cut across performative codes in moves that question the act and meaning of performance in relation to media; how they reflect the artists' drive to create visual and physical languages that embody the questions and ideas that inspire them; and how these films speak with and/or against the feminisms envisaged in the philosophical literature. Students will complete a paper, two short collaborative videos and one longer performance-based project on film or video. Prerequisites: Video I, Film I, or another 100 or 200 level production/theory class or a 100 or 200 level class in philosophy, Literature, feminist theory, or postcolonial theory. Instructor permission required.

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

W 06:30PM-09:30PM PFB CLASS

HACU-0294-1

PR

Arts Concentrators Division II Seminar: An Exploration of the Relationship Between Form, Content, and Meaning in Artistic Work

Susan Landau;

This class will be structured around a series of assignments designed to be adapted to each students' particular artistic concerns and interests. The objective of the course is to create an environment where, along with addressing questions related to their own Division II concentration, students will be challenged to step outside of their current path of inquiry in order to return to it with fresh artistic perspectives. In critiques of students' artistic work and discussions centered around artists' presentations and theoretical readings we will continually readdress the primary relationship between the formal and the conceptual in artwork across disciplines. Through our discussions and readings we will be exploring the meaning of an evolving and pluralistic definition of art and artistic practice. Some of the authors we will read include Barths, Brecht, McEvilly, and Phelan. Students will also have the chance to develop their ability to write and speak clearly about their own artworks. Prerequisite: This course is open to students with a filed Division II contract in any visual or interdisciplinary artistic field.

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

HACU-0296-1 PR

Symbolists and Decadents

Sura Levine; Polina Barskova

Building on the "breviary of decadence," J.K. Huysmans' *Against the Grain*, this course will examine the period of the turn-of-the-century, which witnessed two major trends in the arts: a sense of the decadence that coincided with the turn-of-the-century and a social and artistic rejuvenation associated with that same event. We will explore this dual notion of the fin-de-siecle in the visual and literary arts. Documents from the period along with more recent art historical and literary criticism will introduce students to the thematic, philosophical, and stylistic bases that formed these arts as a way to develop a vocabulary and the necessary analytical skills to discuss visual and verbal representation. Among the artists and writers to be included are Moreau, Redon, Munch, Khnopff, Rops, Horta, Klimt, Brooks, Somov, Benois, Bauer, Dobuzhinsky, Mucha, Beardsley, Denis, Baudelaire, Mallarme, Rodenbach, Huysmans, Rachilde, Wilde, Blok, Akhmatova, Gippius, and Diagilev. Prerequisite: Division II students.

W 01:00PM-03:50PM FPH WLH

HACU-0299-1 IP

Division II Independent Projects Seminar in Film, Video, Photography, and Installation

Abraham Ravett;

This course will provide an opportunity for Division II students in film/video, photography and related media that wish to pursue their own work, creating at least one completed new project for inclusion in the Division II portfolio. Each student will be required to present his/her work to the group several times during the semester. The members of the workshop will provide critical, technical and crew support for one another. Team projects are supported as long as each participant has a distinct and responsible role in the making of that work. Technical workshops will be offered where necessary. However, prior to joining the workshop, students must have some level of mastery over his/her medium as well as course evaluations in prerequisite areas. 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 contribute to the overall experience of the workshop. All of these activities including active verbal contributions to all sessions are required of each student under the guiding principle that tracking each other's intellectual and creative process will help each person develop their respective project. A lab fee of \$50 covers the use of Hampshire's equipment plus film/video rentals. This course provides a structured context in which to do independent work at the Division II-level. Prerequisites: evaluations from at least two courses in a related discipline.

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

HACU-0301-1

Milton in Seventeenth Century Context: Authority, Exploration, Choice

L. Brown Kennedy;

Focused by a semester-long reading of Milton's epic poem, *Paradise Lost*, this seminar will think about some of the major intellectual and social controversies--philosophic, political, religious, scientific, familial/sexual, economic--that roiled the middle decades of the Seventeenth century in England and the new North American colonies, as well as on the Continent. We will read Milton alongside a selection of texts by, among others, Bacon, Hobbes, Descartes, Shakespeare, Donne, Elizabeth Carey, Oliver Cromwell, Amelia Lanyer, Eleanor Davies and various Ranters and Levelers. Sometimes described as the beginning of the modern world, this period saw in England: an attack on the legitimacy of monarch and Church, violent Civil War, changes in family structure and a small explosion in writing by women, the imaginative as well as practical impact of the discoveries of Galileo, Newton and Harvey, increased encounters with non-European peoples, along with the articulation of ideas of overseas expansion, trade, and manifest destiny--topics we may explore as we work out way through Milton's poem, reading it also with close attention to its language and structures. This upper-level seminar is designed for students with college-level background in literature, history, philosophy or related fields.

TH 12:30PM-03:20PM FPH 103

HACU-0305-1 PR

Advanced Painting: Figuration

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IP = Instructor Permission required

Judith Mann;

We will primarily work directly from models, and consider varied approaches to the formal and perceptual demands of the subject. An emphasis will be placed on continued development of knowledge of the formal scale and support, surface and mark, historical and contemporary sources, and color, space and light. Students will be expected to work on these skills in and out of class, and assignments will encompass a range of relevant processes, including invented and multiple figures, analyzing the structure of works, and some writing and reading. This is a directed studio course intended for advanced painting concentrators who desire to deepen their understanding of formal painting in tandem with rigorous figure study. Prerequisite: Introduction to Drawing, Introduction to Painting, Intermediate Painting.

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

HACU-0322-1

IP

Theory Three

Mary Russo;

This seminar is designed for Division III and upper-level Division II students whose projects or concentrations have a theoretical component. Students in literature, conceptual or installation art, film, gender criticism, or critical theory who would like to develop an aspect of their final project or a Division II capstone paper are especially welcome. Students will have the opportunity in this course to shape our syllabus and reading lists. Prerequisite: Previous courses in postmodern literary theory, feminist theory, aesthetics, film history, or critical theory. Instructor permission required.

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

HACU-0323-1

When East Meets West and Vice Versa: Buddhism During the Colonial Period

Bong Joo;

Did you know that the popular image of Buddhism in the West has its roots in Asian reinterpretation of and Western fascination with Buddhism during the nineteenth- and early twentieth-century? Before its introduction to the West, particularly to the US, Buddhism became "prepackaged" as a rational, humanistic, ritual-free religion of direct Enlightenment experience as the result of Asian encounter with the West. This course will explore the history of Westerners' discovery of Buddhism as well as modernizing efforts made in various parts of Asia during the colonial period. Emphasis will be on the cases of Sri Lanka, Japanese and Tibetan Buddhism. In addition, the rhetoric of scientifically compatible Buddhism, the influence of German philosophy and Christian missionaries, Buddhism's rise to the World Religions and the "secondary" Orientalism among Asians will be closely examined. This course is designed to appeal to students interested in modern Asian history, Buddhism, and/or religion and modernity.

W 02:30PM-05:20PM FPH 105

HACU/SS-0326-1

IP

Seminar in Music, Culture, and Ethnography

Rebecca Miller;

This integrative seminar is designed for Division III students who are working on any aspect of ethnography, music, and other types of cultural production. Readings in cultural theory and issues specific to ethnographic work (the emic/etic divide, notions of authenticity, etc) will offer students theoretical frameworks from which to locate their research from their Division III projects. Additional reading assignments will be student selected. Students will read and critique each other's Division III work and will prepare class presentations of their research throughout the semester. Instructor permission required.

W 01:00PM-03:50PM EDH 1

HACU-0327-1

IP

Gender, Race, and Sexuality in the Digital Age

Susana Loza;

This seminar will explore the interface of technology with gender and race, how the concepts of gender, race, and sexuality are embodied in technologies, and conversely, how technologies shape our notions of gender, race, and sexuality. It will examine how contemporary products -- such as film, video games, science fiction, plastic surgery, blogs, and biotechnologies -- reflect and mediate long-standing but ever-shifting anxieties about race, gender, and sexuality. The course will consider the following questions: How do cybertechnologies enter into our personal, social, and work lives? Do these technologies offer new perspectives on cultural difference? How does cyberspace reinscribe or rewrite gender, racial, and sexual dichotomies? Does it open up room for alternative identities, cultures, and communities? Does it offer the

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possibility of transcending the sociocultural limits of the body? Finally, what are the political implications of these digital technologies? Instructor Permission Required.

W 01:00PM-03:50PM FPH 107

HACU-0331-1 **PR**

Computer Music II

Daniel Warner;

This course will focus on topics in sound synthesis and composition using the MAX/MSP/JITTER Programs. Students will undertake projects in interactive and algorithmic composition, experimental traditions, and multimedia approaches. Other topics to be covered include sound analysis, theories of timbre, and concepts of musical time. Prerequisite is HACU290 Computer Music or equivalent course.

TH 12:30PM-03:20PM LIB B3

HACU-0342-1 **PR**

Scientific Foundations of Dance II

Fritha Pengelly;

This course introduces selected topics in human physiology and biomechanics and explores their applications to dance. Broadening our view of the interconnectedness of all physiological functions in the body, we will look at how the chemistry in the body affects: muscles, bones, joints, injuries, energy, mood, strength, overall health and performance, and effectiveness of training. Experiential in-class exercises will be utilized to integrate lecture material on a kinesthetic level. Students will be encouraged to understand scientific concepts and to build confidence in knowledge of their own bodies. Topics include basic physiological concepts, the nervous system, muscle physiology, nutrition, and biomechanics. Prerequisite: Scientific Foundations of Dance I.

TTH 10:30AM-11:50AM MDB SMALL

HACU/SS-0355-1 **PR**

Gender Race and Class

Laurie Nisonoff;

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

T 12:30PM-03:30PM FPH 104

HACU-0399-1 **IP**

Film/Photography/Video Studies Seminar

William Brand;

This course is open to film, photography and video concentrators in Division III and others by consent of the instructor. The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a forum for meaningful criticism, exchange, and exposure to each other. In addition, various specific kinds of group experience will be offered, including lectures and critiques by guest artists and professionals and workshops in advanced techniques. The course will include discussions of post-graduate options and survival skills including tips on fundraising, exhibition and distribution, and graduate school applications. There will be a \$50 lab fee. Enrollment is limited to Division III concentrators; contracts must have been filed prior to enrollment. All others must have permission of the instructor.

W 01:00PM-05:00PM PFB CLASS

HACU-1IND-1

Independent Study

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IP= Instructor Permission required

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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HACU-2IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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HACU-3IND-1

Independent Study

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INTERDISCIPLINARY ARTS (IA)

IA/LS-0101-1

Elementary Spanish

Nubia Gonzalez;

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. PRJ, MCP, PRS

MW 04:00PM-06:30PM FPH 108

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. PRJ, MCP, PRS

MW 01:00PM-03:30PM FPH 102

IA/HACU/WP-0103-1

Introduction to Writing

Deborah Gorlin;

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

TTH 10:30AM-11:50AM GRN WRC

IA/LS-0112-1

PR

Elementary Chinese II

Kay Johnson;

Elementary Chinese II: This course covers the second semester of beginning Chinese (LS/IA 111). It will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and K. Johnson. The course will continue to use the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 2; Integrated Chinese Workbook Level 1, Part 2; Integrated Chinese Character Workbook, Level 1, Part 2. The class will meet three times a week (Monday, Wednesday, Friday from 5:00-5:50) for one hour each session; there are also two one-hour drill sessions per week (Tuesday and Thursday 5:00-5:50) for a total of five class periods per week. Students who complete this class will be able to continue studying Chinese at the intermediate level at any of the other Five Colleges. Prerequisite for this class is one semester of college level Chinese or the equivalent. PRJ, MCP, PRS.

MTWTHF 05:00PM-05:50PM FPH 107

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
IP = Instructor Permission required

IA/LS-0124-1

PR

American Sign Language Level II

Ruth Moore;

This course furthers the development of receptive and expressive signing skills. The course introduces the more complex grammatical structure including signing space, body posture and facial expression. More information about the deaf community will be done through readings, videotapes and events. Prerequisite: successful completion of American Sign Language, Level 1 or equivalent proficiency. PRJ, MCP, PRS

TTH 12:30PM-01:50PM FPH 107

IA-0125-1

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 may 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. EXP, PRJ, REA.

MW 02:30PM-03:50PM EDH 5

IA/LM-0180-1

Design Fundamentals I

Donna Cohn;

This is an introductory level design class that will begin with a series of guided activities and culminate in a final independent project. Students will become familiar with a range of basic design tools and skills, such as drawing, model making and prototyping in materials such as cardboard, metal and plastic. 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.

TTH 02:00PM-03:20PM LCD SHOP

IA-0183-1

Integration of Creative Drama and Core Curriculum

Natalie Sowell;

A Chinese Proverb states, "Tell me and I'll forget; show me and I may remember; involve me and I'll understand." The core curriculum subjects of language arts, social studies, mathematics, and science are often taught through modalities recognized to be ineffective to many students. Integration of creative drama with basic subject areas provides opportunities to fully engage students in their educational process. In this course we will explore how history and science may be examined through the role-playing mode of process drama, how language arts, social studies and geometry can be taught through improvisation and story dramatization, and how abstract concepts of math are made comprehensible and critical thinking skills are encouraged through pantomime and movement. Gardner's multiple intelligences, Heathcote's mantle of the expert, and other theories and practices will be considered to gain further understanding of the possibilities creative drama presents in primary and middle school education. EXP, MCP, PRJ, PRS.

TTH 02:00PM-03:20PM EDH 19

IA-0184-1

DR

Ideas in Sculpture and Design

Nathaniel Cohen;

In this course, students will be introduced to many of the ideas that have shaped sculpture, three-dimensional design, and other elements within the built environment. The course will combine a classroom format with a studio component, giving students the opportunity to engage in research as well as study three-dimensional form and space, primarily through drawing. The class will also explore collage and sculptural reliefs. Please note: this is not a hands-on sculpture course. By means of slide lectures, studio work, museum field trips, group discussions and independent research projects, students will gain a greater understanding of three-dimensional art and design. Students will share their drawings

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IP= Instructor Permission required

throughout the course and keep individual design notebooks. In a final project, students will complete independent research in their own areas of interest and present their findings to the class through a variety of media. This course satisfies Division I distribution requirements. PRJ, PRS, REA, EXP, WRI.

W 03:30PM-05:00PM FPH FACLGE
F 02:30PM-05:20PM ARB STUDIO 2

IA-0198-1 **DR**
Staging Original Drama

Djola Branner;

A studio course which applies introductory principles of directing to writing, staging and performing original dramatic material. Primary concerns are developing a collaborative language between playwrights, directors and actors, crafting and staging clear dramatic events, integrating movement, music and text as theatrical language, and creating ensemble through collaboration. Assignments include co-scripting, staging and performing in one evening of original drama, completing one written character analysis, and writing one theatre review. Due to the highly collaborative and experiential nature of this course, attendance and punctuality are essential: two absences, but no late arrivals will be permitted. REQUIRED texts: "The Viewpoints Book" by Anne Bogart and Tina Landau, and "The Performer's Guide to the Collaborative Process" by Sheila Kerrigan. This course satisfies Division I distribution requirements. EXP, PRJ, PRS, REA, WRI

TTH 12:30PM-03:20PM MDB 102

IA/LS-0201-1 **DR PR**
Intermediate Spanish I

Nubia Gonzalez;

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

TTH 12:30PM-03:20PM FPH 102

IA/LS-0202-1 **DR PR**
Intermediate Spanish II

Daniel Cuenca;

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

TTH 12:30PM-03:20PM FPH 101

IA-0211-1 **IP**
Teaching Art in the Elementary School

Jana Silver;

This course will explore methods of teaching art to children in grades K-6. Class meetings will include discussions and exploration of contemporary issues within the field of Art Education. We will focus on theoretical and practical approaches to teaching visual arts. Students will work in groups and individually to plan lessons for elementary school children and experience hands-on teaching in a local elementary school. Entry into this course is based on instructor's permission. Contact instructor for details jsilver@hampshire.edu.

M 01:30PM-04:30PM LCD 113

IA-0219-1 **DR** **PR****Color Practice & Theory**

Scott Reeds;

The relative sensation and substance of color will be studied both conceptually and from direct observation. The goal of this course is to help students command a dynamic sense of color in their work. We will work with oil paint and gouache and learn the mechanics of color mixing. We will discuss and apply various color harmonies and the optical effects of color grouping. Our work will explore the relationship of color and light in a two dimensional format. References to important historical accomplishments will be a context for current work. In and out of class, students will complete assignments supported by readings from theorists such as Birren, Albers and Itten among others. Slide presentations and group discussion will help connect students with an understanding of the issues important to their studio practice.

Prerequisites include Drawing 1or Intro to Painting. This course satisfies Division I distribution requirements. EXP, PRJ.

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

W 05:00PM-07:20PM ARB STUDIO 2

IA-0227-1

IP**Using Suspense in Story**

Katherine McGovern;

Writers of all genres know that suspense is integral in the creation of stories that keep people turning the pages of your work. You needn't be interested in writing about crime, mayhem, or even mystery to benefit enormously from reading some classic short stories in the genre and looking carefully at how these stories are structured, how information is revealed, and how fully drawn characters emerge. We will be looking at the writing of some of the masters: Edgar Allen Poe, Patricia Highsmith, Stephen King, Raymond Chandler, and Josephine Tey, to understand better how suspense is created and sustained throughout a story. While this will be the focus of our readings and some short writing exercises, you will be free to write stories in any style/genre you choose for workshop.

TH 12:30PM-03:20PM EDH 5

IA-0228-1

DR**Storytelling as Performance: Voice, Body, Narrative**

Natalie Sowell;

Storytelling is an oral art form whose practice provides a means of preserving and transmitting images, ideas, motivations, and emotions. The practice of oral literature is storytelling. A central, unique aspect of storytelling is its reliance on the audience to develop specific visual imagery and detail to complete and co- create the story. The primary emphasis of this course is in developing storytelling skills through preparation, performance, and evaluation. In this class you will research storytelling traditions and the resurgence of storytelling in America. Participants will engage in exercises and activities to enhance the delivery of telling stories; learn to incorporate various techniques to engage audiences; and develop an awareness of resources, materials, and philosophies of storytelling. This class is designed to help participants build a storytelling repertoire which will express their unique identities as tellers. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, PRS, REA, WRI

TTH 10:30AM-12:30PM EDH 19

IA-0229-1

DR**Object and Environment**

Gregory Kline;

In this course students will explore the sculptural object as a self contained form and as an element within a found or created environment. Traditional materials such as steel, wood, plaster and concrete will be taught concurrently with more ephemeral materials including paper, wire mesh and found materials. Ideas originating within the traditions of modernism, postmodernism, minimalism, post minimalism, installation art and public art will be introduced through slide lectures, readings and independent research. The course will culminate in an independent project. An introductory level course in sculpture is recommended. This course satisfies Division I distribution requirements. EXP, PRJ, PRS.

TTH 01:00PM-03:20PM ARB SCULPT

IA-0231-1 **DR**
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 requirements. EXP, PRS, PRJ

TTH 12:30PM-01:50PM EDH 19

IA/LM-0235-1 **DR**
Creative Electronics
 Stephen Banzaert;

This course will familiarize the student with some of the basic creative applications of electronics. We will cover the fundamentals of electronic design as well as examine and modify common electronic devices. This approach encourages an understanding of electronics through both hands on experience and technical knowledge, with a strong emphasis on building projects. Students are encouraged to look to pre-existing devices for artistic materials, and build what is necessary from scratch. This will be a project-based course; the majority of class time will be spent experimenting and building. Prior experience with electronics is not required, but the student should be comfortable using basic hand tools. Each student will be supplied with a course kit which will include all the necessary tools as well as a variety of common and useful electrical components. This course satisfies Division I distribution requirements. EXP, PRJ, PRS. Lab fee: \$80.

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

IA-0236-1 **DR**
The Practice of Literary Journalism
 Michael Lesy;

Literary journalism encompasses a variety of genres, including portrait/biography, memoir, and investigation of the social landscape. At its best, literary journalism uses such dramatic devices as plot, characterization, and dialogue to extend and elaborate the who/what/where/when/and why of traditional journalism. By combining evocation with analysis, immersion with investigation, literary journalism tries to reproduce the complex surfaces and depths of the real world. Books to be read will include: "The Art of Fact," by Kevein Kramer and Ben Yagoda, "Let us Now Praise Famous Men," by James Agee and Waler Evans, "Dispatches," by Michael Herr and "Awakenings," by Oliver Sacks. Students will be asked to write short, nonfiction narratives that will require participant/observation of local scenes and interview/conversation with the people who inhabit them. Students will then be asked to extend these "short stories" into longer pieces that have casts of "characters" and plots. The field work will demand initiative, patience, and curiosity. An ability to meet weekly deadlines as well as well-prepared class participation will be required. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, PRS, REA.

TTH 09:00AM-10:20AM FPH 101

IA/LM-0237-1
Appropriate Technology in the Developing World
 Donna Cohn;

This course will look at the issues involved with design and fabrication in situations where there are limited resources. Students will engage in the hands-on study and design of technologies considered appropriate for less developed economies. Topics will include water quality, human powered cargo transportation, energy production, food storage and preparation, and wheelchair technologies. We will consider factors that make for successful adoption and widespread use of appropriate technologies.

MW 10:30AM-11:50AM LCD 113

IA/LM-0240-1 **IP**
Social Entrepreneurship: Starting Your Own Socially Responsible Enterprise
 Colin Twitchell;

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
 IP= Instructor Permission required

This course will give participants an introduction to social entrepreneurship and be focused on enterprise creation. Through readings, case studies and other activities this course will start by exploring what social entrepreneurship is and the impact that it has on society. From this exploration we will go on to investigate how social enterprises are created and the types of organizational structures that constitute them. The latter part of the course will largely be devoted to the creation of a social enterprise concept plan and pitch for your enterprise. Participants in this course will be expected to actively research relevant social entrepreneurial material and share it with others in the course. Art and disability will be prominent perspectives through which the course will view social entrepreneurship. Instructor Permission Required.

TTH 02:00PM-03:20PM LCD 113

IA-0247-1 **DR**

White on Black

Robert Coles;

What happens when a white American author chooses black American life as subject matter? Is it possible for white Americans to write about black life without stereotyping and misrepresenting? This class will focus on such questions involving literary texts, mainly novels and plays, that explore black American life and experience. We will read these works and ask further questions: What unique vision do white authors bring when they treat black life? How have these works and authors contributed to the development of American literature? How has social history shaped and informed these texts? We will also examine patterns, themes, and motifs that have emerged historically in them?e.g., the tragic mulatto, primitivism, rape and lynching. Among texts we will read include: Harriet Stowe, UNCLE TOM'S CABIN; William Faulkner, LIGHT IN AUGUST, Fannie Hurst, IMITATION OF LIFE; John Griffin, BLACK LIKE ME; Joyce C. Oates, BLACKGIRL/WHITE GIRL; William Styron, CONFESSIONS OF NAT TURNER; Lilian Smith, STRANGE FRUIT; Eugene O'Neil, EMPEROR JONES; Edward Albee, DEATH OF BESSIE SMITH. This course satisfies Division I distribution requirements. WRI, REA, PRS, PRJ, MCP.

TTH 10:30AM-11:50AM FPH 104

IA-0255-1 **PR**

Poetry Workshop: Writing Poems about Visual Art (aka Ekphr)

Heather Madden;

For centuries, poets have been inspired by the works of visual artists. In this workshop, we'll study the art-inspired poems of a range of poets (from Romantic poet John Keats to contemporary poet Jorie Graham). As we explore the balance between the poem as an independent work and the poem as an art-inspired text, we'll grapple with a number of questions, including: "Does one's appreciation of such poetry require familiarity with the art that inspired it?" Early in the semester, workshop members will identify an artist whose work they find inspiring. For the remainder of the semester-- through focused assignments, in-class writing exercises, research, careful consideration of sources related to the selected artist, and peer workshops--each member will work to develop a portfolio of 10-12 inter-related, art-inspired poems. Prerequisite: This class is designed for students who have had at least one college-level poetry workshop or an equivalent course in Visual Arts.

M 01:00PM-03:50PM FPH 107

IA-0256-1

Sound Design for Theatre

This course is an introduction to the fundamentals of sound design. Subjects covered in the first semester will include, but not be limited to: design concepts and execution; script analysis; editing basics; basic system configuration; playback delivery systems, and voice-over recording. These subjects will be explored and developed over the course of a series of lab projects and one complete design process, the latter of which will be teched and presented, with actors, at the end of the semester. Students will be expected to present weekly assignments in the process of developing their final design projects.

T 09:00AM-11:50AM LIB STUDIO3

IA/HACU/SS-0264-1

PR

The Past Recaptured: Photographs, Facts and Fictions, 1935-1943

Michael Lesy;

This course will study the United States, 1935-1943, using an array of primary and secondary visual and written sources. These sources will include: (1) One hundred and forty-five thousand black and white images made of the American people by a team of documentary photographers employed by the US government (These photographs are in the FARM

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IP= Instructor Permission required

SECURITY/OFFICE OF WAR INFORMATION COLLECTION. This collection is available on-line, through the Library of Congress? American Memory website). (2) The Historical NEW YORK TIMES and the Historical CHICAGO TRIBUNE, available as on-line data bases. (3) David M. Kennedy?s Pulitzer Prize winning FREEDOM FROM FEAR, THE AMERICAN PEOPLE IN DEPRESSION AND WAR, 1929-1943. (4) Period novels and oral histories (e.g. Lorena Hickock?s ONE THIRD OF THE NATION). Students will learn to choose and use excerpts from this array of images and texts to build narrative sequences of words and pictures that?like movies with soundtracks?tell true stories about this country and our shared pasts. Students will be expected to create sequences of words and images that?from week to week?will be the work product of this course. This course is designed for artists who are intellectuals, and intellectuals who are artists. Prerequisite: Secondary school Advanced Placement in American History, and/or American Literature courses OR: College courses in American history and/or American Literature.

MW 09:00AM-10:20AM FPH 101

IA-0265-1

IP

Point of View in Fiction: A Course in Reading and Writing

Benjamin James;

One of the most profound pleasures reading offers us is the possibility of losing ourselves in someone else?s distinctive and engrossing point of view. Such an immersion is especially informative in our current world, where divergent perspectives between individuals, communities, or cultures often lead to devastating eruptions of violence. This will be a craft-based reading and writing course, focused particularly on narrative point of view. Through short and long assignments, we?ll work with all the forms of first-, second-, and third-person narration (including that most delicious and elusive of narrative forms, the fluid third-person), our goal being a depth of perspective that saturates the world of the fiction. Particular emphasis will be placed on the dynamic and frightening process of imagining our way into the experiences of people who are (or seem) unlike ourselves. We?ll do extensive reading of published work, including a survey of several novels narrated by dogs. Instructor Permission Required.

TH 12:30PM-03:20PM LIB KIVA

IA-0268-1

DR

PR

Making A Scene

Djola Branner;

A studio course which applies introductory principles of acting to contemporary American scenes. Primary concerns are identifying and playing clear objectives, developing character through behavior, and developing a language for the critical analysis of contemporary drama. Assignments include performing three contemporary American scenes, presenting two life studies, completing three written character analyses, and writing one theatre review. Due to the highly collaborative and experiential nature of this studio course, attendance and punctuality are essential: two absences, but no late arrivals will be permitted. PREREQUISITE: Opening the Instrument (or another college level introductory acting class). This course satisfies Division I distribution requirements. EXP, PRJ, PRS, REA, WRI.

MW 09:00AM-11:50AM EDH 19

IA-0275-1

IP

Documentary Drama

Talya Kingston;

This course will explore the creation and ethics of documentary drama. Concentrating on the contemporary American repertoire, students will read and analyze the works of Peter Weiss, Emily Mann, Anna Deavere Smith, Eve Ensler and The Tectonic Theater Company amongst others. Students will also have the opportunity to research, edit and perform oral histories and historical documents, learning first hand the responsibilities of representing a "real" story on stage.

MW 09:00AM-10:20AM EDH 1

IA-0293-1

PR

Design Response

William Kramer;

In this course we will explore the techniques of design choices: choices in approach style and execution. We will try to address the process of designer response through a series of practical, collaborative exercises and hopefully gain some insight into such questions as: 1. How can a designer validate his response? 2. What criteria should a designer establish during first readings? 3. How is style determined? 4. How is artistic consensus achieved? 5. How are style and approach expressed? 6. What is the importance of medium and technique to presentation and portfolio work? Expectations:

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IP= Instructor Permission required

As an advanced design course, you will be expected to do a considerable amount of work on your own. Your designs will be presented in class for critique and evaluation. Work will be based on a selected number of scripts in conjunction with individual, progress conferences and more formalized presentations. In order to receive an evaluation for this course, you must complete all assignments, participate actively in critique sessions and turn in a self-evaluation and a full portfolio.

Prerequisite: IA 125 or equivalent

TTH 02:00PM-03:20PM EDH 1

IA/LS-0312-1

PR

Advanced Intermediate Chinese

Yan Lu; Kay Johnson

This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by K. Johnson. Students entering this class will be expected to have completed the equivalent of at least one semester of an intensive college-level Intermediate Chinese course. The class will cover the second half of Integrated Chinese Level 2. Materials from Chinese magazines and other primary Chinese sources will be used to augment the text as the course progresses. Emphasis will be placed equally on speaking, reading, and writing. By the end of the course, students will be expected to have mastered all of the grammar patterns and characters (both recognition and writing from memory) introduced in the Integrated Chinese series, Levels 1 and 2. Required books are: Integrated Chinese Textbook Level 2; Integrated Chinese Workbook Level 2; Integrated Chinese Character Workbook, Level 2. The class will meet three times a week (Monday, Wednesday, Friday from 4:00-4:50) for one hour each session; there are also two one-hour drill sessions per week (Tuesday and Thursday 4:00-4:50) for a total of five class periods per week. Alternative drill session times may be scheduled if necessary to meet the needs of student schedules. Class is limited to 12 students. Pre-requisite: completion of a minimum of three semesters of intensive Chinese or equivalent is required to enter this class.

MTWTHF 04:00PM-04:50PM FPH 101

IA-0319-1

PR

IP

Advanced Drawing

Scott Reeds;

This course is designed to combine advanced level drawing exercises with the development of each student's concerns in visual media. A variety of subject matter including the figure, still life, landscape and abstraction will be covered. Readings, class discussions, critiques, and independent research will be integrated to support studio work. Materials generally run in excess of \$75.00 Extensive out of class work is required. Class will meet twice each week for two hours and twenty minutes. Enrollment is limited to 16 by instructor permission. Drawing I is a prerequisite. Priority will be given to students with at least two drawing classes at the college level.

T 05:00PM-07:20PM ARB STUDIO 2

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

IA-0338-1

PR

Art/Nature/Technology

John Slepian;

The discourses of art, nature and technology have been intertwined for centuries, but as technology becomes more sophisticated, it is possible for artworks to go beyond just representing nature, and to begin to simulate it or engage it directly. This course will explore the ways that art can employ both the ideas and tools encountered in areas of research like artificial life, the simulation of complex systems, remote environmental sensing, biomimicry, and green technology. Students will complete a series of conceptually based art projects culminating in a final project of their own devising. Projects will be contextualized by looking at the work of artists working with nature, from the earth art of the 1960s to contemporary work such as Ken Goldberg's 'Telegarden.' There will be series of readings on topics like the social construction of nature.

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

IA-0399-1

IP

Advanced Seminar In Writing (Div III Concentrators)

Lynne Hanley;

This course is a workshop for students doing independent projects in writing poetry, fiction, and literary non-fiction. Participants are expected to present work in progress, to read and write critiques of their classmates' work, and to participate in class discussions. Both students and the instructors will assign readings for the class as a whole, and

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IP= Instructor Permission required

students should expect to read a wide range of published work in a number of different genres. This course is open to Division III IA (Interdisciplinary Arts) concentrators in creative writing.

T 12:30PM-03:20PM LIB KIVA

IA-1IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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IA-2IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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IA-3IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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LEMELSON PROGRAM (LM)LM-0135-1 **CCR****Introduction to Soft Goods Design**

Megan Briggs;

This course involves understanding the design process through soft goods equipment design. Students will be introduced experientially to applied design principles. Students will learn basic sewing and soft goods construction techniques by designing and creating a series of useful soft goods items including clothing and functional outdoor products, with special focus on equipment that improves the lives of people with disabilities. Each project will build on the skills and techniques learned from the last. Students will keep a design log to track and understand their design process. No previous design or sewing experience is required. Additional topics of discussion include: anatomy, ergonomics, design for people with special needs, establishing design parameters, and market influence on design. There is a \$50 lab fee

W 06:00PM-09:00PM LCD 113

LM-0143-1 **CCR****Women's Fabrication Skills**

Patricia Bennett;

This co-curricular course provides a hands-on introduction to the basic tools, equipment, machinery and resources available through the Lemelson Center. Students will work on a variety of projects, gaining experience with as many different skills as time allows. In addition, we will cover basic elements of design and project planning, and allow time for students to get feedback on their own ideas for personal projects. Upon completion of the course, participants will have start-to-finish experience with several projects, a working knowledge of what's available in the shop, and the skills needed to go forward with your own ideas. There is a \$50 lab fee.

M 07:00PM-09:30PM LCD SHOP

LM/IA-0180-1

Design Fundamentals I

Donna Cohn;

This is an introductory level design class that will begin with a series of guided activities and culminate in a final independent project. Students will become familiar with a range of basic design tools and skills, such as drawing, model making and prototyping in materials such as cardboard, metal and plastic. 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.

TTH 02:00PM-03:20PM LCD SHOP

LM/IA-0235-1

Creative Electronics

Stephen Banzaert;

This course will familiarize the student with some of the basic creative applications of electronics. We will cover the fundamentals of electronic design as well as examine and modify common electronic devices. This approach encourages an understanding of electronics through both hands on experience and technical knowledge, with a strong emphasis on building projects. Students are encouraged to look to pre-existing devices for artistic materials, and build what is necessary from scratch. This will be a project-based course; the majority of class time will be spent experimenting and building. Prior experience with electronics is not required, but the student should be comfortable using basic hand tools. Each student will be supplied with a course kit which will include all the necessary tools as well as a variety of common and useful electrical components. This course satisfies Division I distribution requirements. EXP, PRJ, PRS. Lab fee: \$80.

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

LM/IA-0237-1

Appropriate Technology in the Developing World

Donna Cohn;

This course will look at the issues involved with design and fabrication in situations where there are limited resources. Students will engage in the hands-on study and design of technologies considered appropriate for less developed economies. Topics will include water quality, human powered cargo transportation, energy production, food

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IP = Instructor Permission required

storage and preparation, and wheelchair technologies. We will consider factors that make for successful adoption and widespread use of appropriate technologies.

MW 10:30AM-11:50AM LCD 113

LM/IA-0240-1

IP

Social Entrepreneurship: Starting Your Own Socially Responsible Enterprise

Colin Twitchell;

This course will give participants an introduction to social entrepreneurship and be focused on enterprise creation. Through readings, case studies and other activities this course will start by exploring what social entrepreneurship is and the impact that it has on society. From this exploration we will go on to investigate how social enterprises are created and the types of organizational structures that constitute them. The latter part of the course will largely be devoted to the creation of a social enterprise concept plan and pitch for your enterprise. Participants in this course will be expected to actively research relevant social entrepreneurial material and share it with others in the course. Art and disability will be prominent perspectives through which the course will view social entrepreneurship.

TTH 02:00PM-03:20PM LCD 113

LANGUAGE STUDIES (LS)

LS/IA-0101-1

Elementary Spanish

Nubia Gonzalez;

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. PRJ, MCP, PRS

MW 04:00PM-06:30PM FPH 108

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. PRJ, MCP, PRS

MW 01:00PM-03:30PM FPH 102

LS/IA-0112-1

PR

Elementary Chinese II

Kay Johnson;

Elementary Chinese II: This course covers the second semester of beginning Chinese (LS/IA 111). It will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and K. Johnson. The course will continue to use the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 2; Integrated Chinese Workbook Level 1, Part 2; Integrated Chinese Character Workbook, Level 1, Part 2. The class will meet three times a week (Monday, Wednesday, Friday from 5:00-5:50) for one hour each session; there are also two one-hour drill sessions per week (Tuesday and Thursday 5:00-5:50) for a total of five class periods per week. Students who complete this class will be able to continue studying Chinese at the intermediate level at any of the other Five Colleges. Prerequisite for this class is one semester of college level Chinese or the equivalent. PRJ, MCP, PRS.

- FPH 107

LS/IA-0124-1

PR

American Sign Language Level II

Ruth Moore;

This course furthers the development of receptive and expressive signing skills. The course introduces the more complex grammatical structure including signing space, body posture and facial expression. More information about the deaf community will be done through readings, videotapes and events. Prerequisite: successful completion of American Sign Language, Level 1 or equivalent proficiency. PRJ, MCP, PRS

TTH 12:30PM-01:50PM FPH 107

LS/IA-0201-1

DR

PR

Intermediate Spanish I

Nubia Gonzalez;

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

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;

IP= Instructor Permission required

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

TTH 12:30PM-03:20PM FPH 102

LS/IA-0202-1 DR PR

Intermediate Spanish II

Daniel Cuenca;

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

TTH 12:30PM-03:20PM FPH 101

LS/IA-0312-1 PR

Advanced Intermediate Chinese

Yan Lu; Kay Johnson

This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by K. Johnson. Students entering this class will be expected to have completed the equivalent of at least one semester of an intensive college-level Intermediate Chinese course. The class will cover the second half of Integrated Chinese Level 2. Materials from Chinese magazines and other primary Chinese sources will be used to augment the text as the course progresses. Emphasis will be placed equally on speaking, reading, and writing. By the end of the course, students will be expected to have mastered all of the grammar patterns and characters (both recognition and writing from memory) introduced in the Integrated Chinese series, Levels 1 and 2. Required books are: Integrated Chinese Textbook Level 2; Integrated Chinese Workbook Level 2; Integrated Chinese Character Workbook, Level 2. The class will meet three times a week (Monday, Wednesday, Friday from 4:00-4:50) for one hour each session; there are also two one-hour drill sessions per week (Tuesday and Thursday 4:00-4:50) for a total of five class periods per week. Alternative drill session times may be scheduled if necessary to meet the needs of student schedules. Class is limited to 12 students. Pre-requisite: completion of a minimum of three semesters of intensive Chinese or equivalent is required to enter this class.

MTWTHF 04:00PM-04:50PM FPH 101

NATURAL SCIENCE (NS)

NS-0102-1

Musical Acoustics

Frederick Wirth;

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

TTH 12:30PM-01:50PM CSC 3-OPEN

TH 02:00PM-04:30PM CSC 3-PHYC

NS-0116-1

Social Determinants of Health

Elizabeth Conlisk;

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

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

NS-0120-1

Alternative and Complementary Medicine

Helaine Selin; Emily Maiella

Health involves all aspects of our lives. The mind, body, spirit, and environment all interact to influence a person's sense of wellbeing. High-quality health care must support the whole person. Complementary and alternative medicine (CAM) is a group of diverse medical and health care systems, practices, and products that are not presently considered to be part of conventional medicine. While some scientific evidence exists regarding some CAM therapies, for many there are important unanswered questions that might be answered through well-designed scientific studies. In this class, we will identify questions to pursue by reading and critiquing the primary scientific literature. The acceptance of these therapies is influenced by politics, history, personalities, and even their effectiveness. We will carefully evaluate some of these alternative therapies by examining their successes and failures. MCP, PRJ, PRS, QUA, REA, WRI

TTH 10:30AM-11:50AM CSC 316

NS-0135-1

The Human Skeleton in a Biomedical Perspective

Pamela Stone;

Bone (hard connective tissue) is unique in that no one has ever been able to make synthetic material that approaches it in tensile, torsional or compressive strength. Research in this area is rapidly growing, particularly within the biomedical and forensic sciences, and skeletal biology is ripe for new technologies and innovations. This hands-on laboratory course will focus intensively on the human skeleton, from the gross anatomical level to the histological and biochemical levels. After spending the first several weeks exploring the nature of bone tissue teams of students will design and carry out research projects that cross disciplinary boundaries from medicine, anthropology, nutrition, and forensics. MCP, PRJ, PRS, QUA, REA, WRI

TTH 10:30AM-11:50AM CSC 3-OSTE

NS-0155/0355-1

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IP= Instructor Permission required

Earth Science Frontiers & Environmental Issues

Steven Roof;

This course will explore the leading frontiers of earth and environmental science and their implications for the environmental issues confronting society today. Using recent primary scientific literature, students will investigate issues such as water resource management, global climate change, and natural resource depletion. We will also scrutinize current governmental policies and potential solutions related to these issues. PRJ, PRS, QUA, REA, WRI

TTH 12:30PM-01:50PM CSC 333

NS-0158/0258-1

Brain Mechanisms

Cynthia Gill;

In this course, students will examine the function of the nervous system with particular focus on mechanisms at work in the brain. This course will link current advancements in cell, molecular and developmental physiology research in the context of neuronal function mechanisms. Topics to be selected will be based on student interest and may include; neurotropic cues for growth and development, neurotransmitter regulation, integrative intracellular signaling pathways, neuroendocrine control, synaptic transmission, and synaptic plasticity. Advanced topics may include the correlation of ion channel properties and synaptic transmission with physiological functions such as learning and memory and the organizational principles for the development of functional neural networks at synaptic and cellular levels. Along with regular discussion participation and problem solving, students will prepare papers and lead discussions on their own chosen topics. This course is appropriate for students interested in cellular molecular, developmental or neurophysiology. For the 300 level, prerequisite knowledge of cellular biology and/or neurobiology will be of benefit. PRJ, PRS, QUA, REA, WRI

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

NS-0162-1

Nature, Naturalists & Nature Writers

Kenneth Hoffman;

As our culture has become increasingly urbanized, a corresponding literature has evolved in which nature is viewed as our true home, a place where a profound serenity of a kind unavailable in the human world may be experienced. We will explore this changing view through the literature of different periods. In reading the works of Muir, Emerson, Thoreau, Burroughs from the 19th century up through contemporary writers such as Krutch, Ammons, Lopez, Momaday, McPhee, Dillard, Ehrlich, Eiseley, Kumin, and Piercy. Students will be expected to learn some of the basic local ecology. Four papers and a weekly nature journal are required. EXP, PRJ, REA, WRI

MWF 09:00AM-10:20AM CSC 2-OPEN

NS-0163-1

Biomass Energy

Lawrence Winship;

From fireplaces to woodstoves to industrial boilers, people have long used biomass as a source of heat. Now, we hear that biomass, in the form of corn or grass, may be the solution to the "oil crisis." In this small, research-based class we will investigate claims about biomass energy and biofuels. What are realistic yields and net energy conversion rates for woody plants, herbaceous perennials or oil crops? How can we convert plant-derived oils, cellulose and starch into usable, practical fuels? What are the environmental and social impacts of using farmland for fuel instead of food, or of converting potentially fragile ecosystems (deserts with irrigation or wetlands) to biomass production? What might be the appropriate mix of crops and technologies for a small community like Hampshire College? Each student will propose and carry out literature and laboratory research on their chosen topic. We will meet twice per week, once for critical examination of the literature and for planning and assessment and once for lab and fieldwork. PRJ, PRS, QUA, REA, WRI

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

F 01:00PM-05:00PM CSC 1-AGRI

NS-0167-1

Structure of Randomness

Kenneth Hoffman;

Many events, like developing cancer or winning the lottery, are apparently random when considered individually, but often possess a great deal of predictability when studied collectively. The elaboration of this insight is one of the most

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far-reaching developments of the last century, an understanding of which is arguably essential for anyone trying to make sense of the data and choices thrown at us daily. A variety of random processes have also been increasingly used to analyze and create music, art, and poetry. In this course we will develop the idea of stochastic (i.e., random) models for thinking about a wide range of phenomena in the sciences, arts, and everyday life. Topics will include elementary probability theory; risk analysis; stochastic music; computer generated art; elementary statistics. It is designed for all students, regardless of field of interest or prior love of mathematics. Computers will be used throughout the course, but no prior experience is assumed. EXP, PRJ, QUA,

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

NS-0168-1

What is a Species?

Charles Ross;

Theodosius Dobzhansky, a prominent evolutionary biologist, wrote "biological classification is simultaneously a man-made system of pigeonholes devised for the pragmatic purpose of recording observations in a convenient manner and an acknowledgment of the fact of organic discontinuity." What does it mean to be a species? How do we define a species and are they even real? How does speciation work? This course will consist of two parts: We will survey definitions of "species" (there are over 20), we will produce our own definition, and we will discuss how speciation works -- when it starts, when it ends, what is required. Additionally, we will explore first-hand the variation of a particularly difficult natural system "fritillary butterflies" to evaluate and determine the taxonomic status of this group. Students will read and discuss primary literature, synthesize ideas and data in writing, and develop research projects addressing the species-status of butterflies.

PRJ, PRS, QUA, REA

MW 02:30PM-05:00PM CSC 2-OPEN

NS-0170-1

Kitchen Ecology

Jason Tor; Christopher Jarvis

Fermented foods are readily consumed worldwide on a daily basis. Such products enjoy great popularity due to their attractive taste and flavor, prolonged shelf life, safety, nutritional value, and because of recently reported health-promoting traits. In this course students will develop a working knowledge of the microorganisms and biochemical processes utilized in food and beverage fermentations through hands-on activities in the kitchen and laboratory as well as through readings from the research literature. The objective is to gain an appreciation of the complexity of the fermentation processes and become familiar with fermented food products, including their biochemical characteristics and sensory attributes. PRJ, QUA

WF 01:00PM-02:20PM CSC 316

F 02:30PM-04:00PM CSC B2

NS-0203-1

PR

IP

Chemistry II

Dulasiri Amarasiriwardena;

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

MWF 09:00AM-10:20AM CSC 121

M 01:30PM-04:30PM CSC 2-CHEM

NS-0207-1

General Introduction to Ecology

Brian Schultz;

This course is an introduction to the major concepts of ecology as a science and to the methods that ecologists use study natural systems. Topics covered include how plant and animal species are distributed and how they interact, the

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IP= Instructor Permission required

factors limiting populations at the community level, and larger scale aspects such as nutrient cycles at the ecosystem level. A basic ecology text and research papers will support our lectures, discussions, and fieldwork. We will visit nearby forest habitats and agricultural systems, and we will design and carry out field and/or laboratory projects, focusing on the ecology of local plants and animals active during the winter and early spring.

TTH 02:00PM-03:20PM CSC 1-ECOL
TH 03:30PM-05:00PM CSC 1-ECOL

NS-0221-1

Comparative Animal Physiology

Cynthia Gill;

This course will cover physiology of organ systems within animal phyla with special emphasis on physiological adaptations of organisms to their environment. We will cover osmoregulation, temperature regulation and neural, cardiovascular, respiratory, renal, digestive and endocrine function. One focus will be on cellular and molecular mechanisms common across systems and phyla. We'll also examine unique adaptations to extreme environments. Students will engage in class problems, lectures, laboratory experiments and reading of text and primary science literature. Lab will include some dissections, physiology experiments and student-designed experimental projects. Basic knowledge of and comfort with biology, chemistry and math is necessary.

TTH 02:00PM-03:20PM CSC 316
TH 03:30PM-05:00PM CSC 3-PHYS

NS-0229-1

Forest Ecology

Lawrence Winship;

How do forests grow and change over time? How do various kinds of disturbance, natural and anthropogenic, affect the structure and composition of forests? Is there such a thing as sustained yield? Is the New Forestry just a new way of doing the same old thing harvesting timber? What are the consequences of various fire management strategies? If oil prices cause a massive shift to biomass fuels, can our woodlands meet the demand? What about forest ecosystems makes them unique and what common principles apply to trees as well as other organisms in their environment? We will explore these and other questions through reading and discussion of two books and research articles. Fieldwork will be central to our learning and we will get out into the woods and explore examples of the phenomena we have studied in class. As the semester develops we will narrow our focus to a few research-based questions, to be pursued either as a group, in small teams or as individuals.

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

NS-0231-1

Science Education in Urban Schools

Merle Bruno;

This course is intended for concentrators in education, urban studies, science, or math. National science education standards assert that all students deserve and must have the opportunity to become scientifically literate, but opportunities for students in many urban schools to become scientifically literate are severely limited. These schools may have high teacher turnover, limited laboratory facilities, dated textbooks, and few teachers who are interested in science or math. To provide students with the skills and concepts they need to become active participants in their own education, they need hands-on experiences, time to write and reflect, and chances to build academic skills they may lack. Students in this class will work with innovative ways to teach subjects like biology, earth science, or physics with inexpensive or easy to obtain materials. They will work in teams to help plan and teach workshops at Girls Day in the Lab and, if schedules allow, in an urban after-school program.

TTH 02:00PM-03:20PM CSC 333

NS-0233-1

Nutritional Anthropology

Alan Goodman;

Are we what we eat? We eat foods for social and cultural reasons, and we eat foods because they contain nutrients that fuel our cells and allow us to function -- grow, think, and live. The quest for food is a major evolutionary theme and continues to profoundly shape ecological, social, and human biological systems. In this course we will consider

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some of the many ways that food and nutrition are related to the human condition, for example: (1) symbolic meanings of food, (2) the evolution of food systems to genetically modified foods, (3) the deadly synergy of malnutrition and infection, (4) the ecological and political-economic causes of malnutrition, and (5) "nutritional epidemiology" and the role of diet and nutrition in the etiology of diverse diseases. Throughout the course, we will focus on "doing nutritional anthropology," including assessing the dietary and nutritional status of individuals in our community.

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

NS-0248-1

IP

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 pre-nuptial HIV screening. Instructor permission required.

MW 10:30AM-11:50AM CSC 316

NS-0252-1

Geomicrobiology

Jason Tor;

Geomicrobiology is an emerging, interdisciplinary field of research highlighting the important interplay between microbiology and geology. Microorganisms affect many important geological processes, including mineral dissolution, mineral precipitation, and the distribution of elements in diverse environments at and below the Earth's surface. As microbes shape their habitats, the chemical and physical environment changes over time. These changes, in turn, exert control over the evolution and structure of microbial communities. This course will explore geological changes mediated by microorganisms, microbial evolution driven by geologically diverse habitats, and applications of geomicrobiology towards understanding the evolution of life on earth, the search for life on other planets, and the study of life in extreme environments. A maximum of 10 students in this course will have the opportunity to participate in a week-long field trip to California over spring break (March 16-22). We will visit Death Valley National Park, Owens Lake, Mono Lake, and various hot springs highlighting the geomicrobiology of the region. The estimated cost of the trip for each student is \$500 plus airfare to LAS; financial aid is available to eligible students.

MW 02:30PM-03:50PM CSC 333

NS-0259-1

Contemporary Issues in International Nutrition

Fatemeh Giah;

In this course, the students will learn about several major issues in international nutrition that impact health, survival, and development capacity of societies. The topics will include household food security, child malnutrition and growth retardation, micronutrient deficiencies, and the nutrition transition. To better understand the socio-economic and political root causes of the nutritional problems, we will look at the impact of rural and urban population growth, agriculture and globalization on the nutrition of individuals, households, communities and nations. In addition we will look at the social and economic situation of women in relation to food and nutrition. The students will be required to complete reading and writing assignments as well as an independent final research project.

TTH 12:30PM-01:50PM CSC 1-ECOL

NS-0261-1

PR

Calculus II

David Kelly;

This course extends the concepts, techniques and applications of the introductory calculus course. We'll study the circular and other periodic functions; functions of several variables; integration; differential equations; approximating functions by polynomials. We'll continue the analysis of dynamical systems, considering a number of applications to ecology, epidemiology, and physics. We will finish with an introduction to the theory and applications of Fourier analysis.

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IP= Instructor Permission required

Computers and numerical methods will be used throughout. Regular substantial problem sets will be assigned and will constitute the heart of each student's course work. Prerequisite - calculus I

MWF 09:00AM-10:20AM CSC 316

NS-0265-1

Introduction to Statistics and Experimental Design

Brian Schultz;

This course develops skills for designing experiments and analyzing data using standard statistical methods. Work will include the use of some common computer packages, mainly Excel and Minitab. We will use a standard textbook and also design and carry out data collection in class, with some data collected and analyzed by students on their own. We will also discuss examples of published research and relevant aspects of the philosophy of science. The emphasis in this course will be on problem solving and interpretation, and being able to choose and use common statistical methods and tests for data analysis -- actually using statistics.

MW 02:30PM-03:50PM CSC 3-OPEN

NS/CS-0267-1

IP

Bringing Astronomy Down to Earth: The Art of Communicating Science Through Electronic Media

Salman Hameed; Hugh Crowl

A scientifically well-informed public is not only crucial for the continued support of sciences but is a necessity in a democratic society dependent on science and technology. The course will introduce students to state of the art examples of science communication methods for the public. The students will learn how to use electronic tools, such as podcasts/vodcasts, animated gifs, digital films, to communicate the science behind some recent astronomical discoveries. Students will work in small teams on projects that integrate science writing with electronic tools to communicate key astronomical concepts. This is a Five College Astronomy Dept. course. Instructor permission is required.

M 06:30PM-09:30PM ASH 126

NS-0268-1

Introduction to Graphical Information Systems and Natural Resource Management

Steven Roof;

Geographic Information Systems (GIS) are evolving computerized tools that greatly facilitate describing, modeling, and managing our natural resources. In this course, we will learn GIS tools, specifically ArcGIS 9.2, necessary to map and analyze the natural resources, focusing on the Hampshire College campus. We will learn about making and using maps, using technology ranging from counting footsteps to satellite navigation (Geographic Positioning Systems, GPS). We will learn how to create new GIS data as well as find appropriate existing data. We will learn how to use GIS tools to map features, analyze landscapes, model processes, and to manage natural resources. We will concentration on learning the practical aspects of GIS as a tool for natural science investigations. In addition to class activities, students will develop their own GIS projects during the second half of the semester that allow them to pursue their specific interests and refine their GIS skills.

MW 10:30AM-11:50AM CSC 3-OPEN

W 12:00PM-02:20PM CSC 3-OPEN

NS/CS/HACU-0275-1

DR

Science in the Islamic World: From Almagest to the Islamic Bomb

Salman Hameed;

History of western science would be incomplete without the inclusion of Arab and Muslim contributions in the Middle-ages. In this course we will explore some of the reasons behind the outstanding growth of scientific reasoning in the Islamic world, including the motivation for translating Greek works and the role of religion in the early progress of science. While we are familiar with prominent Greek philosophers and scientific personalities of the post- Renaissance era, the lives of many Muslim scientists such as Al-Haytham (Alhazen), Ibn- Sina (Avicenna), Ibn-Rushd (Averros) and their contributions remain largely unknown to many students. We will also explore the fascinating philosophical struggle between the rationalist and the traditionalist (orthodox) philosophers. The course will conclude with a look at the reasons for the later decline of scientific thinking in the Islamic world and the contemporary struggles to reconcile modern science with traditional religious systems. This course satisfies Division I distribution requirements. MCP, WRI

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

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IP= Instructor Permission required

NS/CS/SS-0278-1

Sex on the Brain: Gender, Sex, and Biology

Jane Couperus;

This course is designed to examine sex, gender, and sexuality in multiple contexts. The primary aim of this course is to develop an understanding of the biology and neuropsychology of sex gender and sexuality. Additionally the course will examine how biological and environmental factors influence sex gender and sexuality across development and how these factors influence differences in brain and behavior. Course requirements will include reading primary research articles in the fields of psychology neuroscience sociology anthropology and women's studies. Students will also be asked to conduct library research write several short response and review papers and conduct a larger research project. Students are not required to have a scientific background but they are asked to be open to reading and evaluating scientific research. This is a core course in the Culture Brain and Development Program.

MW 01:00PM-02:20PM ASH 222

NS-0291-1

PR

Catalysis

Rayane Moreira;

Molecules which speed up specific chemical processes but remain unchanged are called catalysts. They play key roles wherever chemistry takes place, whether in the cell, the environment, or the manufacturing plant. Some catalysts accelerate reactions by almost 20 orders of magnitude, and many are perfectly selective for a single substrate molecule. Catalysts make life possible, and a handful have changed the way we live. This course will examine the principles of catalysis in chemical and biological systems. The terrain will be varied; we'll explore many families of catalysts, from enzymes to transition metals to the proton. Nonetheless, whether we consider decomposition of a small molecule in an acidic solution or the assembly of a polymeric macromolecule by a multicomponent enzyme, we'll find that many themes of catalysis are universal. Readings will be drawn from the primary literature as well as various texts, and we will look at catalysis in both chemical and broader contexts. Students will be evaluated on active participation in class and a semester-long literature-based project. Prerequisite: Organic Chemistry I

TTH 05:00PM-06:30PM CSC 121

NS-0311-1

PR

Writing Cases for Medical/Human Biology Education

Merle Bruno;

This course is intended for advanced Division II and Division III students concentrating in health/medicine or education. Many medical schools, middle/high schools and colleges use collaborative, problem-based learning as a foundation for teaching critical thinking and learning content in depth. Solving medical cases motivates students to dig deeply into clinical studies and the biology of health and disease, as well as to consider ethical and social aspects of health care. Cases will be designed for classroom-based cooperative learning activities as well as for a new computer-based tool that supports inquiry (Rashi: an intelligent tutor) being designed by the Center for Knowledge Communication in the Computer Science Department at the University of Massachusetts. Students will collaborate on writing medical cases, structure them for problem-based, cooperative teaching tools, or and participate in testing the newest versions of the Rashi collaborative learning program. Prerequisite: Division II Contract Filed.

F 01:30PM-04:30PM CSC 333

NS-0314-1

PR

Organic Chemistry II

Rayane Moreira;

Last semester we began our exploration of organic structure, reactivity, and spectroscopy. This semester will continue that journey, examining aromatic molecules, carbonyl compounds, nitrogen-containing compounds, pericyclic reactions, and organometallic chemistry. The emphasis will be on mechanism and synthesis, along with relevance of the chemistry to biology, medicine, society, and environment. By the end of the semester you will have a solid intuitive sense of how organic molecules react and how to manipulate them in the lab. Just as importantly, we will strive to understand the importance of the field of organic chemistry in the past, present, and future. Prerequisite - organic chemistry I

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

W 01:00PM-05:00PM CSC 2-CHEM

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NS-0318-1

PR

Complex Function Theory

David Kelly;

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

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NS-0327-1

PR

IP

Population Genetics

Charles Ross;

What happens to genetic variation initially created by mutations, and what is its fate in a population? What forces influence this variation at the molecular and organismic levels, and how does this lead to evolution, speciation, and biodiversity? The field of population genetics now plays an important role in many central biological questions, such as "how are human populations related?" and "How has selection influenced variation at the genomic level?" Through practice and investigating the primary literature, this class will introduce students to the basic theory and observations in this field, and students will learn the principles of genetics and statistics that provide insight into genetic variation in populations. Prerequisite: Some calculus, some genetics. Instructor Permission Required.

TTH 12:30PM-01:50PM CSC 316

NS-0333-1

PR

Analytical Chemistry

Dulasiri Amarasiriwardena;

The recent advances in analytical chemistry and instrumentation play a major role in many interdisciplinary sciences including environmental science, biology, agriculture, geology, and in many health science fields. This course will cover those advances in analytical atomic spectroscopy (inductively coupled plasma-mass and atomic emission spectroscopy-ICP-MS, ICP-AES), analytical molecular spectroscopy (infrared, UV-visible), electrochemistry, and chromatographic techniques and associated instrumental methodologies. We will also look at sampling and sample preparation methods, elemental speciation techniques used in environmental and biological sample analysis. We will complete two project-based field/lab projects that will introduce the participants to hands-on experience in modern analytical instrumentation and development of novel analytical techniques to solve analytical problems encountered in diverse scientific fields. We will also read primary literature papers on current directions in analytical chemistry and the recent developments in instrumentation. Prerequisite: successful completion of Chemistry I and II or Physics or permission of the instructor.

TTH 12:30PM-01:50PM CSC 121

TH 02:00PM-05:00PM CSC 2-CHEM

NS-0355/0155-1

Earth Science Frontiers & Environmental Issues

Steven Roof;

This course will explore the leading frontiers of earth and environmental science and their implications for the environmental issues confronting society today. Using recent primary scientific literature, students will investigate issues such as water resource management, global climate change, and natural resource depletion. We will also scrutinize current governmental policies and potential solutions related to these issues.

TTH 12:30PM-01:50PM CSC 333

NS-0358/0158-1

PR

Brain Mechanisms

Cynthia Gill;

In this course, students will examine the function of the nervous system with particular focus on mechanisms at work in the brain. This course will link current advancements in cell, molecular and developmental physiology research in the context of neuronal function mechanisms. Topics to be selected will be based on student interest and may include; neurotropic cues for growth and development, neurotransmitter regulation, integrative intracellular signaling pathways, neuroendocrine control, synaptic transmission, and synaptic plasticity. Advanced topics may include the correlation of ion channel properties and synaptic transmission with physiological functions such as learning and memory and the organizational principles for the development of functional neural networks at synaptic and cellular levels. Along with regular discussion participation and problem solving, students will prepare papers and lead discussions on their own chosen topics. This course is appropriate for students interested in cellular molecular, developmental or neurophysiology. For the 300 level, prerequisite knowledge of cellular biology and/or neurobiology will be of benefit.

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

NS-0359-1

PR

Unnatural Causes: The Social Origins of Disease Inequalities

Alan Goodman;

This seminar focuses on the underlying causes of the "crisis" in health in the United States (US). The US spends more on health care than any other nation, yet it ranks poorly on nearly every measure of health status from infant mortality to longevity and from adult heights to hypertension. What explains this paradox? In addition to poor average health, deplorable gaps in health persist by race and socioeconomic class. How do the lived experience of race, racism, and class literally get under the skin and lead to illness? Starting with an historical and global perspective, we will explore the epidemiological data on declining relative health in the US. We will then critically evaluate theories and biocultural processes that might link larger political and social change to individual diseases. We will also end by evaluating current propositions on sustainable ways to improve reduce health disparities and improve health. Prerequisite: Must have taken 3 or more courses in the Five College "Culture, Health and Science" program.

F 09:00AM-12:00PM CSC 1-ANTH

NS-0363-1

IP

Biomass Energy

Lawrence Winship;

From fireplaces to woodstoves to industrial boilers, people have long used biomass as a source of heat. Now, we hear that biomass, in the form of corn or grass, may be the solution to the "oil crisis." In this small, research-based class we will investigate claims about biomass energy and biofuels. What are realistic yields and net energy conversion rates for woody plants, herbaceous perennials or oil crops? How can we convert plant-derived oils, cellulose and starch into usable, practical fuels? What are the environmental and social impacts of using farmland for fuel instead of food, or of converting potentially fragile ecosystems (deserts with irrigation or wetlands) to biomass production? What might be the appropriate mix of crops and technologies for a small community like Hampshire College? Each student will propose and carry out literature and laboratory research on their chosen topic. We will meet twice per week, once for critical examination of the literature and for planning and assessment and once for lab and fieldwork. Instructor Permission Required.

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

F 01:00PM-05:00PM CSC 1-AGRI

NS-0385-1

PR

Sustainability Seminar

Frederick Wirth;

This course is designed for the cohort of students involved in the sustainable design/technology area. It will offer an arena for students to present their own work and evaluate that of others, discuss advanced readings of interest, write analytical papers on topics of their choice, and work with guest speakers in the areas of sustainable development and technology. Class members will have a large responsibility for determining the content and direction of the course. Prerequisite: Div II or Div III student with a connection to sustainability issues or instructor permission.

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

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IP= Instructor Permission required

NS-1IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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NS-2IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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NS-3IND-1

Independent Study

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OUTDOOR PROGRAMS and RECREATIONAL ACTIVITIES (OPRA)

OPRA-0101-1 **CCR**

Beginning Shotokan Karate

Marion Taylor;

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

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

OPRA-0102-1 **CCR PR**

Intermediate Shotokan Karate

Marion Taylor;

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

TTH 06:30PM-08:00PM RCC 21

OPRA-0104-1 **CCR IP**

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 06:30PM-08:00PM RCC 21

OPRA-0106-1 **CCR**

Hatha Yoga

Michelle Marroquin;

Yoga is the ancient art and science of integration, balance, and harmony. In this course, students will learn basic asanas (traditional postures), pranayama (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 **CCR**

Hatha Yoga

Michelle Marroquin;

Yoga is the ancient art and science of integration, balance, and harmony. In this course, students will learn basic asanas (traditional postures), pranayama (control of breath), deep relaxation and basic meditation techniques. There will be some readings and discussion.

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

OPRA-0109-1 **CCR PR**

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, meditation techniques, and learn more challenging postures such as inversions, backbends and binds. 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-0111-1 **CCR PR**

Continuing Hatha Yoga-Open Level Class

Michelle Marroquin;

This Friday class is for students who are currently registered for a yoga class or have previously completed a course with me. Students will practice asanas and pranayama exercises, as well as learn variations to traditional postures. In this mixed level class, students are expected to become more independent, knowing how to adapt postures to suit individual

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needs. The idea is to provide an extra day of practice for students with a strong interest in yoga. Space is limited to 20 people. You must register to participate. No evaluations will be written for this class.

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

OPRA-0113-1 CCR

Aikido

Matthew Snow;

Aikido is essentially a modern manifestation of traditional Japanese martial arts (Budo), derived from a synthesis of body, sword, and staff arts. Its primary emphasis is defensive, utilizing techniques of neutralization through leverage, timing, balance, and joint control. There is no emphasis on strikes or kicks as one is trained to blend and evade rather than conflict. Beginners will practice ukemi (falling), body movement, conditioning, and several basic techniques.

TTH 03:30PM-05:00PM RCC 21

OPRA-0115-1 CCR

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 in 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 03:30PM-05:00PM RCC 21

OPRA-0116-1 CCR PR

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-ordinationns into the more extended forms of Hitote and Reisha and demonstrations of synchronized shooting by groups of individuals. Prerequisite: OPRA 115

TTH 05:00PM-06:30PM RCC 21

OPRA-0118-1 CCR

RAD Basic: Self Defense for Women

Marion Taylor; Amanda Surgen

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 will meet on Friday, February 15,22,29, & March 7 from 1-4pm.

F 01:00PM-04:00PM RCC 21

F 01:00PM-04:00PM RCC 21

OPRA-0120-1 CCR

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 your joints or ligaments, but actually heals them and teaches your body to move with perfect efficiency. T'ai Chi will not strain your heart or circulatory system, but is a gentle and effective tonic to your heart. T'ai Chi is especially beneficial to the functions of your internal organs and builds up your body from the inside out. T'ai Chi has it's origin as a valid martial discipline. Our emphasize will show the contrasts and similarities of the health art and martial art. This 2 hour class is open to beginner and experienced students. During the first few classes students will be sorted into appropriate

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practice groups depending on experience and ability. More advanced practices and intermediate form work will happen during the second hour of the class.

M 06:15PM-08:15PM RCC 21

OPRA-0123-1 **CCR**

Beginning Whitewater Kayaking

Michael Alderson;

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and the kayak roll. This course is the same as OPRA 124. Class will meet Wednesdays in the pool from 1:30-2:45pm 1/30/08-5/2/08 in addition Fridays on the river from 12:30-6:00pm from 3/28/08-5/2/08.

W 01:30PM-02:45PM RCC POOL
F 12:30PM-06:00PM RCC RIVER

OPRA-0124-1 **CCR**

Beginning Whitewater Kayaking

Glenna Alderson;

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and the kayak roll. This course is the same as OPRA 123. Class will meet Wednesdays in the pool from 2:45-4:00pm 1/30/08-5/2/08 in addition Fridays on the river from 12:30-6:00pm from 3/28/08-5/2/08.

W 02:45PM-04:00PM RCC POOL
F 12:30PM-06:00PM RCC RIVER

OPRA-0126-1 **CCR PR**

Beyond Beginning Whitewater Kayaking

Glenna Alderson;

This class is designed for students who have had previous whitewater experience. Students will learn and perfect advanced whitewater techniques. Prerequisites include a kayak roll on moving water and solid class II skills. Class will meet Tuesdays in the pool from 1:30-3:00pm from 2/5/08-3/11/08, then on the river from 12:30-6:00pm from 3/25/08-4/29/08.

T 01:30PM-03:00PM RCC POOL
T 12:30PM-06:00PM RCC RIVER

OPRA-0132-1 **CCR**

Outdoor Adventure Sampler

Karen Warren;

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

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

OPRA-0141-1 **CCR**

Beginning Swimming

Glenna Alderson;

If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult swimmer to 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. Swimming strokes will include: breast, freestyle and elementary backstroke. Glenna Alderson is an American Red Cross certified instructor.

TH 02:00PM-03:00PM RCC POOL

OPRA-0145-1 **CCR**

Lifeguard Training

Glenna Alderson;

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This course will prepare and qualify students to become Red Cross certified lifeguards. Bearers of this card are eligible to obtain work at pools nationwide. Hampshire students successfully completing this course will be eligible for employment at the Robert Crown Center pool. To complete this course, students must practice and be tested on water entries and carries, swimming rescues, stroke work, and spinal management. Standard First Aid and Professional CPR will be included in the class format. Materials fee: \$85.00. An additional lab fee will be charged for non-Five College participants.

WTH 06:00PM-08:00PM RCC POOL

OPRA-0149-1 CCR PR

Openwater SCUBA Certification

, Project Deep;

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

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

OPRA-0151-1 CCR

Top Rope Climbing

Michael Alderson;

This class begins after Spring Break. It is for students with little or no climbing experience. Students will learn basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind using the indoor climbing wall and local climbing areas. The climbing wall will open at 3:30pm the first Thursday after January term ends which will be 1/31/08-3/13/08. All students interested in taking Beginning Climbing are encouraged to attend these sessions. Class meets on Thursdays from 3/27/08-5/1/08.

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

OPRA-0152-1 CCR

Top Rope Climbing

Robert Garmirian;

This class begins after Spring Break. It is for students with little or no climbing experience. Students will learn basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind using the indoor climbing wall and local climbing areas. The climbing wall will open at 3:30pm on Thursdays from 1/31/08-3/13/08. All students interested in taking Beginning Climbing are encouraged to attend these sessions. This course is the same as OPRA 151. Class meets on Fridays 12:30-5:30pm from 3/28/08-5/2/08.

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

OPRA-0156-1 CCR PR

Lead Rock Climbing Intensive

Michael Alderson;

This class begins after Spring Break. Students should be experienced top rope climbers and competent belayers. Beginning on the indoor wall, we will cover rope management, anchors, belaying the leader and self-rescue. We will actuate this information outdoors. The goal of this course is to prepare climbers to be competent seconds for multipitch climbs and to provide instruction in lead climbing. Class will meet Tuesdays from 12:30-6:00pm starting from 3/25/08-4/29/08.

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

OPRA-0157-1 CCR

Mountain Biking

Robert Garmirian; Amanda Surgen

Have the urge to take your bicycle off road but lack the utilities to safely do so? Learn the basics of riding bikes with fat tires. Using the Holyoke Range as a classroom, students will ride its many trails practicing the techniques essential to safely and responsibly participate in this fun sport. Along the way, students will also learn how to make basic trailside bike repairs when needed. This course is open to all abilities and skill levels. This course will meet on Thursdays from 3/27/08-5/1/08.

TH 03:30PM-05:00PM RCC FOYER

OPRA-0158-1 CCR

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Ice Climbing

Michael Alderson;

New England with its cold, wet winters can be a wonderful place to climb frozen water! Students will meet once a week and travel to local cliffs to practice winter climbing skills. Primary focus will be on steep ice and mixed climbing, and the use of tool and techniques used for winter travel in the mountains. Class meets on Tuesdays 12:30pm - 6:00pm until Spring Break, 2/5/08-3/11/08.

T 12:30PM-06:00PM RCC FOYER

OPRA-0161-1 CCR

Bicycle Maintenance

Michael Alderson;

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine tuning your bicycle? Each week students will focus on an area of the bike and learn what is required to clean and maintain that part. At the end of each class, students will have done the maintenance and be able to depart with their bike intact. At the end of this seven week class, students will have rebuilt their bike and be ready for spring weather. Class meets Wednesdays from 3:30pm - 6:00pm until Spring Break, 1/30/08-3/12/08.

W 03:30PM-06:00PM RCC BHALL

OPRA-0162-1 CCR

Indoor Soccer

Amanda Surgen;

This class covers basic technique and strategies. Students will also spend time focusing on the rules of the game and playing. This course is for beginning and experienced players. Class will meet inside the RCC playing floor.

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

OPRA-0174-1 CCR

Basic Fitness and Training

Troy Hill;

Learn the principles of strength training including flexibility and weight training exercises. Develop a program based on personal goals.

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

OPRA-0176-1 CCR

Strength Training

Amanda Surgen;

This course will give you first-hand experience in weight lifting, stretching, and aerobic activity. Students will learn how to use the machines, barbells, and dumbbells in the Multisport Weight-Room. Course will also include conditioning on the track using various workouts involving speed ladders, and agilities. People who have never been involved in a fitness program are especially welcome.

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

OPRA-0181-1 CCR

Fundamentals of Basketball

Troy Hill;

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

TTH 02:00PM-03:00PM RCC GYM

OPRA-0184-1 CCR

Wilderness First Aid

Glenna Alderson;

Class will meet before Spring Break, 2/1/08-3/14/08. Wilderness First Aid is an intense course designed for students doing activities beyond ready access to urban emergency medical services. Students will learn and practice skills to enable us to make decisions about emergency care in wilderness settings, including patient protection, protection of other party

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members, care of injuries for extended periods of time, and simple evacuation techniques. Active involvement is a necessity in this course. Many simulations will be done outside in the "wilderness setting." CPR is not included in this course. Materials fee of \$50 due at or before first class.

F 01:00PM-04:00PM RCC 21

OPRA-0218-1 **CCR** **PR**

Outdoor Leadership

Karen Warren;

This course addresses outdoor leadership from both a theoretical and practical perspective. Readings and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender and social justice issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, nutrition, minimum impact camping, equipment repair, and the instruction of specific wilderness activities. Two weekend outdoor trips and teaching opportunities provide experiential learning in the class. The course is designed for students who desire to teach in the outdoors. Leadership experience is helpful and previous outdoor experience is required.

W 01:00PM-05:00PM LIB KIVA
F 01:00PM-03:00PM FPH 107

OPRA-145A-1 **PR**

Lifeguard Training Recertification Course

Glenna Alderson;

Lifeguard training recertification is for individuals who still hold a current Lifeguard Training card and want to renew their certification before it expires. Materials fee:\$50.00. This course includes preofessional rescuer CPR. Class will meeet February 9 & 10 on Saturday and Sunday from 9am-5pm.

SSU 09:00AM-05:00PM RCC POOL

SOCIAL SCIENCE (SS)

SS-0103-1

Performance and Ethnography

Michelle Bigenho;

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

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

SS-0108-1

Genocide and Crimes Against Humanity

Flavio Risech-Ozguera;

War crimes, torture, indiscriminate detention and attempts to wipe out large numbers of people based solely on their social identities all too frequently demonstrate man's inhumanity to man. We will examine the debates over the definition, adjudication and punishment of such acts, and study several cases in depth in order to shed light on how effective domestic and international legal institutions can be in preventing such crimes in the future, redressing those that do occur and shaping collective memory and social reconciliation. The Nuremberg legacy, the Israeli kidnapping and trial of fugitive Nazi Adolf Eichmann, the South African and Guatemalan truth commissions, the Pinochet case, the UN trials of Milosevic at The Hague and those of the Rwandan genocidaires in Arusha, the abuses of Abu Ghraib, the fate of Saddam Hussein, and the ongoing detention and alleged mistreatment of supposed enemy combatants in the U.S.-held enclave of Guantanamo, Cuba, will provide primary material for analysis and discussion. A field research and observation visit to the international juridical entities at The Hague, Netherlands, will be offered in mid-March for interested students, who will pay a program fee and their own air transportation expenses. PRJ, REA, WRI

MW 02:30PM-03:50PM FPH 108

SS-0110-1

Oil and the Middle Eastern Economies

Omar Dahi;

This course is an introduction to economic development in the Middle Eastern focusing on the various influences of the discovery and export of oil. In what ways has the discovery of oil changed the oil (and non-oil) producing societies? How can we reconcile the existence of massive natural resources with the levels of poverty and underdevelopment throughout the region? Is this contradiction a result of inward orientation of the regimes or other cultural pre-dispositions, as is widely repeated in popular discourse? How have the processes of de-colonization, the clash of the various nationalist projects, and reoccurring wars, sanctions, and occupations hindered human development? By exploring novels, films, and scholarly articles we will examine the interaction between the various social actors, state structure and policy, and structural transformation within the region. REA, WRI, MCP, PRJ, PRS

TTH 02:00PM-03:20PM FPH 108

SS-0116-1

Religion and State in South Asia

Vishnupad;

South Asia has been imagined in the western imagination, at least since the colonial period, if not earlier, as the land of religion and spirituality. In this course we will engage with the conditions that gave rise to and sustained this thinking about South Asia. Apart from critically engaging the role of orientalist school of thought and the colonial state, we will investigate how the religion and political practices are inextricably intertwined, and how it is difficult to think one without the other. While we will invoke the earlier colonial moment, our focus will be on the 20th century colonial and post colonial period. EXP, MCP, PRJ, PRS, REA, WRI

MW 04:00PM-05:20PM FPH 102

SS/HACU-0118-1

Introducing the Frankfurt School

John Drabinski;

The critical theoretical work of 147The Frankfurt School148 has exercised considerable influence over the humanities and social sciences. The Frankfurt School146s systematic critique of mass culture - which provocatively links so many forms of modern life to totalitarianism 150 produces important and often radical social and political visions. This course will examine the key writings of Benjamin, Adorno, Horkheimer, and Marcuse in order to register the varied ways in which critical theory transforms the meaning and significance of modernity. In particular, we will examine how rethinking both historical experience and certain conceptions of rationality generates provocative and new conceptions of history, reason, nature, desire, and collectivity. As well, we will consider how the legacy of the early Frankfurt School has been carried by contemporary theorists, such as Habermas, Benhabib, Jay, and others. PRS, REA, WRI

MW 01:00PM-02:20PM FPH 101

SS-0121-1

Biography and History: Radicalism, Anti-Communism& Internationalism in 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 person146s life. Indeed, some biographies, such as Taylor Branche146s 147Parting the Waters,148 attempt to define a particular epoch by a single person146s life history. This course will explore several biographies and memoirs written about individuals who experienced events 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. MCP, PRS, REA, WRI

WF 10:30AM-11:50AM FPH 104

SS-0124-1

Contemporary Issues in Education Reform-NCLB

Kristen Luschen;

No Child Left Behind (2001), the reauthorization and significant revision of the Elementary and Secondary Education Act (ESEA) enacted in 1965, has been positioned as the Bush administration146s effort to close the achievement gap between racially and economically privileged and disadvantaged children. This course will explore the history, goals, implementation, and consequences of this legislation. While appreciating the significance of this particular reform on the lives of teachers, students, administrators, and parents, a broader goal of this course is to function as a window into the complexities of competing philosophical and pedagogical positions, and politics of education reform more generally. In this course we will examine current debates in education reform. We will explore and interrogate the assumptions of various pedagogies and educational structures. While there will be individual assignments, much of the work this semester will be organized around a single action research project designed to highlight the marginalized perspectives of educators in the discussions around NCLB. Accordingly, students should be prepared to do substantial work outside of the class with their group members. REA, WRI, PRJ, PRS, MCP

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

SS-0125-1

This Land is your Land: Land and Property in America

Robert Rakoff;

Conflicts over land use are among the most contentious in America. Much is at stake: private property rights, the public good, the character of communities, environmental quality ? even the very definition of nature itself. In this class we will analyze recent land use controversies, including suburban and rural sprawl, urban redevelopment, and conflicts over the management of public lands. Readings will include essays on the contested meanings of land and property as well as political economic analyses of the American land use system. Students will be asked to write interpretive essays on the various meanings attached to land as well as more analytical papers on the politics of property and land use. Each student will also undertake independent research on a specific land use controversy of his or her choice. PRJ, REA, WRI

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

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SS-0126-1

Occupation: Colonial Present and Past

Sayres Rudy;

Many critics of independent, decolonized nation-states have abandoned the term post-colonialism, insisting that third world polities are none of the above: not independent, decolonized, national, or statist. Globalization and the war on terror have advanced the view of these and earlier anti-imperial activists and writers that the de-colonization breeds re-colonization. Once portrayed as universalizing and particularizing poles, globalization and the war on terror now appear as stages in solidifying the new imperial global order. In the putative neo-imperial dispensation, the world country feels quaint, archaic, or nostalgic but occupation is everywhere. For this course occupation will organize our critical inquiry into familiar distinctions among state, empire, and invasion. We will examine institutional, ideological, geographical, and economic commonalities and differences among state-building, imperialism, and our own era what I now call the Global Exception. The course is dedicated to Eqbal Ahmad, whose writings we will consider. Discussions of extensive reading assignments will be supplemented with lectures. MCP, PRJ, PRS, REA, WRI

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

SS-0137-1

Political Philosophy: Politics, Gender, and Race

Falguni Sheth;

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? In this course, we will explore the dominant ideas of political philosophers from the 16th to the 19th centuries. This course will be a prerequisite for the 20th century Political Philosophy and the Critical Race Theory courses that I will teach in ensuing semesters. This course will be reading-, writing-, and theory-intensive. MCP, PRS, REA, WRI

TTH 02:00PM-03:20PM FPH 105

SS-0140-1

Hybrid Identities, Authentic Selves

Kimberly Chang;

This course explores two related concepts: hybridity and authenticity that underlie many present-day struggles over cultural identity, representation, and appropriation. The former calls attention to the multiplicity of collective identities that vie for recognition within a person, while the latter emphasizes what is unique or essential to the self. While the hybrid is often charged with being inauthentic or fake, claims to authenticity are frequently criticized for being reactionary or exclusive. How do we choose among multiple and often competing identities? Why do we feel the need to claim an authentic self? What are the pressures on us to do so and what purpose do such claims serve? We will explore these questions through readings in psychology, anthropology, and literature about different experiences of hybridity: mixed race, immigrant, transnational adoption, transgendered, religious as well as through students' independent research projects.

MCP, PRJ, REA, WRI

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

SS-0141-1

Gender, Technoscience and Law

Jennifer Hamilton;

This course examines the cultural contexts of science and technology, especially as they relate to issues of gender and the law. In what ways does the powerful framework of the law intersect with technoscience? How are these intersections gendered, and conversely, how are gendered subjects constituted by the institutional realms of technoscience and law? To explore these questions, we examine a variety of topics including legal and scientific understandings of intersex; gendered and racialized aspects of biomedical research; and the gendered dynamics of pharmaceutical marketing.

MCP, PRS, PRJ, REA, WRI

MW 01:00PM-02:20PM FPH 106

SS-0143-1

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
IP= Instructor Permission required

Writing the Urban Experience

William Ryan; Carlos McBride

Tumultuous and robust, American cities have certainly enjoyed a rich history. Since this course is primarily a writing seminar, we're interested in the voice of that urban experience, beginning with the literary realism of the late 19th century and culminating in the hip-hop culture of today. Are there patterns to the expression? How and why do shifting populations tell different stories? We'll read history, biography, autobiography, journalism, fiction, and poetry in order to understand the tensions that have informed urban life. More importantly, we'll study these writings with an eye towards adopting their approaches in the critical and creative written assignments. MCP, REA, WRI

WF 01:00PM-02:20PM CSC 121

SS-0145-1

Islam and Democratization

Berna Turam;

Compatibility of democracy and Islam has remained a contestable issue. On the one hand, it has been argued that Islamic culture propels civic and egalitarian values, which makes Islamic cultures democratic. On the other hand, it has been argued that Islam is secularization-resistant, intolerant to individual liberties and thereby incompatible with democracy. Critically assessing the essentializing tendencies of both of these arguments, we will shift the question from compatibility to the dynamics of state-Islam interaction. By studying the diversity of Islamic forces and states, we will explore wide-ranging patterns of interaction that are pivotal to democratization in the Middle Eastern context. The class will discuss pro-democratic voices, actors and their movements as well as their various opponents. The major theoretical goal of the course is to introduce competing approaches to democracy and democratization as well as state transformation by using case studies from the Middle East. MCP, PRS, REA, WRI

TTH 10:30AM-11:50AM FPH 103

SS-0146-1

September 11th: An Introduction to Media Analysis

Tracie Rubeck;

The primary goal of this class is to provide a thorough introduction to various theoretical approaches to media analysis. The course is divided into the following units: 1. Ideology and Hegemony; 2. Social Life and Cultural Studies; 3. The Political Economy of the Mass Media; 4. Representation and Identity; 5. Postmodernism; and 6. Convergence and Transmedia Storytelling. Each unit will include close readings of 147 classic (and difficult) theoretical essays. However, in order to practice both using and critiquing these theoretical essays, we will be conducting a semester-long case study of representations of September 11th. The examples we explore will be drawn from contemporary film, cable news programs, talk radio, newspapers, contemporary music, political campaign ads, photography, video games, political blogs, political satirists, and YouTube. For their final papers, students will further explore a unit of their own choosing. A weekly film screening is MANDATORY. MCP, PRJ, PRS, REA, WRI

TTH 10:30AM-11:50AM FPH 106

W 07:15PM-09:45PM FPH 106

SS-0157-1

Nuns, Saints, and Mystics

Jutta Sperling;

Early Christianity had a tremendous appeal to women and slaves. Early Christian spirituality and practices of devotion were part of a broader cultural revolution aimed at subverting both Jewish and pagan Roman patriarchal family structures, slavery, and the political structures in which they were embedded. The high numbers of female converts, martyrs, and donors testify to the extent to which the church in its formative phase relied on women -- slaves as well as high-ranking Roman ladies -- and their spiritual and material contributions. In medieval Catholicism, women mystics formulated a theology according to which Christ in his human nature could be thought of as entirely female. In the early modern period, female religious rallied to withstand the onslaught of the tridentine movement, which was aimed at purging the religious "public sphere" from its many female protagonists. Female imagery, and the orchestration of cults devoted to the Virgin Mary, for example, played a key role in converting Native Americans. In this course, we will be reading original sources written by our about women in their roles as followers of the apostles, founders of convents, mystics, nuns, "real" as well as "fake" saints, but also secondary literature in this rapidly expanding field of historical studies. MCP, PRJ, REA, WRI

TTH 12:30PM-01:50PM ASH 221

SS-0177-1

Power, Culture, Imagination: Asia and Asian America in US Popular Culture

Kay Johnson;

Using Asia as a case study, this course will examine the way in which "the West," primarily Euro-America, 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" and popular images 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." Attitudes toward and treatment of immigrants from these areas of the world have also been heavily influenced by these constructions of "other" civilizations. Drawing on literary texts, travel literature, popular films, and mass media, the class will focus primarily on images of Asia and Asian America, although students will be encouraged to look comparatively at other regions and immigrant groups as well. : MCP, PRJ, PRS, REA, WRI

W 01:00PM-03:50PM FPH MLH

M 07:00PM-09:30PM FPH 107

SS-0201-1

Injury

Jennifer Hamilton;

This course investigates competing conceptions and legal formulations of injury from a variety of social and cultural perspectives. What role does injury play in the formation of legal subjects, especially in the U.S.? How do legal cultures outside of the U.S. conceive of, interpret, and understand injury? We will also explore associated concepts of risk, responsibility and accountability.

MW 09:00AM-10:20AM FPH 104

SS-0207-1

The Intimacy of Terror

Sepideh Bajracharya;

In this course we take a threefold anthropological perspective on terror as it is experienced, enacted, authorized, and embedded in the intimacies of the postcolonial nation. 1. We will study two cultures of terror that have materialized within the sanctions of the postcolonial community. In the first half of the course, we will study the rise of late 20th century militant youth movements: the Shiv Sena in India, the Muhajir Quami Movement in Pakistan, paramilitaries in Columbia, and Basque separatists in Spain. In the second half, we will look at crowd violence in the 1949 partition of India/Pakistan, the 1983-84 killing of 147 criminals in Indonesia, and the 1992 student massacre in Thailand. 2. Rather than approach such terror forms as episodic or exceptional, we will ask how they constitute terror as usual: how they thrive in everyday states of being. 3. We will reflect on the ethical implications of becoming intimate with terror as someone who researches, thinks, and writes about it.

MW 01:00PM-02:20PM EDH 2

SS-0209-1

North-South or South-South? Rethinking International Economic Boundaries

Omar Dahi;

The last fifteen years have witnessed a resurgence in political and economic cooperation among the developing nations of the South. This course examines the origins and trajectory of South-South relations. Does South-South cooperation hold the promise of an alternative economic model to neo-liberal globalization or is it best thought of as unity against Northern hegemony? How has colonialism previously and economic liberalization more recently changed the structure and pattern of trade among developing countries? What will be the impact of rising alliances within the South such as those between China and many Middle Eastern and South American countries or between Cuba and Venezuela? Does the Non-Aligned Movement that emerged during the Cold War still have a role to play in today's world? In the course we will trace the historical patterns of trade among developing nations since the colonial era and then look closely at South-South cooperation in the post-WWII period.

MW 04:00PM-05:20PM FPH ELH

SS-0210-1

DR

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
IP= Instructor Permission required

Introductory Economics

Stanley Warner;

This course is an introduction to economic analysis that covers the principles of both major areas of conventional economic theory (i.e., microeconomics and macroeconomics). It serves as prerequisite to many advanced economics courses and itself contributes to a wide variety of concentrations. We will work to set the material within a broader social and international context. Five College students will be graded pass/fail only. This course satisfies Division I distribution requirements. QUA

MW 10:30AM-11:50AM FPH 105

SS/HACU-0212-1 **DR**

Autobiographies, Literacy, and Book Culture in Early Modern Europe (1500-1800)

Jutta Sperling; James Wald

This course examines several types of writing about the self (autobiographies, memoirs, letters) in the context of rising literacy rates and the print revolution. We will read how courtesans, Rabbis, artisans, mystics, women scientists, artists, house-wives, heretics, sailors, slaves, and presumed criminals reflected about their lives, imagined the cosmos, narrated catastrophes, encountered God, told of their lovers, described their family management, or defended themselves in court. In addition, we will study writing and reading habits of the past, and get hands-on experience with Early Modern books by visiting various rare book collections in the valley. This course satisfies Division I distribution requirements. PRJ, PRS, REA, WRI

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

SS-0215-1

Queer in Culture

Kaitilin O'Shea;

This course will provide an environment for critical thinking about the production of queer identities beginning at the Stonewall Riots and ending in present day. We will examine the impact of queer identities on social institutions (government & law, family, education, media, history, religion, etc.) and the changes that have occurred as a result of visibility and acknowledgment of queer issues. In addition, we will examine issues pertinent to youth-adolescents and young adults-in the process of defining, processing, and creating queer identities. Through qualitative interviews and analysis, we will come to understand how folks construct queer selves in varying contexts and how first sexual experiences, and the meanings given them, assist in the construction/denial of a queer self. This course is designed for the active participatory learner!

W 06:30PM-08:30PM FPH 102

SS-0226-1

Pacific Empires of the 19th and 20th Centuries and the A/P/A Communities: The Race to World Dominance and the Domination of Race

Richard Chu;

This course focuses on the Chinese, Japanese, French, American, and British empires in the Asia-Pacific region, particularly during the 19th and 20th centuries, and includes a general overview of the countries and A/P/A communities impacted by their imperial projects. The approach is both chronological and thematic. Thus, it starts with the Chinese empire, linking it to the stream of Chinese migrants rushing to the 147Gold Mountain¹⁴⁸ (i.e., California) in search of gold during the 1850s, and ends with the U.S. empire, relating it to the influx of Southeast Asian (Vietnamese, Hmong, Cambodians) immigrants in the 1970s and 1980s. Thereafter, certain historical events that also had direct bearing on the A/P/A community but not exclusively related to one empire are included, such as World War II and the rise of nation-states in Asia. Themes to be discussed include imperialism, racism, gender, colonialism, neo-colonialism, globalization, transnationalism, and migration.

TTH 02:00PM-03:20PM LIB GOOGIE

SS-0228-1

Organizing in the Whirlwind: African-American Social Movements in the Twentieth Century

Amy Jordan;

This course will explore the organizing efforts of African-Americans during the twentieth century. We will examine activism in both rural and urban sites and in cross-class, middle-class and working-class organizations. The readings will provide critical perspectives on how class, educational status, and gender shape the formation, goals, leadership styles and

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IP= Instructor Permission required

strategies of various movements. Some of the movements include the lobbying and writing of Ida B. Wells, the cross-regional efforts of the Brotherhood of Sleeping Car Porters, and the post-WWII radical union movement in Detroit and the local 1199 hospital workers union movement in New York. By extending our exploration over the course of the twentieth century, we will trace the development of various organizing traditions and consider their long-term impact on African-American political activism and community life. A perspective that consistently engages the ways in which African Americans respond and locate themselves within larger global transformations will provide an important frame for our discussions.

WF 02:30PM-03:50PM FPH ELH

SS/HACU-0230-1 **DR**

Controversies in US Economic/Social History

Laurie Nisonoff; Susan Tracy

This course addresses the development of the U.S. economy and society from the colonial period to the present. Focusing on the development of capitalism, it provides students with an introduction to economic and historical analysis. We will study the interrelationship among society, economy, and the state: the transformation of agriculture; and the response of workers to capitalism. Issues of gender, race, class, and ethnicity will figure prominently in this course. This is designed to be a core course for students concentrating in economics, politics, and history. We will work on developing research skills in economics and historical methodologies. Classes will have a lecture/discussion format. Students will be expected to attend class regularly, lead occasional discussions, and write several papers. MCP, PRJ, REA, WRI

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

SS-0232-1

DR

Ab/Normal Psychology

Lourdes Mattei;

This course will introduce the students to ideas of abnormality/normality in psychology. In order to discuss and explore these concepts, we will present an overview of contemporary diagnostic categories as described in the DSM-IV, the diagnostic manual used in the field of mental health. The course will emphasize the social and historical context for our culture's ideals and assumptions about mental illness. In order to reflect on the experience(s) of mental illness, films, case studies, and memoirs will be included. This is an advanced course in Hampshire's new Culture, Brain and Development Program. This course satisfies Division I distribution requirements. MCP, PRJ, PRS, REA, WRI

TTH 10:30AM-11:50AM FPH 105

SS/HACU-0233-1

Listening and Hearing: Interpersonal Process and the Humanistic Tradition

Peter Gilford;

With the onslaught of new communications technologies, virtual reality, and the rapid pace of contemporary life, the capacity for listening to and hearing an "other" has become more difficult. In this class, drawing on the work of humanistic psychology and psychoanalysis, we will focus on the experience of listening and hearing in a dyadic, relational context. Through the use of role plays, video analysis and selected readings from Rogers, Maslow, Bion, Mitchell and others, this course will explore the experiential aspects of observation, interviewing and presence in human understanding. Through the identification of implicit narrativity, metaphor and language games, students will learn about their preconceptions, biases, and overall strengths and weaknesses when listening to others. This course will be primarily experiential and focus on the development of critical-reflexive listening skills. Coursework will also include selected readings about the process of psychotherapy through the lenses of humanistic, psychoanalytic and narrative theories of psychotherapy, as well as written analyses of individual and group role plays through the use of video.

MW 02:30PM-03:50PM FPH 104

SS-0237-1

Indigenous Politics of Latin America

Michelle Bigenho;

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

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IP= Instructor Permission required

As an alternative, this course presents a dynamic view of what it means to be indigenous in Latin American contexts. The course will be taught through the disciplinary lens of anthropology and readings will be drawn from case studies in Mexico, Guatemala, Colombia, Brazil, Peru and Bolivia. Depending on the Spanish language capabilities of the students who take this course, part of the course may be conducted in Spanish. Goals: reading, writing, project, multiple cultural perspectives.

W 02:30PM-05:20PM FPH 103

SS-0240-1

Reproductive Rights: Domestic and International Perspectives

Marlene Fried; Elizabeth Hartmann

This course will introduce students to a broad range of reproductive rights issues and the history of feminist activism surrounding them. Among the topics we will address are: the distinction between population control and birth control; abortion and maternal mortality; the pros and cons of contraceptive technologies; old and new eugenics; HIV/AIDS and reproductive and sexual health; new frameworks including reproductive justice; fundamentalist assaults on reproductive rights; and controversies in feminist organizing at the national and transnational levels.

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

SS/HACU-0247-1

The Laboratory Atop the Graveyard: Research Seminar in 20th Century Europe

James Wald;

The democratic welfare states that we take for granted are in fact the far from inevitable recent outgrowths of chaos and upheaval. Twentieth-century Europeans across the political spectrum had to come to terms with an age of the masses: political mass movements, mass production of commodities, mass media. Europeans drew new mental and physical boundaries among themselves and came to dominate the globe, even as they nearly destroyed themselves in wars of unprecedented destruction. The real victors were two rival systems of modernity: American consumer capitalism and Soviet communism. In 1989, it seemed clear that the former had triumphed. At the dawn of the twenty-first century, the future looks less clear. Although the age witnessed great violence and despair, it also brought forth great hopes and achievements in social thought, the arts, and technology, many of whose effects we are still pondering. Intended for Division II and III students.

M 02:30PM-05:20PM FPH 103

SS-0249-1

Happy Days?: U.S. Social History and Popular Culture in the 1950's

Tracie Rubeck;

This cultural history course will survey U.S. popular culture and literature as a window into social life in the United States during the 1950s. The course will include numerous primary texts: comic books, Hollywood films, news, popular music, journalism, novels, poetry, and television. On the one hand, the course will explore the active construction of and widespread participation in what has become known as the Happy Days myth: a narrative of suburban economic prosperity, social conformity, and familial harmony. On the other, the course will also explore the decade as a site of both social unrest and pervasive anxiety about a nascent youth culture, ongoing race and class divisions, family roles, the workplace, and the place of political dissent in the Cold War. Topics include: McCarthyism, the Quiz Show scandal, the Beat Poets, the Organization Man, Rock and Roll, the beginnings of the Civil Rights Movement, and so on. The primary assignment for the course will be a research paper, and a weekly film screening is MANDATORY.

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

W 07:00PM-09:30PM FPH 103

SS-0250-1

PR

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

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IP = Instructor Permission required

importantly students' own research projects. Prerequisite: Students should have viable research proposal and be ready to begin fieldwork by third week.

WF 10:30AM-11:50AM FPH 103

SS-0252-1 **DR**

Elections in Popular Culture

Robert Rakoff; William Ryan

Americans hold contradictory attitudes toward elections. On the one hand, we are regularly urged to see elections as the sine qua non of democracy, a symbol of fairness, individual freedom, and popular control of government. On the other hand, cynicism about elections is widespread, focused on the corrupting power of corporate money, the distortions of mass media, and citizen apathy. In this course we will examine the roots of these contradictory attitudes. We will look at historical and contemporary interpretations of elections in journalism, film, fiction, and other popular media. We will pay special attention to the treatment of historically significant elections and to coverage of the 2008 elections. Students will be expected to produce a substantial portfolio of writing about elections and their changing narratives. This course can be used to satisfy Division I distribution requirements. REA, WRI

TTH 12:30PM-01:50PM FPH 108

SS-0257-1

Anthropology of Millennial Capitalism

Vishnupad;

Anthropologists Jean and John Comaroffs have recently characterized the contemporary capitalism as 145millennial146 capitalism and it is 147millennial148 in at least two senses: one, it speaks to the state of capitalism at the turn of the millennium, and two, it refers to the immense hopes and aspirations it has raised, which are almost millenarian and magical in their nature. In this course, we will investigate these two aspects of contemporary capitalism. We will look at how these millenarian movements and accompanying occult economies are sustained by contemporary capitalism in different national contexts, and what are its conditions of possibility. In the process, we will inevitably engage the role of media in producing different regimes of visibility and invisibility, of transparency and occlusion. Apart from using anthropological works we will take recourse to psychoanalytical and post- structuralist writings to understand the contemporary capitalist moment.

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

SS-0259-1

Producing Violence

Sayres Rudy;

This course will be a 'critical and clinical' study of the conception of violence, in the broadest sense of the phrase. We will trace this conception across related registers: the event of physical violence; conditions (material and immaterial) of that event; and the conception of violence as an abstract notion. Here the conception of violence is seen as the object of theory, memory, or experience. Violence should not be quarantined within categorical and disciplinary conventions of academia or common sense. For this reasons we will indulge a transdisciplinary approach to the conception of violence, drawing from philosophy, social and political theory, anthropology, sociology, literature, cinema, and history.

W 01:00PM-04:00PM ASH 112

SS/HACU/IA-0264-1

PR

The Past Recaptured: Photographs, Facts and Fictions, 1935-1943

Michael Lesy;

This course will study the United States, 1935-1943, using an array of primary and secondary visual and written sources. These sources will include: (1) One hundred and forty-five thousand black and white images made of the American people by a team of documentary photographers employed by the US government (These photographs are in the FARM SECURITY/OFFICE OF WAR INFORMATION COLLECTION. This collection is available on-line, through the Library of Congress? American Memory website). (2) The Historical NEW YORK TIMES and the Historical CHICAGO TRIBUNE, available as on-line data bases. (3) David M. Kennedy?s Pulitzer Prize winning FREEDOM FROM FEAR, THE AMERICAN PEOPLE IN DEPRESSION AND WAR, 1929-1943. (4) Period novels and oral histories (e.g. Lorena Hickock?s ONE THIRD OF THE NATION). Students will learn to choose and use excerpts from this array of images and texts to build narrative sequences of words and pictures that?like movies with soundtracks?tell true stories about this country and our shared pasts. Students will be expected to create sequences of words and images that?from week to week?will be the work product

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IP= Instructor Permission required

of this course. This course is designed for artists who are intellectuals, and intellectuals who are artists. Prerequisite: Secondary school Advanced Placement in American History, and/or American Literature courses OR: College courses in American history and/or American Literature.

MW 09:00AM-10:20AM FPH 101

SS-0265-1

Imagining Transnational Latin America

Flavio Riese-Ozguera;

What factors compel the rethinking of the place of Latin America in the US imaginary, and in the world? The place of Latino/as in the US? Is a post-neoliberal Latin America possible, and if so, what will it look like? Globalization, free trade pacts, democratization, popular resistance, local and regional migration and the explosive growth of transnational communities and identities are some of the critical issues we will examine. The course will serve as a vehicle for Division II and Division III writing projects, offering a broad framework that will facilitate exchanges between students working on various paradigms and in or across disciplines in the social sciences and cultural studies. We will read key texts in a range of disciplines to help us develop a common conceptual and analytic vocabulary. Students will be expected to conceive, carry out and present periodically their research projects to the class. Depending on students' interests and abilities, portions of the course may be conducted in Spanish.

T 12:30PM-03:20PM EDH 5

SS-0267-1

U.S. - China Geopolitics

Michael Klare;

This course will examine the problems that arise from the collision, interconnection, and coincidence of the strategic concerns of the United States and the People's Republic of China. As China gains in political, economic, and military strength, its interests will increasingly intersect with those of the United States, producing friction and conflict in some cases (e.g., over the pursuit of foreign energy supplies) but opportunities for addressing major problems (like North Korea's nuclear ambitions) in others. The course will consider both the underlying strategic principles that govern U.S. and Chinese foreign policy and the specific ways in which they are applied to particular problem areas, such as Taiwan, North Korea, Japanese militarism, Iran, the global energy predicament, global warming, and human rights. Students will be expected to select a particular problem in U.S.-China relations for intensive investigation and to present his/her findings in class.

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

SS-0268-1

Post-September 11 World: An Exception or Business as Usual?

Falguni Sheth;

Following September 11, 2001, the course of American law and politics surprised as many people as did the events of the actual day. Various constitutional protections thought to be extended to all persons alike--citizens, legal residents, visitors, undocumented residents--were restricted. Most men of Middle Eastern, Muslim, and South Asian descent were forced to register their presence. Domestic surveillance was forcefully brought back into U.S. Government jurisdiction. As of August 2007, it is legal for the U.S. to spy on its citizens. Is this framework an unprecedented response to a dangerous new world? Or can we find it in other moments in history? In this course, we will read a range of historical, political, and theoretical materials in order to answer this question. Readings may include some of the following authors: David Cole, Alan Dershowitz, Carl Schmitt, Giorgio Agamben, Mahmood Mamdani, Roger Daniels, Charles Mills, Natsu Taylor Saito.

TH 06:30PM-09:30PM FPH 102

SS/HACU-0269-1 **DR**

Black Radicalism in the U.S. and Beyond, 1960s and 1970s

Christopher Tinson;

Students in this course will engage in the study of the transition from Civil Rights liberalism to Black Power radicalism in the 1960s and 1970s. We will explore the history, ideas, voices and strategies African Americans employed in the struggle to secure rights and demand respect in the United States. While this course is centered on the struggles waged by Black people in the U.S., students will also grapple with the international events that influenced the radical politics of the period. This course will shape students' understanding of the Black Power vision of social justice and gauge its impact on

the present day from the emergence of Black Studies departments to Hip-Hop culture. This course satisfies Division I distribution requirements. Learning goals: REA, MCP, PRJ, PRS, WRI
MW 10:30AM-11:50AM FPH 107

SS-0273-1

Readings in Environmental History: Classics and Cases

David Newbury;

Environmental concerns have come of age*and will undoubtedly continue to intensify in the future. But our rediscovered enthusiasm for the field sometimes obscures its long intellectual heritage; too often we ignore the depth, range, and wisdom of earlier writings in this field. Course readings will first explore some classic works of environmental history, focusing on (but not exclusive to) the US. We will then examine in depth the historical struggle over access to water in the US west. How do individual needs, commercial demands, and social values all intersect in determining access to water? And what do these decisions reveal of the basic values of a society? In addition to short papers on the readings, students will be asked to select a particular writer, theme, or episode to examine in depth in light of the course readings. Individual cases can be selected from fields outside the US (or addressed in a comparative framework).

MW 02:30PM-03:50PM ASH 111

SS-0277-1

PR

Socially Engaged Buddhism

Susan Darlington;

How is Buddhism engaged in the world? This course explores how Buddhism is being used in Asia and the United States to address contemporary issues such as human rights, environmentalism, economic development and gender relations. The historical development and application of engaged Buddhism will be examined in light of traditional Buddhist concepts of morality, interdependence and liberation in comparison with Western ideas of freedom, human rights and democracy. We will explore how globalization and cultural traditions influence the process of religious and cultural change as people deal with social problems. Cases of Burma, Thailand, Sri Lanka, Tibet, India, Vietnam and the U.S. will be studied comparatively within their broader cultural, historical and political contexts as we look at progressive and conservative responses to social change. Prior knowledge of Buddhist studies or Asian studies is strongly recommended.

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

SS/NS/CS-0278-1

Sex on the Brain: Gender, Sex, and Biology

Jane Couperus;

This course is designed to examine sex, gender, and sexuality in multiple contexts. The primary aim of this course is to develop an understanding of the biology and neuropsychology of sex gender and sexuality. Additionally the course will examine how biological and environmental factors influence sex gender and sexuality across development and how these factors influence differences in brain and behavior. Course requirements will include reading primary research articles in the fields of psychology neuroscience sociology anthropology and women's studies. Students will also be asked to conduct library research write several short response and review papers and conduct a larger research project. Students are not required to have a scientific background but they are asked to be open to reading and evaluating scientific research. This is a core course in the Culture Brain and Development Program.

MW 01:00PM-02:20PM ASH 222

SS-0285-1

IP

Environment and Social Justice

Susan Darlington; Stephanie Levin

This course critically examines the relationship between concepts and use of environment and social justice in numerous settings. Approaching landscapes as cultural artifacts grounded in people's beliefs, histories and interactions with the land, conflicts and inequities arise as people lay claim to the environment for particular uses. Debates surround definitions and implementations of development and sustainability, whether community-based resource management is the most effective method for promoting both social justice and environmentalism, and relationships between scientific and traditional ecological knowledge. Students will write a series of analytical essays on the different topics explored, and a longer research paper on a particular question or case. Instructor permission required.

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

CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; PR = Prerequisites required;
IP= Instructor Permission required

SS-0291-1 **PR****State and Politics in Africa**

Frank Holmquist;

Sub-Saharan Africa faces multi-faceted difficulties including a crisis of the state. The state loomed large in all post-colonial scenarios of African development as the major agency of economic growth and of popular participation. The 1960s and 1970s brought mixed returns on those expectations, but the 1980s dashed prior hopes with international debt, structural adjustment economic policies, and repressive regimes. The turn of the past decade found angry people in the streets demanding democracy, while the end of the Cold War meant that major Western countries were willing to let go of some very unpopular leaders the West used to support. But despite democratic openings, and the unleashing of political voices, several states are marked by their failure to function as well as they did two decades ago, and a few have all but collapsed. Meanwhile economies are growing slowly and poverty maybe spreading. The way out of the general crisis will require state reform and that will require an understanding of the forces that created the current situation. This is the central issue that the course will address. Some prior study of Africa, Asia, or Latin America is expected.

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

SS-0295-1

Modern Islamic Politics and its Discontents

Berna Turam;

Successful mobilization of religious forces across the globe in the last couple of decades has led to the formation of an increasingly vocal secularist backlash. Although sporadic and less organized than Islamist action, anti-Islamist forces have recently become major players not only in national politics but also at the international level. This course will explore various forms of interaction between Islamists and non-Islamist actors ranging from cooperation to confrontation. We will explore the relationship between the nature of the state and the Islamist-secularist interaction. Unlike the very rich literature on political Islam, the secularist backlash has remained understudied at both national and international level. Our focus will be on two issues a) the limits of cross-ideological cooperation between Islamists and secularists b) the nature, scope and consequences of the hostility and confrontation between them. By examining secularist identities, protests and movements in different countries in the Middle East and in the West, we will compare different motivations of anti-religious sentiments and action. The main goal of the course is to situate the growing rift between religious and anti-religious forces into the broader political realm and into respective political regimes.

T 12:30PM-03:20PM FPH 103

SS/HACU-0326-1 **IP****Seminar in Music, Culture, and Ethnography**

Rebecca Miller;

This integrative seminar is designed for Division III students who are working on any aspect of ethnography, music, and other types of cultural production. Readings in cultural theory and issues specific to ethnographic work (the emic/etic divide, notions of authenticity, etc) will offer students theoretical frameworks from which to locate their research from their Division III projects. Additional reading assignments will be student selected. Students will read and critique each other's Division III work and will prepare class presentations of their research throughout the semester. Instructor permission required.

W 01:00PM-03:50PM EDH 1

SS/HACU-0355-1 **PR****Gender Race and Class**

Laurie Nisonoff;

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

T 12:30PM-03:30PM FPH 104

SS-0399-1

Making Social Change

Stanley Warner;

We will form a collective of 16 Division III students working for social change, who will be responsible for (1) presenting their own current research, and (2) engaging a common core of theoretical readings. Consider the following words: apartheid, Gandhi, Greenpeace, Black Panthers, Vietnam, Harvey Milk, abortion, free schools, terrorism. Within specific arenas and behind particular tactics and strategies lie explicit or implicit theories of social change. Caught in the middle are questions of violence or nonviolence, incrementalism or revolution, centralism or decentralism, cooptation or boring from within. In this seminar we will work backward from the individual experience of participants and the discussion of specific historical cases to uncover another level of thinking about defining morally defensible and politically effective strategies for social change. Not open to Five-college exchange students.

T 07:00PM-10:00PM GRN WRC

SS-1IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

SS-2IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

SS-3IND-1

Independent Study

To register for an Independent Study with Hampshire College faculty you need to pick up an Independent Study form in the Central Records office and get the form signed by the faculty supervisor as well as your advisor.

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WRITING PROGRAM (WP)

WP/HACU/IA-0103-1

Introduction to Writing

Deborah Gorlin;

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

TTH 10:30AM-11:50AM GRN WRC

WP-0201-1

CCR

Writing Project Workshop

Ellie Siegel;

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

W 02:30PM-05:20PM GRN WRC