

FALL 2009 COURSE DESCRIPTIONS
(9-17-09)

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

COGNITIVE SCIENCE (CS)

CS/SS-109T-1 **DR; FY**

Diversity, Equity and Community: Opportunities and Challenges for a New Educational Platform

Jaime Davila; Kristen Luschen

This course will explore questions of diversity and education as they relate primarily to the college environment. Though examination of research, film, memoir, and participation in a community project, students will explore how race, ethnicity, class and gender help to organize the college-going process and students' experiences while at school. Some questions we will address are: what are the assets and challenges with which various students approach college, what conditions are necessary to create rich learning environments for all students, how should classroom and college activities be configured in order to maximize every student's participation and learning; what responsibilities should students, faculty, and administrators embrace in order to maximize student achievement and sense of belonging; and what should be the educational goals for a college or university in the area of diversity? Students will be expected to engage with these topics as educational questions and to reflect on in relation to their personal experiences. MCP, PRJ, QUA, REA, WRI

WF 10:30AM-11:50AM

FPH 108

CS-117T-1 **DR; FY**

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 and Kozol, among others. PRJ, PRS, REA, WRI

MW 10:30AM-11:50AM

ASH 221

CS-139T-1 **DR; FY**

Animal Cognition

Mark Feinstein;

Do non-human animals have minds? If so, are they anything like human minds? Can animals plan, remember, solve new problems, experience emotions? In this course we will explore cognition and behavior in a wide variety of species -- vervet monkeys, bottle-nosed dolphins, crows, sheep, honeybees and more -- from the joint perspectives of cognitive science, animal behavior and evolutionary biology. Students will read a series of papers from the professional scientific literature, and develop a final project (a research paper or experiment) of their own choosing. PRJ, QUA, REA, WRI

MW 10:30AM-11:50AM

ASH 111

CS/NS-175T-1 **DR; FY**

Science and Religion: Origins

Salman Hameed; Laura Sizer

This course will examine the interaction between science and religion, with the goal of understanding the history of their relationship from the Greeks to the modern day. Both science and religion seek to explain the natural world and the origin of humanity. We will discuss how and when these efforts have overlapped and been in tension. We will specifically focus on origin questions, including the origin of the universe, life, and humans, examining both scientific and religious approaches to these questions. REA, WRI

MW 10:30AM-11:50AM

ASH 222

CS-0103-1 **DR**

Epistemology: The Theory of Knowledge

Jonathan Westphal;

In this course we will consider how philosophers approach the following questions: What do we know, how do we know it, and what is knowledge? What's so great about it? Wouldn't passionate belief do just as well? What is the correct understanding or analysis of knowledge? Does knowledge demand particular internal states of mind accessible to us, or

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does it depend only on our relationship to the external world? Is knowledge based on a rock-like foundation, or is it more of an ethereal web of belief? What are the sources of knowledge, and can it be justified? How? What kinds of knowledge are there, and are there alternative or incommensurable ways of knowing? REA, WRI

MW 04:00PM-05:20PM ASH 221

CS-0106-1 **DR**

Programming Web Pages for Poets, Artists and Scientists

Paul Dickson;

This is a course about building web pages but it is also a course about learning to program. From day one students will be building web pages and as the course progresses these web pages will become more complex. This course will focus on web page look and feel as well as the underlying code. Students will learn to use HTML, JavaScript, and cascading style sheets. The programming skills learned in this course can be applied to more advanced courses. No previous programming experience is required. EXP, PRJ

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

CS-0106-2 **DR**

Programming Web Pages for Poets, Artists and Scientists

Paul Dickson;

This is a course about building web pages but it is also a course about learning to program. From day one students will be building web pages and as the course progresses these web pages will become more complex. This course will focus on web page look and feel as well as the underlying code. Students will learn to use HTML, JavaScript, and cascading style sheets. The programming skills learned in this course can be applied to more advanced courses. No previous programming experience is required. EXP, PRJ

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

CS-0112-1 **DR**

Animal Behavior Theory

Theodore Stankowich;

This course will survey the main theoretical ideas in animal behavior at an introductory level. We will cover physiological, developmental, functional, and evolutionary explanations of behavior. We will also discuss foundational behavior theory on which future behavior classes will build. This class will serve as a prerequisite for subsequent upper level animal behavior classes. REA, WRI

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

CS-0113-1 **DR**

The Nature of Language

Linnaea Stockall;

There are more than 6000 languages in the world, and in many ways they are extraordinarily diverse. Underneath their differences, though, languages resemble each other in fundamental ways. In this course, we'll learn how we might go about characterizing these fundamental similarities among languages, while also exploring some of the wide range of differences between them. We'll consider issues such as: how and why do nearly all human children learn whatever language they are exposed to in about the same amount of time and with no explicit instruction and what do we really know when we know a language? Students will have an opportunity to apply the terms and concepts learned in class to the study of an unfamiliar language of their own choice. REA, WRI

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

CS-0130-1 **DR**

Introduction to Neuropsychology

Jeremiah Trudeau;

With brain imaging technology increasingly available, more and more of our behaviors are being attributed to physiology. Neuropsychology explores the link between the physical structures of the brain and the less tangible attributes of the mind. This course will introduce the student to the basic anatomy and physiology of the brain, explore how those structures interact to form a functional mind, and examine what happens when something goes wrong. Students will be expected to read and summarize journal papers, as well as finding and reporting on additional materials on a chosen topic. REA, WRI

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

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CS-0143-1 **DR**

Mediawork

James Miller;

The content of popular media--news, feature films, recorded music--is the product of people's labor. Bringing specialized skills to bear on complex technology, usually in the context of a formal organization, media workers create cultural products on an almost continuous basis. This course explores this process of cultural production, with a focus on the division of labor among media workers. Students will study selected media industry sectors, such as journalism, motion pictures, book publishing and popular music. The goal will be to understand the distribution of power and authority in the content production process. This may require some attention to the structure of media ownership and the legacy of organized labor. But mainly students will investigate the actual work and production routines that result in media content. Students will write a couple of essays and a longer final paper. PRJ, PRS, REA, WRI

MW 02:30PM-03:50PM

ASH 111

CS/SS-0146-1 **DR**

Making Sense of the Past: Learning to Think and Teach Like a Historian

Laura Wenk; James Wald

Although many of us have learned history as a conglomeration of facts, dates, and key figures, for professional historians it is a way of knowing, a method for developing an understanding about the relationships of peoples and events in the past. In this course, we engage in studying what is intrinsic to historical thinking and how it might be taught. We do so by engaging in creating historical knowledge using local primary documents and artifacts and by reading cognitive psychology literature on the mental processes historians use. Students complete a local history project, reflect on the thinking involved and on the ways in which such a project could be used in schools. PRJ, REA

TTH 02:00PM-03:20PM

FPH 101

CS-0153-1 **DR**

Code Immersion

Lee Spector;

In this course students will learn to program computers through a process of continuous immersion in the reading, writing, and running of program code. Lectures will be kept to a minimum; whenever possible we will communicate in the language of program code. No previous experience with programming or with computer science is required, although experienced programmers are also welcome and should expect to improve their fluency. PRJ, PRS, QUA

TTH 10:30AM-11:50AM

ASH 126

CS/NS-0164-1 **DR**

Memory Systems: Getting it, Using it, and Keeping it

Melissa Burch; Jane Couperus

Memory is not pudding, it is an elephant ? while pudding is the same throughout, you cannot generalize one aspect of memory to other aspects. In this course we will discuss the many types of memory we use daily, from remembering the name of a new friend, a favorite birthday party, or even how to ride a bike. We will explore the constructive nature of memories and how they may change over time as well as how memory capabilities develop over the life course. We will also explore the neurological underpinnings of memory and the limits of our brains memory systems. However, we do not expect you to have a background in neuroscience. In addition to reading scholarly research and participating in demonstrations of the various forms of memory and their properties students will be expected to integrate their acquired knowledge through a term paper. REA, WRI, QUA

TTH 12:30PM-01:50PM

ASH 112

CS/SS-0167-1 **DR**

Political Judgments and Decisions

Philip Kelleher;

This course will examine theories of political behavior and what recent research has revealed about how people make political judgments and decisions. Some of the questions the course will address are: How do people acquire and use information about political issues and candidates? In what ways do they use information selectively and employ strategies that simplify their decisions? What factors determine an individual's political beliefs, attitudes, and values, both at the level of the individual and at the level of the group? What are the advantages and disadvantages of different political systems and methods of voting? In attempting to answer these questions, we will consider the roles played by different

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information-processing strategies, emotion, ideology, social or group identity, the media, public opinion, and political institutions and the power structures they create. Students will complete a series of short assignments and a longer, final project. This course satisfies Division I distribution requirements. PRJ, REA, QUA, WRI

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

CS-0174-1 **DR**
Computer Animation I
Christopher Bishop;

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

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

CS-11ND-1 **DR**
Independent Study - 100 Level

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CS-0201-1 **DR PR**
Research in Artificial Intelligence
Lee Spector;

Students in this course will become members of research teams focusing on projects designated by the instructor. Projects will involve open research questions in artificial intelligence, artificial life, or computational models of cognitive systems. They will be oriented toward the production of publishable results and/or distributable software systems. Students will gain skills that will be useful for Division III project work and graduate-level research. This class meets once a week for two hours and 40 minutes. Prerequisite: one programming course (in any language). This course satisfies Division I distribution requirements. PRJ, PRS, QUA

W 01:00PM-03:50PM ASH 221

CS-0203-1 **PR IP**
Animation Workshop
Christopher Perry;

This workshop is intended for intermediate and advanced animation students who wish to pursue independent animation projects within a classroom environment. The weekly meetings will be structured around providing creative, critical, and technical support for the participants. All participants will be required to present their work to the group several times during the semester, and these reviews will be complemented with readings, screenings, and other assignments where appropriate. Students interested in the workshop must have a demonstrable level of mastery over their medium as well as course evaluations in prerequisite areas. Students will be allowed to work collaboratively as long as each student has a distinct role and responsibility on the proposed project. Prerequisite: An evaluation from at least one animation-based course.

W 09:00AM-11:50AM ASH 126

CS/NS-0206-1 **DR**
Mathematical Problem Solving: Finding Math Everywhere
Nina Dabek; Margarita Shannon

Students focus on ideas, not just techniques, as they implement problem-solving strategies and find mathematical principles across the disciplines. This course is especially useful for prospective early childhood and elementary teachers, as it provides them with a mathematical foundation designed to support their future work teaching mathematics. Students build on their mathematical understanding, enhance their comprehension of the mathematical/problem-solving process, develop their confidence in exploring mathematical concepts, and communicate that understanding to others. Students do college level mathematics in the context of the following topics with particular emphasis on the first two: Number Sense and Operations; Geometry and Measurement; Patterns, Relations and Algebra; and Data Analysis, descriptive statistics and

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Probability, finding that the concepts they uncover are useful in many aspects of what we do everyday. Students also complete observations in a K-12 classroom and develop problems/curriculum ideas for using math across the curriculum in the classroom. This course satisfies Division I distribution requirements. QUA, PRS

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

CS-0207-1 **DR**

The Theory of Language: Morphology and Semantics

Linnaea Stockall;

If we compare the sentence ?I love you.? to the sentence ?I loved you.? we see that adding a very small piece (-d) causes a very important change in the meaning of the sentence. In this course we'll learn about the linguistic subfields of morphology (pieces of words) and semantics (meanings of words and sentences) and investigate a range of different languages and linguistic phenomena to see how these domains interact. Students will analyse morphological and semantic data and develop an understanding of how the meanings of entire sentences and discourses are constructed from the smallest building blocks. This course satisfies Division I distribution requirements. REA, WRI

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

CS-0208-1 **DR**

How People Learn: Introduction to Cognition and Instruction

Laura Wenk;

In recent years, as a result of interactions between cognitive psychology and education, we now have many ideas about classroom learning, and approaches to teaching, testing and assessment. We also have strong evidence that implementing these ideas could really improve learning for all children and youth, including those who are under-resourced. In this seminar we will work to understand the findings by reading and discussing a selection of theoretical works from cognitive psychology and examine their practical applications to education through discussion and time observing classrooms and/or working with teachers. We will also learn how to evaluate educational claims. Students will be evaluated on 2-3 shorter papers and a longer final paper. The final paper will be on a topic related to the course that leads to recommendations for a school's instructional practice. This course can be used to satisfy the Educational Psychology requirement for licensure students. This course satisfies Division I distribution requirements. REA, PRJ

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

CS-0229-1 **PR**

Language and Mind

Jeremiah Trudeau;

The use of symbolic language is one of the most complex achievements of the human mind, and yet is built on the most basic cognitive structures of perception and memory. Some consider language to be the pinnacle of human achievement or even a defining feature of humanity, but many basic questions remain unresolved. Why do we always tend to hear what we want to hear? Is language necessary to relate and connect to other people? Do the words we use really structure how we think? This course will explore the principles of psycholinguistics and what mental representations of language can teach us about the mind more broadly. Prerequisite: Some prior coursework in cognitive science or linguistics.

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

CS-0238-1 **DR**

Cognitive Development

Melissa Burch;

In this course we will discuss the processes by which children come to acquire, recall, and use knowledge. This course will focus on development from infancy to middle childhood. By reading primary literature, we will examine the emergence and refinement of children's ability to form concepts, recall the past, and extend knowledge to new situations. We will consider methodological challenges and approaches to studying children's abilities, including naturalistic observations, and controlled laboratory studies. We will review literature on findings and theories of development in each area and discuss how changes in children's representational abilities contribute to these abilities. Students will make class presentations based on research articles, write short papers in response to class topics, and develop a research proposal on a topic of interest discussed in the course. This course satisfies Division I distribution requirements. REA, WRI, PRS

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

CS-0245-1 **DR**

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Minds, Brains and Machines: The 50 Key Ideas

Neil Stillings;

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

Division I distribution requirements. QUA, REA, WRI

MW 02:30PM-03:50PM ASH 112

F 02:30PM-03:50PM ASH 221

CS-0252-1 **DR** **PR** **IP**

Linguistic Variation

Mark Feinstein;

The study of linguistic variation is crucial for our understanding of the general nature of language as well for explicating the mechanisms of linguistic change. In this course we will focus intensively on a single aspect of variation in English--the dialects spoken in Ireland. The stereotypical 'brogue' of Irish English (or Hiberno-English) is actually a set of regional and social variants that differ significantly from one another in their phonology, morphology, syntax and lexicon. They are also quite different in many respects from familiar American (or even British) dialects. None have been well-described in the professional literature. Using primary recorded and written materials, students will work closely with the instructor and contribute to an on-going research project aimed at characterizing Irish English more fully. Prerequisite: At least one course in linguistics or related area. This course satisfies Division I distribution requirements. QUA, PRJ.

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

CS-0260-1 **DR** **PR**

Video Game Design: Building Video Games from Scratch

Paul Dickson;

This programming-based course will teach students to design and build video games. Students will learn to conceive, design, and build game frameworks. They will also learn the basics of creating the art necessary for the game environment and how to define game play. By the end of the semester, each student will have built at least one video game that is ready to be played. Prerequisite: Students are required to have at least one semester of college-level programming in a high-level programming language, e.g., C, C++, or Java. This course satisfies Division I distribution requirements. PRJ

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

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 ?aesthetization of politics.? In this course we will explore this newly emerging theory and its implications for democracy. Students will write a couple of essays and carry out a final project.

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

CS/NS/SS-0270-1 **DR** **PR**

Adolescent Development

Jane Couperus;

Adolescence is often thought of as a time of great change and upheaval as children navigate the transition into adulthood. Raging hormones, changing social expectations and relationships, and developing autonomy all contribute to this tumultuous time. This course will examine the biological, cognitive, and social changes that occur during adolescence to develop a better understanding of this unique period of development. Using psychological as well as neuroscience and social science literatures the course will examine adolescence through multiple perspective to develop a well rounded picture of this developmental period. Students will be asked to read primary literature in psychology and neuroscience as

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well as from other relevant fields such as anthropology and sociology. Requirements will include short papers throughout the semester as well as a major research project. Prerequisite: Students having been on the waitlist in the Spring 2009 will be given priority. This course satisfies Division I distribution requirements. PRJ, REA, WRI

TTH 02:00PM-03:20PM

ASH 222

CS/NS/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 02:30PM-03:50PM

ASH 222

CS/HACU-0292-1

PR

The Philosophy of Ludwig Wittgenstein

John Connolly;

Ludwig Wittgenstein is arguably the most influential philosopher of the twentieth century. It is impossible to understand many of the philosophical movements of either the last century or this one without an appreciation of his ideas. In this course we will closely read his most important philosophical texts (Tractatus Logico-Philosophicus and Philosophical Investigations), as well as his last work, On Certainty. In addition, students will be asked to research a topic of their own choosing (e.g. philosophy of mind, skepticism, aesthetics, feminism, etc.) by exploring the literature on Wittgenstein and that topic. Prerequisites: Previous work in philosophy is highly recommended. In other cases, permission of the instructor will be required.

TTH 02:00PM-03:20PM

FPH 106

CS-2IND-1

Independent Study - 200 Level

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CS/NS-0316-1

PR

Linear Algebra

David Kelly;

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

MWF 01:00PM-02:20PM

CSC 2-OPEN

CS/HACU/IA/NS/SS-0356-1

Special Topics in Childhood, Youth, and Learning: An Integrated Division III Seminar

Natalie Sowell;

This seminar is designed for students pursuing a Division III project on a topic related to childhood, youth, or learning, and is appropriate for students whose primary work is in any of the five schools. We will begin the semester by considering the assumptions, perspectives, and methodologies involved in different disciplinary approaches to work related to childhood, young people, and/or education. Students will help select reading of texts relevant to their area of focus. The

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remainder of the course will involve students' presentation of works in progress, peer editing, and sharing strategies for completing large independent projects. Assignments will include brief reaction papers, as well as a substantial longer piece of work that could be incorporated into the Division III project. This course is designed for students in the first or second semester of their Division III projects, and can be used as an advanced learning activity.

W 02:30PM-05:20PM

FPH 107

CS-3IND-1

Independent Study - 300 Level

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HUMANITIES, ARTS and CULTURAL STUDIES (HACU)

HACU-130T-1 **DR; FY**

Literature and Culture in the Jazz Age

Michele Hardesty;

This tutorial will introduce students to the interdisciplinary study of U.S. culture by looking at literature (by Fitzgerald, Toomer, Yeziarska, Dos Passos as well as less canonical writers), music (jazz, ragtime, blues), visual art and film (The Gold Rush, The Big Parade) released in a single year: 1925. We will explore themes of the Jazz Age such as modernism, urbanization, migration, race, class, and gender. Students will develop critical reading, viewing, listening capabilities by tackling short writing assignments, and will dive into the historical archive to build strong research skills. Students will design and complete a guided independent research project, which will include a class presentation and a final paper. MCP,PRJ,PRS,REA,WRI

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

HACU-131T-1 **DR; FY**

American Literary Landscapes

Alan Hodder;

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

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

HACU-132T-1 **DR; FY**

Centering: Metaphors in Motion

Daphne Lowell;

In dance, centering is both a physical and metaphysical quest. It is a Holy Grail we seek in our daily physical and creative work. It's also a concept important in other cultural practices: in other arts, architecture, religion, sports, or martial arts. We'll investigate this suggestive, seemingly abstract, idea in movement and image to learn ways of grounding and developing such a concept in and through physical, artistic form. We'll study somatic theories (Sweigard's Ideokinesis, Cohen's BodyMind Centering, Bartenieff's Fundamentals), complicate our understanding of centering through improvisation (working, for example, with polarity, balance, simultaneity, repetition), and study examples of this concept evident in the work of other artists/engineers. Throughout, we'll consider differing cultural and personal interpretations of the concept. This is not a dance technique course, but it is a studio course for dancers and other artists, and anyone interested in exploring the physical and symbolic properties of the center. EXP,PRJ,REA,WRI

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

HACU-133T-1 **DR; FY**

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.) PRJ,PRS,REA,WRI

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

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HACU-134T-1 **DR; FY**

Black Vision: A Platform for Critical Theory

Kara Lynch;

Black Vision is the base for inquiry and knowledge in this interdisciplinary course. we will consider the production of Black thought and cultural production in a global diasporic context. Our anchor and provocateur will be James Baldwin. We will engage with the work of various authors, thinkers, makers and doers, but Baldwin's voice and vision will consistently coax and challenge us into a deeper, richer, involved and invested relationship with the material. Students will engage with primary and secondary texts, learn methodologies for interdisciplinary work across the arts and social sciences, and build a familiarity with Black critical thought and culture as a practice and a methodology. This reading, writing, making class will incorporate screenings, production labs, lectures and study groups into the structure of the course. This course will intersect the disciplines of : literature, political philosophy, social theory, visual, performance, and camera arts, history, media + cultural studies. This course will prepare students for work in media arts, media studies and ethnic studies. EXP,MCP,PRJ,PRS,REA,WRI

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

W 07:00PM-09:00PM JLC 131

HACU-135T-1 **DR; FY**

Victorian Childhood: Self and Society in the Nineteenth Century

Lise Sanders;

This course provides an introduction to changing cultural conceptions of childhood in the nineteenth century. We will read novels (Charles Dickens' Oliver Twist and George Eliot's The Mill on the Floss) alongside poetry (William Blake's Songs of Innocence and of Experience and Elizabeth Barrett Browning's The Cry of the Children) and children's literature by Lewis Carroll, Edward Lear, Rudyard Kipling, Frances Hodgson Burnett and J. M. Barrie. These texts will be studied in the context of sociological analyses of children's experience such as Henry Mayhew's London Labor and the London Poor and in light of labor legislation throughout the century. We will also address the construction of childhood and adolescence in popular culture through the study of boys' and girls' magazines, many of which increasingly depicted children as the future of the British empire. This writing-intensive project-based course is designed to appeal to students interested in literature and cultural studies, history, and child studies MCP,PRJ,REA,WRI

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

HACU-136T-1 **DR; FY**

Antebellum Social Movements

Susan Tracy;

The "antebellum period" (1820-1860) is the tumultuous period before the Civil War, which witnessed the "modernization" of the Northern economy, society and politics fueled by the expansion of the Euro-American population into the West engendering several Native American wars, a foreign war in Mexico, and the expansion of slavery. The United States witnessed rapid industrialization, urbanization, and immigration that changed the nature of citizenship. Some people inspired by Christian evangelism sought "a more perfect union" through a series of social change movements. In addition to the intersectional conflict over slavery, which eventually drove the country to Civil War, this period witnessed an interracial anti-slavery movement, an active feminist movement, a utopian communities movement, and a peace movement. The origins, membership and legacy of these movements will be our focus. This will be a project-based course where students will have the opportunity to undertake local archival research.

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

HACU-137T-1 **DR; FY**

Exploring the Divine Feminine

Robert Meagher;

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

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

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HACU-138T-1 **DR; FY**

Sound, Image and Narrative: A Multidimensional Approach to Japanese Culture

Junko Oba;

This tutorial explores Japanese culture using Japanese songs as literary, musical and sociocultural texts that project its aesthetics, self-images, history, and national myths. The course examines a broad range of materials, both in terms of musical genres and historical periods, from nursery rhymes to traditional chants to contemporary rap songs. We sing select songs in Japanese (including some regional dialects) in order to familiarize ourselves with the sounds of Japanese language and the correlation between language and musical structure; study their lyrics in English translation and discuss their meanings, culture-specific connotations and functions in their contexts. In addition to reading select articles, students conduct a series of mini research on specific songs and topics at several junctures during the course and share their findings in class discussions. The course aims to present and share the results of our collective musical endeavor and individual research with our community in the form of an informal concert/ workshop at the end of the semester.

MCP,PRJ,PRS,REA

MW 10:30AM-11:50AM

MDB RECITAL

HACU-139T-1 **DR; FY**

Making It New: The Literature of Modern Life

Jeffrey Wallen;

In this course we will read several key Modernist texts (possibilities include Joyce, Kafka, Pound, Stein, Baudelaire, Rimbaud, Woolf, and Musil), and we will often pair them with texts written a generation or so earlier by other major writers. These juxtapositions will help us grasp the experiments, transformations, and attempted breaks with the past involved in these efforts to make an art for modern life. We will also look at some provocative examples of Modernism in film, visual art, and music. PRS,REA,WRI

MW 10:30AM-11:50AM

EDH 2

HACU-0101-1 **DR**

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, including the Family and Friends weekend in October. 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-0103-1 **DR**

Introduction to Writing

William Ryan; Ellie Siegel

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

TTH 01:00PM-02:20PM

GRN WRC

HACU-0106-1 **DR**

Painting Foundations:Collective Painting and Drawing

Daniel Schrade;

The goal of this course is to develop an individual visual vocabulary and to experience and understand preferences in working with a variety of painting and drawing materials. Students will collectively prepare a large-scale canvas, later used as an experimentation field to stress color theory, effective visual organization and originality. Conceptual and material risks in oil, acrylic and charcoal will have to be taken. This course will develop from collective work towards individual set-ups and abstract work. Regular class critiques will assist in developing strong skills in the evaluation of work

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in progress, and in analyzing formal composition principles. Readings and one paper on an artist to be assigned will be part of this class. Assignments will require students to work independently in addition to class periods. This course satisfies Intro to Drawing prerequisites for 200 level painting courses. Field trip. \$40 Lab Fee. EXP,MCP,PRS

MW 01:00PM-03:50PM

ARB STUDIO 1

HACU-0109-1 **DR**

Introduction to Analog/Digital Media Arts

Joan Braderman;

This production and theory course will introduce students to basic video, film and photographic techniques and to a diverse range of critical texts on digital and media theory, film theory and some art history. Production work will include the use of digital video and digital photography, including Photoshop. Students will gain experience in pre-production and post-production techniques and will learn to think about and look critically at the moving and still image. Students will complete two digital photo projects and one or two time-based projects, including a digital video piece edited on a non-linear system. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. EXP, PRJ,REA

T 12:30PM-03:20PM

JLC 131

W 07:00PM-09:00PM

JLC 120

HACU-0119-1 **DR**

Musical Beginnings

Rebecca Miller;

This course focuses on the broad fundamentals of western music and music theory, including music literacy (how to read western music notation). We will learn theoretical concepts (pitch, rhythm, timbral nuances, texture, intervals, chords, harmony, etc.) and develop our sense of aural music cognition through ear training. This course will connect music to theory by teaching students how to compose music and by performing on instruments the basic theoretical concepts covered throughout the course. No prior music training or literacy is required. There will be weekly homework assignments and collaborative composition projects; in addition, students are required to attend an evening ear-training workshop (either Monday or Thursday) once a week from 7-9pm. EXP, PRJ, WRI

TTH 10:30AM-11:50AM

MDB RECITAL

MTH 07:00PM-09:00PM

MDB CLASS

HACU-0140-1 **DR**

Writing from the Diaspora: Contemporary Women's Literature

Alicia Ellis;

This course is designed to provide a familiarity with some defining texts by contemporary women writers. You will be asked to think and write about meanings which have become naturalized in practice and ideology and how our texts think through/beyond those taxonomies of power, coercion and abridgement in order to neutralize them. Topics to be discussed include: gender and sexuality, race and class, immigration and colonialism, the politics of identity and embodiment and the creative female voice. Frequent short writing assignments and class presentations. Authors will include Zadie Smith, Andrea Levy, Jamaica Kincaid, Kiran Desai, Jhumpa Lahiri, Elizabeth Alexander, Edwige Danticat. MCP,PRS,REA,WRI

MW 01:00PM-02:20PM

FPH 107

HACU-0144-1 **DR**

Renaissance, Resistance, and Revolution: 20th Century African American Literature

McKinley Melton;

This course will examine major works, themes, and concerns of the African American literary tradition, focusing most specifically on writings produced from the Harlem Renaissance to the Black Arts Movement. Centering our discussions around the social, political, and cultural movements of the 20th Century, we will consider the manner by which literature has been utilized to give voice to the reality of African Americans, thereby re-writing narratives that previously sought to exclude and negate them. This course will engage novels, short stories, poetry, and drama as a means of not only exploring African American culture, but ultimately considering the African American presence as central to understanding American culture as a whole. Learning Goals: REA, WRI, PRS, MCP

MW 04:00PM-05:20PM

FPH 106

HACU-0145-1 **DR**

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Daoism, Shamanism and Shinto: Indigenous Religions of East Asia

Ryan Joo;

This course introduces religious traditions originated and developed in China, Korea and Japan. We will first study Daoist and Confucian scriptures of Daodejing, Zhuangzi, Analects and Mencius, followed by an examination of their religious history and practices. We will explore the traditions of Korean Shamanism and Japanese Shinto next, paying close attention to their legends, worldview, ritual practices and the role of women. We will also study "New Religions" common to all three countries from the 19th century onward. Lastly, the course will investigate how "imported" religions such as Buddhism, Christianity and Communism were reshaped by the indigenous religions, and vice versa. MCP, PRJ, REA, WRI

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

HACU-0156-1 **DR**

Are We Not American?: Reimagining American Literature and Identities

Jeannette Lee;

This class is an introduction to and expands conventional understandings of twentieth-century American literature. It focuses on representations of diverse American experiences. How would typical approaches to American literature change when we incorporate literature written by women, immigrants, and persons of color? How would we consider racial, national, gendered, and classed identities as part of American literature? We will begin with short stories by Flannery O'Connor, Toni Morrison, Julia Alvarez, and Philip Roth that address these questions. Then we will read novels written by American immigrant and exile writers, such as Jamaica Kincaid, Jhumpa Lahiri, Manuel Puig, and Edwidge Danticat as well as mainstream Anglo- and African-American writers, such as John Updike and Colson Whitehead, to interrogate how these voices engage questions of nation, exile, home & belonging. This course investigates and recasts what is American Literature. It is also writing intensive and includes writing workshops. MCP, PRS, REA, WRI

MW 01:00PM-02:20PM LIB KIVA

HACU-0157-1 **DR**

Convergent Histories (Art Since 1950)

Lorne Falk;

This course is a survey of contemporary art that examines the dissolution of high art (dominated by painting and sculpture) as a concept, and how media, from ceramics and textiles to photography and video, have come to contest that notion even as they aspire to it. In the process of this investigation, you will discover what makes art relevant to you? whether you plan to historicize art, create it, or make culture in another way? and to the wider world. You will be introduced to the global contemporary art world and begin to explore how art operates aesthetically, politically, emotionally, and intellectually. Through the work of selected artists, critics, historians and theorists, you will investigate a range of processes, concepts and issues that are important in world art today. MCP, PRJ, PRS, REA, WRI

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

HACU-0168-1 **DR**

The Blues: Musical and Social Perspectives

Jerome Harris;

The music genre known as "the blues" makes traditional African American cultural and aesthetic priorities audible; its emergence and evolution are intertwined with broad American historical and social forces. This course will explore how the blues has carried meaning for Americans in general and African Americans in particular. Two central questions frame this course: [1] What cultural, aesthetic, musical and lyrical concerns are expressed in the blues? [2] What are the social, economic, racial and gender aspects of the production and consumption of the blues? We will explore the genre's African antecedents, work songs and hollers, country and urban blues, and rock and roll. We will also examine issues and concepts that surround and infuse the questions above: authenticity, commodification, musical "ethnicity," the relationships between "black" and "white" musics in 1920's and 30's America (and beyond), and the role of gender in the experience of race in America, among others. MCP, REA, WRI

T 12:30PM-03:20PM MDB RECITAL

HACU-0171-1 **DR**

Philosophy, Relativism and Truth

Christoph Cox;

Is there such a thing as "objective" or "absolute" truth? Or is everything "relative" to a particular individual, culture, language, or conceptual scheme? What is truth, anyway? In this course, we will examine the nature of truth, knowledge, and value and consider a range of challenges to the idea of "objective" or "absolute" truth. We will begin by

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considering solipsism, skepticism, and subjective relativism and then spend most of the semester discussing various forms of relativism (conceptual, epistemic, ethical, cultural, aesthetic, etc). Drawing upon texts from early Greek philosophy through contemporary Anglo-American and European philosophy, we will try to sort out strong from weak arguments for various versions of objectivism and relativism. MCP,PRS,WRI

MW 01:00PM-02:20PM

EDH 5

HACU-0173-1 **DR**

The Good Story

Eric Sanders;

How do narratives function? What are the elements that combine to create that most elusive of forms, a "good story"? This course will address these and other questions in an effort to provide students interested in the humanities and arts (including fiction and non-fiction writing, theater, and film) with the fundamental skills necessary for analyzing and creating successful narratives. Close readings will seek to reveal how writers are able to grip an audience's attention by building narrative questions, how plots are structured both within scenes and across an entire work, how resonant dialogue can effectively manage to impart information and create subtext, and how characters relate to plot. Classes will combine writing instruction with peer review sessions to aid students in the process of developing and revising their work. EXP, REA, WRI

T 12:30PM-03:20PM

LIB GOOGIE

HACU-0178-1 **DR**

Messianic Critique

John Drabinski;

How is one to think critically in the wake of mass-death? In the wake of catastrophic violence in Europe's twentieth-century, and the emergence of a suffocating mass culture industry, the very idea of critique and theoretical intervention is put in question. How can we conceive an interruption, even reversal, of such disastrous loss in a culture of anonymity? How is anonymity to be addressed from within language, culture, and the social order? This course pursues these questions with a cluster of theorists from Gershom Scholem to Jacques Derrida. Our focus will be the motif of messianism in German and French critical theory from the middle- to late-twentieth century. We will begin with the influential treatments of the Jewish conception of the messianic in Scholem's and Franz Rosenzweig's work, in order to set the stage for how later thinkers secularize the same notion. With Walter Benjamin, Theodor Adorno, Emmanuel Levinas, Derrida, and Maurice Blanchot as our guides, we will explore how a secularized Jewish conception of the messianic emerges and comes to function as central to the aesthetic, cultural, and political analyses of critical theory and deconstruction. Such an understanding is crucial for understanding the foundations of contemporary literary, social, cultural, and political theory. WRI : REA : PRS

TTH 12:30PM-01:50PM

ASH 111

HACU-0182-1 **DR**

The History of Photography: On the Art of Fixing a Shadow

Karen Koehler;

This course will be a selective examination of the history of photography in Europe and the U.S, from the earliest daguerreotypes in the 19th century to the digital works of the present. We will consider the evolution of photography in relationship to other art forms, including architecture, literature, painting, collage, video, performance, printmaking, and film. We will treat the photograph as an art historical document, and above all, interrogate the works as aesthetically resonant reflections of specific historical moments. This will be a rigorous critical examination of both canonical and non-canonical photographs, and we will work to link the "decisive moment" of the image to those social, political, cultural and intellectual moments in the past that informed their creation and reception. Students will be responsible for a series of papers, regular trips to Five College Museums, and a final student symposium on the state of photography in the 21st century, including global perspectives. MCP,PRJ,PRS,REA,WRI

TTH 10:30AM-11:50AM

FPH ELH

HACU-0185-1 **DR**

Alien/Freak/Monster: Race, Sex, and Otherness in Sci-Fi and Horror

Susana Loza;

This course examines questions of race, gender, sexuality, cultural difference, and reproduction in science fiction and horror films. It investigates how and why people in different social positions have been constructed as foreign, freakish, or monstrous. In addition to exploring the relationship between sex/gender norms and hierarchies based on

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race/species or class/caste, we will also consider the following questions: Does the figure of the alien/freak/monster reconfigure the relationship between bodies, technology, and the division of labor? How do such figures simultaneously buttress and transgress the boundary between human and non-human, normal and abnormal, Self and Other? How does society use the grotesque body of the alien/freak/monster to police the liminal limits of sexuality, gender, and ethnicity? How does The Other come to embody Pure Evil? Finally, what are the consequences of living as an alien/freak/monster for specific groups and individuals? This course is reading-, writing-, and theory-intensive. MCP,PRS,REA,WRI

TTH 10:30AM-11:50AM

EDH 2

HACU-0192-1 **DR**

Jazz Ensemble Seminar I

Thomas Randall;

In this performance-based introductory class, students will begin to develop the skills and techniques of jazz performance, including ensemble playing and improvisation. Students will study the forms and concepts of jazz composition and theory and apply them in the composition and performance of repertoire. They will learn to compose elements of jazz pieces and will present their original work in a spring concert performance. There will be assigned readings and a short, final paper. This course is open to all instrumentalists and vocalists who want to acquire proficiency in the basic elements of jazz. Students are expected to have a basic music theory background (Musical Beginnings or equivalent) and reasonable proficiency on their instrument, including basic scales and rudimentary reading ability. EXP,PRJ

T 06:30PM-09:20PM

MDB 110

HACU-0194-1 **DR**

Literature and Psychoanalysis

Mary Russo;

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

TTH 12:30PM-01:50PM

EDH 4

HACU/IA-0199-1 **DR**

High Spirits: Reading and Writing About Spiritual Experi

Deborah Gorlin;

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

TTH 10:30AM-11:50AM

EDH 5

HACU-1IND-1 **DR**

Independent Study - 100 Level

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-0201-1

Beginning Contemporary/Modern Dance Techniques I

Rebecca Nordstrom;

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This course will emphasize building technique through conscious awareness of the body, including alignment, movement initiations, and use of breath. We will work on freeing up our bodies, for full, expressive, and distinct dancing. Classes will combine specific improvisations as well as introduce the basics for picking up and remembering movement phrases and sequences. Elements will also include: finding center, playing on and off center, supporting through the spine, connecting to the floor, specific use of weight, momentum, release, and presence. Working in a supportive and focused environment, these classes will build from a slow thorough warm-up to large, luscious, and energetic dancing. Cost of performance tickets will range between \$30-\$50.

TTH 12:30PM-01:50PM

MDB MAIN

HACU-0203-1

Architectural Design Fundamentals

Robert Goodman;

This course is suitable for students with little or no background in architectural design who are interested in developing their skills in a studio setting. The course focuses on the design of simple buildings and includes basic architectural drawing and model study techniques, aesthetic and functional analysis, appropriate uses of construction techniques and structures, and issues of site design. It explores architectural design in the context of environmental sustainability, and it requires a considerable amount of student out-of-class time for analysis and design development.

TTH 02:00PM-03:20PM

EDH 3

HACU-0205-1 **DR**

Introduction to African Cinema

Jean Marie Teno;

This course introduces and explores issues related to the genesis, evolution and various challenges in African cinema. Most especially it will consider prominent themes, aesthetic paradigms, funding, production, distribution as well as the reception of African films from the perspectives of both practitioners and critics of African cinema. It will also actively engage students in the art and practice of viewing and analyzing films made by selected generations of African filmmakers, namely, Sembene Ousmane, Djibril Diop Manbety, Souleymane Cisse, Idrissa Ouedraogo, Safi Faye, Sarah Maldoror, Haile Gerima, Balufu Bakupa Kanyinda, Abdherramane Sissako, Zeka Laplaine, Newton Aduaka among others. In all, students will be encouraged to think critically, about the writings in and on African cinema, and contextualize them within Africa's colonial and post-colonial history and culture. This course satisfies Division I distribution requirements. MCP, PRJ, PRS, REA, WRI

T 09:00AM-11:50AM

JLC 120

TH 07:00PM-09:00PM

JLC 131

HACU-0208-1 **PR**

Introduction to Painting

J. Matthew Phillips;

This course will introduce students to 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. We will work with oil paint. You will be expected to engage with the work of other artists through occasional readings, slide lectures, and there will be a mandatory trip to an area museum or gallery. 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 of \$25 will be required.

MW 03:30PM-06:30PM

ARB STUDIO 2

HACU-0209-1 **PR**

Video I: Queer Looks

Kara Lynch;

Video I is an introductory video production course. Over the course of the semester students will gain experience in pre-production, production and post-production techniques as well as learn to think and look critically about the making of the moving image. We will engage with video as a specific visual medium for expression, and we will apply queer theory and practice as a lens and sounding board in relation to issues of representation, spectatorship, identification, practice and distribution. Projects are designed to develop basic technical proficiency in the video medium as well as the necessary working skills and mental discipline so important to a successful working process. Final production projects will

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experiment with established media genres. Readings, screenings, In-class critiques and discussion will focus on media analysis and the role of technology in image production. There is a lab fee charged for the course. Prerequisite: 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent).

T 07:00PM-10:00PM	JLC 131
M 07:00PM-09:00PM	JLC 131

HACU-0209-2 **PR**

Video I: Queer Looks

Kara Lynch;

Video I is an introductory video production course. Over the course of the semester students will gain experience in pre-production, production and post-production techniques as well as learn to think and look critically about the making of the moving image. We will engage with video as a specific visual medium for expression, and we will apply queer theory and practice as a lens and sounding board in relation to issues of representation, spectatorship, identification, practice and distribution. Projects are designed to develop basic technical proficiency in the video medium as well as the necessary working skills and mental discipline so important to a successful working process. Final production projects will experiment with established media genres. Readings, screenings, In-class critiques and discussion will focus on media analysis and the role of technology in image production. There is a lab fee charged for the course. Prerequisite: 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent).

T 07:00PM-10:00PM	JLC 131
M 07:00PM-09:00PM	JLC 131

HACU-0210-1 **PR**

Film Workshop I

Jean Marie Teno;

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes, which represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will be produced in 16mm format. Video formats plus digital image processing and non-linear editing will also be introduced. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. There are weekly evening screenings or workshops. Prerequisite courses include a 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent and must be completed and not concurrent with 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.

W 09:00AM-11:50AM	JLC 120
T 07:00PM-09:00PM	JLC 120

HACU-0210-2 **PR** **IP**

Film Workshop I

Jean Marie Teno;

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes, which represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will be produced in 16mm format. Video formats plus digital image processing and non-linear editing will also be introduced. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. There are weekly evening screenings or workshops. Prerequisite courses include a 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent and must be completed and not concurrent with 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.

W 09:00AM-11:50AM	JLC 120
T 07:00PM-09:00PM	JLC 120

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HACU-0211-1 **PR**

Still Photography Workshop I: Digital Photography

Jacqueline Hayden;

This course explores the intersections of digital and traditional photographic imaging in terms of technique, critical theory, history and aesthetics. 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 in electronic books or Web projects. Prerequisites: Introduction to Media Arts, Art History or Photographic History course or its equivalent in studio arts. A lab fee will be 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.

F 10:30AM-11:50AM JLC 131

F 01:00PM-02:20PM JLC 131

HACU-0211-2 **PR IP**

Still Photography Workshop I: Digital Photography

Jacqueline Hayden;

This course explores the intersections of digital and traditional photographic imaging in terms of technique, critical theory, history and aesthetics. 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 in electronic books or Web projects. Prerequisites: Introduction to Media Arts, Art History or Photographic History course or its equivalent in studio arts. A lab fee will be 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.

F 10:30AM-11:50AM JLC 131

F 01:00PM-02:20PM JLC 131

HACU-0215-1

Intermediate Contemporary/Modern Dance Techniques III

James Coleman;

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. We will investigate expression in movement through awareness of sensation, space, time, focus and attention to detail. This course will also focus on deepening our knowledge of anatomy and biomechanics to increase movement efficiency and safety. Warm-up exercises are influenced by several movement techniques including Pilates, Yoga, the Feldenkrais Method, and Authentic Movement. Class work will include improvisation and the movement style and vocabulary will draw upon both hip-hop and martial arts. Students will be required to participate in dance outside of class (by attending dance concerts and working as crew for a production) and submit written evidence of that participation. Absence from more than 2 or 3 classes is considered unsatisfactory. This course is geared to the low intermediate level. Cost of performance tickets will be between \$30-\$40.

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

HACU-0223-1 **DR**

Woman and Poet

Lise Sanders;

In *A Room of One's Own*, Virginia Woolf observed that "[The woman] born with a gift of poetry in the sixteenth century was an unhappy woman, a woman at strife against herself." What professional and personal challenges have female poets faced throughout history? How have women reconciled societal expectations of 'proper femininity' with the desire to write and publish? How has the marketplace influenced the development of poetry by women? How does the study of

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gender difference influence the process of reading and analyzing poems? These are some of the many questions this course will address. We will study the lives and works of poets ranging from Anne Bradstreet, Phyllis Wheatley, Elizabeth Barrett Browning, Emily Bronte and Emily Dickinson, to Marianne Moore, Elizabeth Bishop, Anne Sexton, and Sylvia Plath. This course satisfies the Division I distribution requirement. PRS, REA, WRI

MW 01:00PM-02:20PM

EDH 2

HACU-0228-1

Decoding Zen Buddhism: Philosophy, Practice and History

Ryan Joo;

According to D.T. Suzuki, one of the most influential Zen Buddhist teachers of the 20th century, Zen is not a system of philosophy, religion, mysticism, nihilism, or even Buddhism. He says, "Zen has nothing to teach us in the way of intellectual analysis; nor has it any set doctrines which are imposed on its followers for acceptance." Then what is Zen? More importantly, what led D.T. Suzuki to teach Zen Buddhism in this way? This course will start by reading a number of popular books on Zen Buddhism in America, followed by a close analysis of their tenets. We will then move on to study Mahayana Buddhist philosophy and Daoist thought, which influenced the rise of Zen Buddhism. We will also explore K?an and Zazen meditation practices, Zen lineage, monasticism and Satori (Enlightenment) experience. Finally, the course will focus on late 19th and early 20th century Japanese Buddhist history, which is intimately tied to a particular interpretation of Zen Buddhism by D.T. Suzuki and other modern Zen masters in America.

W 02:30PM-05:20PM

EDH 4

HACU/SS-0230-1

DR

Controversies in U.S. Economics 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

TTH 12:30PM-01:50PM

FPH 107

HACU/SS-0236-1

DR

Food, Pain, Sex, Death: Bodies and Souls in History (1300-1800)

Jutta Sperling;

This course will investigate bodily practices and the gendered representation of bodies in Europe from the late Middle Ages to the age of the French Revolution. At the center of our inquiry will be the emergence of the ?modern self? during the Renaissance as a result of a complex set of practices, such as: the confessional mode of talking about sexuality; dissection as a way to penetrate women?s ?hidden secrets;? colonization and the formation of desire; the repression of spectacular, body-centered forms of devotion involving pain and self-starvation; art and the anatomy of gender difference; emergent concepts of race; prisons and the birth of the modern soul; medical discourse and the rise of sexual ?identity.?

This course satisfies the Division I distribution requirements. PRJ, PRS, REA, WRI

TTH 10:30AM-11:50AM

FPH 105

HACU-0240-1

CRQ

The 1950s: Cold War Culture and the Birth of the Cool

Karen Koehler; Rebecca Miller

This multidisciplinary course is designed for students in their third semester, or in Division II, who are interested in studying the cultural history of the U.S. in the 1950s from several perspectives, while simultaneously developing a substantial, independent research paper. Throughout all components of the course, we will examine the sites and citations of mid-twentieth century modernity, in artistic developments such as jazz improvisation, beat poetry, happenings, rock and roll, gesture painting, and skyscraper modernism. We will examine the literature, popular culture, music, art and architecture of the 1950s against the backdrop of the atom bomb, McCarthyism, postwar Marxism, suburbanization, the creation of artificial intelligence, the discovery of DNA, civil rights, ethnic assimilation, existentialism, and other

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transformations of the postwar period. From "I Love Lucy" to "Rebel Without a Cause", Allen Ginsberg to Hannah Arendt, Mickey Katz to John Cage, Jackson Pollock to Charles and Ray Eames the contradictions and complexities of the 1950s have come to define modern American life. Lectures, films and discussions will be linked with a writing colloquium. In addition to the lectures, students will attend a weekly discussion section and film/television screening. All students must first register for an additional course: one of the HACU 241 Independent Writing Seminars. Students waitlisted for HACU 241 will be able and required to register for HACU 240 when a space becomes available. Not for distribution credit or first year students.

T 02:00PM-03:20PM

FPH WLH

T 07:00PM-09:00PM

FPH WLH

HACU-0241-1

CRQ

The 1950s: Independent Writing Seminar in Art History, Architectural Studies or Critical Theory

Karen Koehler;

Students in this course will develop an independent research paper on any aspect of the history of art, architecture, design or critical theory in the Cold War period. Students may choose develop papers on particular philosophical or theoretical concerns, such as existentialism, formalism, or structuralism, or historical concerns such as colonialism, censorship, etc. as they were expressed in art or in critical texts. Students can also choose to work on an individual artist, work of art, building or object of their choosing, from any place or region of the world?from the emergence of the postwar American suburb, to Abstract Expressionism, to European Art Brut, to the Hundred Flowers Campaign in China, to the emergence of a contemporary African art in Johannesburg. Students will engage in independent research, present their work to one another, and continue to revise their paper with support from the instructor throughout the semester. Not for distribution or first-year students. Students in this workshop **MUST ALSO ENROLL** in HACU 240: The 1950s: Cold War Culture and the Birth of the Cool.

W 02:30PM-03:50PM

EDH 1

HACU-0241-2

CRQ

The 1950s: Independent Writing Seminar in Art History, Architectural Studies or Critical Theory

Karen Koehler;

Students in this course will develop an independent research paper on any aspect of the history of art, architecture, design or critical theory in the Cold War period. Students may choose develop papers on particular philosophical or theoretical concerns, such as existentialism, formalism, or structuralism, or historical concerns such as colonialism, censorship, etc. as they were expressed in art or in critical texts. Students can also choose to work on an individual artist, work of art, building or object of their choosing, from any place or region of the world?from the emergence of the postwar American suburb, to Abstract Expressionism, to European Art Brut, to the Hundred Flowers Campaign in China, to the emergence of a contemporary African art in Johannesburg. Students will engage in independent research, present their work to one another, and continue to revise their paper with support from the instructor throughout the semester. Not for distribution or first year students. Students in this workshop **MUST ALSO ENROLL** in HACU 240: The 1950s: Cold War Culture and the Birth of the Cool.

TH 02:00PM-03:20PM

EDH 1

HACU-0241-3

CRQ

The 1950s: Independent Writing Seminar in American Music or Ethnomusicology

Rebecca Miller;

Students in this course will develop a substantial independent research paper on any aspect of the history of music, song, and/or performance in the Cold War period. Using both primary and secondary sources (and possibly undertaking ethnographic field research such as interviewing), students will develop semester long research projects that focus on cultural production in the form of music, song, dance, and performance practice during these years. Possible areas of study include the emergence of rock and roll and the birth of youth culture; music of an immigrant culture in the US; music of the "beats;" political change and the folk music revival; etc. Students can also work on an individual artist, musical style, or composition of their choosing. Working in a small section of 6 students, each member of the class will workshop their ongoing research over the course of the semester. Not for distribution or first-year students. Students in this workshop **MUST ALSO ENROLL** in HACU 240: The 1950s: Cold War Culture and the Birth of the Cool.

W 01:00PM-02:20PM

EDH 1

HACU-0241-4

CRQ

The 1950s: Independent Writing Seminar in American Music or Ethnomusicology

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Rebecca Miller;

Students in this course will develop a substantial independent research paper on any aspect of the history of music, song, and/or performance in the Cold War period. Using both primary and secondary sources (and possibly undertaking ethnographic field research such as interviewing), students will develop semester long research projects that focus on cultural production in the form of music, song, dance, and performance practice during these years. Possible areas of study include the emergence of rock and roll and the birth of youth culture; music of an immigrant culture in the US; music of the "beats;" political change and the folk music revival; etc. Students can also work on an individual artist, musical style, or composition of their choosing. Working in a small section of 6 students, each member of the class will workshop their ongoing research over the course of the semester. Not for distribution or first-year students. Students in this workshop **MUST ALSO ENROLL** in HACU 240: The 1950s: Cold War Culture and the Birth of the Cool.

TH 02:00PM-03:20PM

EDH 5

HACU-0241-5

CRQ

The 1950s: Independent Writing Seminar in Literature or American Studies

Michele Hardesty;

Students in this small seminar course will use American Studies/Cultural Studies approaches to develop and complete an independent research paper on any aspect of the literature, film, and/or popular culture of the 1950s in the United States. Areas of research might include a single figure (e.g James Baldwin, Alfred Hitchcock, Lorraine Hansberry), a genre (e.g. sci-fi television, the Broadway musical, Hollywood melodrama), or a cultural event/phenomenon (e.g. anticommunism, Beat subculture, the civil rights movement). Students will begin by building strong library research skills in both primary and secondary materials. They will then pursue a focused research project, present their work to each other, and revise and refine a substantial paper with support from the instructor. Enrollment is limited to six students. Students in this workshop **MUST ALSO ENROLL** in HACU 240: The 1950s: Cold War Culture and the Birth of the Cool.

TH 10:30AM-11:50AM

EDH 1

HACU-0241-6

CRQ

The 1950s: Independent Writing Seminar in Literature or American Studies

Michele Hardesty;

Students in this small seminar course will use American Studies/Cultural Studies approaches to develop and complete an independent research paper on any aspect of the literature, film, and/or popular culture of the 1950s in the United States. Areas of research might include a single figure (e.g James Baldwin, Alfred Hitchcock, Lorraine Hansberry), a genre (e.g. sci-fi television, the Broadway musical, Hollywood melodrama), or a cultural event/phenomenon (e.g. anticommunism, Beat subculture, the civil rights movement). Students will begin by building strong library research skills in both primary and secondary materials. They will then pursue a focused research project, present their work to each other, and revise and refine a substantial paper with support from the instructor. Enrollment is limited to six students. Students in this workshop **MUST ALSO ENROLL** in HACU 240: The 1950s: Cold War Culture and the Birth of the Cool.

TH 02:00PM-03:20PM

EDH 2

HACU-0245-1

DR

The American Transcendentalists

Alan Hodder;

Even in its heyday in the 1830's and 40's, the Transcendentalist Movement never included more than a few dozen vocal supporters, but it fostered several significant cultural precedents, including a couple of America's first utopian communities (Brook Farm and Fruitlands), an early women's rights manifesto (Fuller's Woman in the Nineteenth Century), the first enthusiastic appropriation of Asian religious ideas, and, in the travel writings of Thoreau, the nation's earliest influential environmentalism. The Transcendentalists also produced some of the richest and most original literature of the nineteenth century. The purpose of this course is two-fold: to explore in depth the principal writings of the Transcendentalists in their distinctive literary, religious, and historical settings; and to examine these texts reflexively for what they may say to us today. While sampling other writings of the period, we will read extensively in the work of three premier literary and cultural figures: Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau. This course satisfies the Division I distribution requirement. PRJ,PRS,REA,WRI

TTH 12:30PM-01:50PM

FPH 103

HACU/SS-0246-1

Writing Childhood

L. Brown Kennedy; Rachel Conrad

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In this course we will examine representations of children's voices and perspectives in fictional and poetic texts. We will think about the following questions: Why do adults write about children? How do texts use children's voices? How are childhood and memory interrelated in these texts? We will work primarily with texts written for adult audiences, but will also read a few children's books. Assignments will include both analytic and creative writing.

TTH 12:30PM-01:50PM

FPH ELH

HACU-0247-1 **DR**

Somatics: Thinking Body/Moving Mind

Rebecca Nordstrom;

In our increasingly fast-paced and multi-tasking culture, what happens to the body? Disembodiment, being out of sync with one's own body, can cause a host of problems including stress, injury and a decreased sense of wellbeing. And for artists and performers these problems can dampen creativity, imagination, and resourcefulness as well as undermine technique. Different somatic disciplines offer a range of strategies for increasing body/mind integration, some are deeply meditative and slow moving, others vigorous and action oriented. All share the goal of helping bring people back to themselves and back to their senses. In this course we will explore several of these somatic disciplines with the goal of experiencing what they awaken in us somatically and how they help us better cope with environmental stimuli and stressors, and creative challenges. Students will independently research a somatic discipline of their choosing for the final project. This course is for students in dance/performance arts, or who have a serious interest in the martial arts, athletics or yoga. Prior experience in any movement practice is welcomed but not required, however students must be willing to engage fully, deeply, and energetically in a range of movement activities. This course satisfies the Division I distribution requirement. Performance tickets will cost between \$20-\$30. EXP,PRJ

TTH 02:00PM-03:20PM

MDB SMALL

HACU-0253-1

IP

Writing for Film: Text, Performance and Memory in Transnational Cinema

Baba Hillman;

This production/theory course combines studies in writing, film and videomaking with an emphasis on the theme of migration in contemporary film through a study of the role of memory, language, performance and visual structure. The course will engage students across disciplines who are working with issues of displacement and exile, as well as students who are working with languages other than English or across multiple languages. We will study filmmakers and writers who are working in hybrid combinations of poetic, fictional and non-fictional forms and in a context of transnational histories. The course emphasizes Maghrebi film with a range of approaches by filmmakers who are questioning what it means to work in a transnational context and to negotiate conflicts between notions of the local and the global, notions of national identity and the postnational. The course includes a study of writers Sophie Ponchalet, Faiza Guene, Leila Sebbar, and Leila Houari and critical writings by James Clifford, Reda Bensmaia, and Carrie Tarr. A \$50 Lab Fee is required.

Instructor permission required.

M 01:00PM-03:50PM

JLC 120

M 07:00PM-09:00PM

JLC 120

HACU-0254-1

Still Photography Workshop II: Art, Personae, and the Performance of Selves

Robert Seydel;

The arts of personae or masking have a long history in the various creative fields, and are increasingly employed as tools of the literary and visual imagination. Personae derives from the word for person, and is encapsulated in the figure and work of the Portuguese poet Fernando Pessoa, who wrote of himself: "There are more I's than I myself." In fact, his oeuvre, which he came to designate The Fictions of the Interlude, constituted a company of more than seventy-five distinct authors, each with his own biography and aesthetic intentions. "To pretend," he said, "is to know ourselves." This masking, fictional invention of artistic personae and their works will be the focus of our semester. Besides Pessoa, we will study the literary and visual works of, among others, Eleanor Antin, Jorge Luis Borges, Marcel Duchamp, Joan Fontcuberta, Peter Greenaway, Andrew Lanyon, Robert and Shana ParkeHarrison, Ilya Kabakov, Kenneth Rexroth, Armand Schwerner, and Araki Yasusada, a fictionalized Hiroshima poet about whom there still remains confusion. But centrally, we will fashion our own fictional personas and the works that compose their careers, defining the provisional and the plural, the self and the other, as our field of endeavor. Students will be responsible for a number of preliminary assignments, and for defining and composing a large-scale photographic (and/or other) work, and a related research paper. Prerequisite courses include Still Photography Workshop I or an equivalent class. Practitioners of literary and other arts disciplines are also welcome.

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Lab Fee.

TH 09:00AM-11:50AM

JLC 131

HACU-0255-1

IP

Media Production II: HD & Film Cinematography

William Brand;

High definition digital video offers image resolution and color rendition comparable to yet different than analogue film. Filmmaking is no longer either chemical or electronic but often a hybrid of the two where images migrate from celluloid to computer chip and computer to film. Likewise, cinema is no longer primarily experienced merely in the movie theater or on television but also in the art gallery, on the computer screen, the iPod and the cell phone. This course will teach advanced skills in cinematography as well as evolving contemporary techniques of post-production and exhibition. The course will equally emphasize the development of technical skills and esthetic sensibilities including composition in the frame, camera placement and movement, color, use of light and lighting, production planning and design, choice of film stock or digital camera set ups for control of contrast, color rendition, frame rate, sharpness and saturation. Students will be expected to develop high levels of practical skill yet be willing to explore and invent unconventional approaches and uses of the medium across digital and analogue platforms. Students will work in 16mm film and HD video on group and individual exercises and projects. Students will be expected to attend screenings of works in documentary, narrative and experimental genres, as well as absorb critical and technical readings, and to complete one analytical essay. This course is open by instructor permission to advanced film and video students who have completed either Video I, Film I or the equivalent. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own supplies including film, processing, tape or data storage. 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-03:30PM

JLC 120

T 07:00PM-09:00PM

JLC 120

HACU-0256-1

DR

Ancient Epic 2

Robert Meagher;

The aim of this course will be the comparative study of four ancient epics from India, Greece, Israel, and Italy. The core readings will comprise: the Ramayana, the Odyssey, the David Story, and the Aeneid. 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. This course satisfies the Division I distribution requirement. MCP,PRJ,REA,WRI

MW 01:00PM-02:20PM

FPH WLH

HACU-0257-1

PR

Collage History and Practice

Robert Seydel;

Collage has been called the single most revolutionary formal innovation in artistic representation to occur in our century. In this class we will examine the history and practice of collage across disciplines, looking at literary, visual, and other forms of the medium, which may be defined more aptly as a type of mentality peculiarly suited to a century of dislocation and fragmentation. Our studies will include an examination of collage workings as a central aspect of Cubism, Futurism, Dada, and Surrealism, among other groupings of the early and later avant-garde, and will proceed through to the present, following William Burroughs and Brion Gison's cut-up methods and the California artists of assemblage (Wallace Berman, Bruce Conner, George Herms, and Jess Collins) to the New York School of Correspondence and contemporary photographic versions of the spirit of collage. Readings in the poetry and poetics of the early avant-garde will include selections from Americans such as Gertrude Stein and Ezra Pound, as well as texts by such European figures as Kurt Schwitters and Tristan Tzara, among numerous others. Other primary texts will include writings by Mary Ann Caws and Marjorie Perloff. Students will be responsible for completing a number of collage-based assignments, the keeping of a journal/work, and a research paper. Prerequisite courses include a 100-level course in media arts (Introduction to Media, 100-level art history or equivalent) and an introductory studio course that 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.

M 01:00PM-03:50PM

JLC 131

HACU-0258-1

IP

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Media Production II: Women Directors: Film and Video

Joan Braderman;

A course in reading films and videos as well as considering how they are produced historically, we will take gender as our point of departure. Engaging actively with making visual images will be part of our work. We explore the reasons for the historical absence of women filmmakers and study the works they produced when they won the right to do so. International cinemas, both dominant medias and films and videos made to oppose that system will be examined. We will analyze diverse works: from avant-garde director, Germaine Dulac, in Paris in the twenties of the last century to Ida Lupino, in Hollywood in the 50's to the 70's explosion of feminist films and videos and the historical and theoretical work that accompanied them. We will also consider several contemporary directors, though the largest bodies of work so far have been made by that group of women who were stirred into action by the Second Wave of the Women's Movement who are still working today, such as: Sally Potter, Yvonne Rainer, Margarethe Von Trotta et al. Students are expected to attend all class meetings and learn to take detailed formal notes on all films and tapes screened. In addition to weekly assignments, an ambitious final project should be written, performed, photographed, filmed or installed. Instructor Permission required.

W 06:00PM-09:00PM JLC 120

TH 06:00PM-09:00PM JLC 120

HACU-0261-1

PR

Disruptive Geographies: Magical Realism as Genre

Alicia Ellis;

Disruptive Geographies: Magical Realism as Genre: This course considers Magical Realism as a literary genre as well as a critical and creative practice that both dislocates and re-frames historical conflicts and cultural encounters. What are the political, gendered, racial, and social contexts and hierarchies in which Magical Realism is produced? Who writes Magical Realism and who are its subjects? Is there an internal logic to Magical Realism that allows for the incorporation of fantastic events into daily life? What is the relationship between Magical Realism and pre-established/canonical forms? Authors will include but are not limited to Juan Rulfo, Alejo Carpentier, Patrick Chamoiseau and Jorge Luis Borges.

Prerequisite: Previous writing and/or literature course. Division II or advanced Division I status.

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

HACU-0263-1

The Theory and Practice of Therapeutic Writing

Marian MacCurdy;

The events of September 11, 2001 and following galvanized a public discussion about the utility of language to counteract the impact of trauma. Writers as diverse as astrophysicist Neil DeGrasse Tyson and poet Adrienne Rich have spoken and written about the salutary effects of writing on recovery from traumatic experiences. Recent research has demonstrated that writing does more than provide access to the emotional realm: writing about difficult experiences can attenuate the negative impact of those experiences. Therefore, writing can have a beneficial effect on the emotional and cognitive lives of trauma survivors. This class investigates the relationship between writing and recovery by bringing together information on trauma, brain biology, and the composition process. It offers a methodology for transforming iconic memories into aesthetically effective prose and studies selected narratives to investigate their possible effects on writer, reader, and the larger culture.

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

HACU-0264-1

PR

Tonal Theory I

Junko Oba;

Tonal Theory I explores the musical relationships of diatonic harmony. We start with a rigorous review of intervals and scales, utilizing exercises in all twelve keys, and in four clefs. We then begin musical analysis and exercises for gaining facility with the vocabulary defined by major and minor tonality. Examples are drawn from jazz, classical, and popular musics. The second part of the class focuses on melody and melodic form. Work for the class includes weekly theoretical assignments, ear training, two concert reports, periodic basic piano assignments (playable by all), and a final composition project. Prerequisite: HACU 119 Musical Beginnings or permission of the instructor.

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

HACU-0267-1

IP

Space + Phenomenon: Architectural Design Studio

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(9-17-09)

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Thomas Long;

This studio architecture course will be a design investigation of a unique approach to space and phenomena as related to architecture and the built environment. The course will combine reading, writing and studio work along with group and individual projects. Students will use traditional and contemporary architectural skills to analyze and respond 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 both simple and complex architectural issues involving site, inhabitation, function, form and space through very rigorous, open-ended, and creative design work. This course will require a large volume of work outside of the class. There are no prerequisites for this Five College Architectural Studies course, though one semester of design is recommended. A lab fee of \$50 will apply. Enrollment will be determined after the first class meeting by instructor permission.

TTH 09:00AM-11:50AM

EDH 3

HACU/SS-0269-1

Affirmative Action Empire: Soviet Experiences of Managing Diversity

Sergey Glebov;

This course introduces students to the history of the Soviet state and society through a variety of topics, all of which touch on the problem of dealing with diversity under a Communist regime. We will begin with a discussion of recent theories of nationalism and empire, and read Joseph Stalin's and Vladimir Lenin's texts on revolution and nationalism. Later, we shall discuss how the Communist regime envisioned socialist transformations in various parts of the Soviet Union, focusing in particular on the Soviet campaign for the modernization of Islamic Central Asia and the unveiling of Central Asian women. We will also explore the meaning of the Great Terror that swept the country as Stalin's grip on power hardened, and look at World War II and its legacies. Using a range of historical sources, from animated films to novels and rock songs, we shall explore the culture of the late Soviet Union and discuss social forces that predetermined its demise as the only grand alternative to Western-style liberal democracy. It is expected that by the end of the class students will be familiar with the assumptions and the language of Soviet-style Marxism, and understand the evolution of the economic, cultural and social policies of the Soviet regime.

MW 01:00PM-02:20PM

EDH 4

HACU-0270-1 **DR**

Fleeting Images: Choreography on Film

Constance Hill;

From silent slapstick comedies, animated cartoons, water ballets and grandiose musicals to martial arts action films and music videos, the dancing body has riveted the camera's eye since the creation of moving pictures at the turn of the twentieth century. This course examines the centrality of dance in the motion picture; and at the same time, shows how the medium of film has transformed the physics of dance (time, space, energy) into fantastical visual dimensions. We will focus on works that have most successfully produced a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body. As we analyze the kinetic images that are choreographies of body and camera (discerning how each move is rhythmically paced, shot, edited, and scored; and the roles of the choreographer, director, editor in shaping and controlling the moving image), we hope to enlarge the concept of dancing in film genres and gain an understanding of how dance functions to maintain and assert cultural and social identities. Putting into theory to practice, we will form small group collaborations to create an original study in choreography for the camera. Students will be expected to engage in all aspects of production, from concept, storyboard, choreography and performance to direction, lighting, sound, and editing. This course satisfies Division I distribution requirements. EXP,PRJ,REA,WRI

M 07:00PM-10:00PM

ASH 112

HACU-0273-1

Camus

Robert Meagher;

Kafka arouses pity and terror, Joyce admiration, Proust and Gide respect, but no modern writer that I can think of, except Camus, has aroused love. His death in 1960 was felt a personal loss by the whole literate world. (Susan Sontag) This course, marking the 50th anniversary of Camus' death, will address the full range of his published writings-- fiction, philosophy, and drama. The focus will be on the thought and art of Camus, with particular attention to the Hellenic foundations of Camus' vision, inattention to which has contributed to the most blatant and common misreadings of his work. Students will attend one common lecture per week and either of two weekly discussion groups, one conducted in

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English and the other in French. Students may read Camus' work in the original or in translation and may write their independent research projects in either language.

TTH 10:30AM-11:50AM ASH 111
TTH 10:30AM-11:50AM ASH 221

HACU/NS/CS-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 (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 02:30PM-03:50PM ASH 222

HACU-0279-1 **PR**

Dance Activism: What's Dance Got to Do with It?

Daphne Lowell;

Who in America dances today? Why do they dance? Who doesn't? Where do we dance? Where don't we? Why would we? Why don't we? Dance activism: it seems an oxymoronic term. Why should anyone care that dance isn't taught in most schools (even though educators know children learn physically)? Or, despite an abundance of health problems due to changeable lifestyle choices, healthcare generally ignores what dance could offer? Or, although communities have built networks of relationship, social and cultural, through dance for thousands of years, today few intergenerational dance events occur? Nevertheless, in schools and studios, hospitals and clinics, rural parks and inner city streets, there are examples of people using dance to meet needs in ways the dominant culture can't imagine. This course will be a research and planning methods workshop for future dancer activists. We'll develop strategies for effectively bringing dance to contribute to issues we care about. Prerequisite: some coursework in dance, interested students with other experience contact the professor.

MW 04:00PM-05:20PM MDB MAIN

HACU-0281-1 **IP**

Intermediate Studio Projects: From Derain to Basquiat and Polke

Daniel Schrader;

Students will focus on contemporary issues in painting, using the works of Andri Derain (1880 -1954), Jean-Michel Basquiat (1960 - 1988) and Sigmar Polke (1941 -) as a brace to define the time period in which this course will be settled. The goal of this course is to explore more advanced problems in studio arts, with emphasis on guiding students to develop ideas and critically investigate methods for personal expression. Project orientated assignments are designed to create a body of work on an intermediate level. Readings and one paper on an artist to be assigned will be required. Field trips. Instructor permission required.

M 09:00AM-12:50PM ARB STUDIO 1

HACU-0283-1

Living On: Responses to the Holocaust

Jeffrey Wallen;

In this course we will examine the paradoxes of telling stories of--and after--the Holocaust. Questions of how to tell the story of the Holocaust remain of central significance in postwar secular Jewish (and non-Jewish) culture. Who can tell the story: the survivor who bears witness? the archive of impersonal bureaucratic documents? children haunted by the experiences of their parents? the writer troubled by her country's repression of the past? We will contrast Israeli, German, and American narrative responses. Is it even possible to tell the story? The (im)possibility of bearing witness is a central philosophical question for philosophers such as Derrida, Agamben, and Blanchot. What uses should be made of the story? How has the demand for remembering and commemoration affected Jewish culture? Or conversely, do we now need to

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forget the Holocaust (as some Israelis are arguing)? To bring people to justice (Nuremberg trials) or to confront people with their history (the Eichmann trial)?

MW 02:30PM-03:50PM

FPH 106

HACU-0290-1

PR

Computer Music I

Daniel Warner;

This is a studio course that will also survey the history, theory, and practice of electro-acoustic music. Students will receive a broad introduction to the musical, technical, and theoretical issues of electro-acoustic music which is broadly construed to include the Classical avant-garde, Electronica, DJ culture, Ambient, etc. Digital recording, editing, and mixing will be covered using the Audacity and ProTools programs. Students will also work with MIDI-controlled digital synthesizers and sampling using Ableton Live and ProTools. Other topics to be covered include basic acoustics and synthesis techniques. Students will be expected to complete three composition projects during the course of the semester. Formal knowledge of music is helpful, but not required. Prerequisite: Completion of Division I requirements.

TH 12:30PM-03:20PM

LIB B3

HACU/CS-0292-1

PR

The Philosophy of Ludwig Wittgenstein

John Connolly;

Ludwig Wittgenstein is arguably the most influential philosopher of the twentieth century. It is impossible to understand many of the philosophical movements of either the last century or this one without an appreciation of his ideas. In this course we will closely read his most important philosophical texts (Tractatus Logico-Philosophicus and Philosophical Investigations). In addition, students will be asked to research a topic of their own choosing (e.g. philosophy of mind, skepticism, aesthetics, feminism, etc.) by exploring the literature on Wittgenstein and that topic. Prerequisites: Previous work in philosophy is highly recommended. In other cases, permission of the instructor will be required

TTH 02:00PM-03:20PM

FPH 106

HACU-0295-1

PR

Advanced Shakespeare Seminar

L. Brown Kennedy;

This advanced seminar meets for three hours weekly to read, in conjunction with selected theoretical and historical material, the texts of eleven plays by Shakespeare. The final selection of plays will be made by the seminar but will include plays from all genres (history, comedy, tragedy, romance.) Questions to be explored include: issues of language, self and identity; the question of rule and authority; the representation of gender in the drama and the social ideology of the period; the staging of power and social position; the relation of actor and audience. Students will be expected: to give opening presentations for seminar sessions; to write frequent, brief position papers; and to submit a final portfolio of developed critical writing, including a longer comparative, research-based paper. Prerequisite: Division II and III students only.

M 02:30PM-05:20PM

FPH 107

HACU-0298-1

Border Culture: Globalization and Contemporary Art

Lorne Falk;

This course will look at the phenomenon of globalization and contemporary art through the lens of border culture, a term that refers to the "deterritorialized" nature of an image when it is removed from its context or place of origin. Its themes include borders within the realms of language, gender, ideology, race, and genres of cultural production. Border culture emerged in the 1980s in Tijuana/San Diego in a community of artists who had spent many years living outside their homelands or living between two cultures?an experience that in 2009 might well represent the nature of contemporary life as well as art praxis. Division II and III students will have the opportunity to develop an independent paper, website, or portion of their thesis in this course.

W 07:00PM-09:50PM

FPH 103

HACU-2IND-1

Independent Study - 200 Level

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HACU-0300-1
Daphne Lowell;

HACU-0303-1 **PR**
Contemporary Musical Practices
Daniel Warner;

This course will engage the important compositional practices of the twentieth and twenty-first centuries. Students will compose music using post-tonal pitch systems, new scalar and chordal constructions, and expanded formal and textural possibilities. We will focus on the creation of new, non-traditional hierarchies within musical systems with regard to intervals, notions of consonance and dissonance, asymmetrical meters, non-metrical rhythm, and tuning. Students will also be encouraged to develop new compositional strategies through the examination of existing practices such as polytonality, serialism, pitch-class composition, minimalism, and indeterminacy. Prerequisite: Tonal Theory 2.

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

HACU-0304-1 **IP**
Advanced Painting: From Landscape to the Interior
J. Matthew Phillips;

This course will challenge students to consider how landscape painting can inform and impact approaches to painting the still life, the figure, and interior spaces. How can moving between these different subjects expand our visual thinking and our approach to making paintings with regard to color, mark, depiction of light, and pictorial space? Students will be expected to produce a number of perceptually based paintings during class sessions. You will then be asked to integrate class concepts and the discoveries you make into a body of paintings and drawings that you will produce outside of class over the course of the semester. Class will meet four hours a week and the course demands a minimum of six hours a week of outside work. You will be required to arrive early and set up when we are painting outside. This class is being offered to upper level Div. II and Div. III art concentrators. Instructor Permission Required.

W 09:00AM-12:50PM ARB STUDIO 1

HACU-0310-1 **IP**
Division III Projects: Advanced Topics for the Moving Image
William Brand;

This course is open to concentrators in their first or final semester of the Division III working with film, video or digital moving images and installations. The course offers a forum for meaningful criticism, exchange, and exposure to each other in the process of conceiving, developing and completing a Division III project. Assignments and exercises designed especially for first semester Division III students will provide strategies for developing ideas while addressing practical problems of production design, scheduling, budgeting, time management, crew and cast coordination, exhibition planning, advanced post-production strategies and writing artists statements. Final semester Division III students can participate optionally in these assignments but will receive in-depth critiques of their Div III projects throughout the semester. There will be a \$50 lab fee. Enrollment is limited to Division III concentrators. Registration is by instructor permission.

W 01:00PM-05:00PM JLC 120

HACU-0313-1 **IP**
Circuits of Power: Music, Race, and Theory
Susana Loza;

Is music raced? How do musical sound, image, performance, and even performer become racialized? How does music speak to, reflect, reproduce, reinforce, and/or contest race and racism? How do individuals use music to express their ethnic/racial identity? Such questions hint at the undeniable yet ineffable influence of race on the American musical imagination. This seminar will consider the fraught intersection of race, power, and desire in contemporary popular music (hip hop, electronic dance music, rock, pop, punk, R&B/soul, world music, etc.). Utilizing an interdisciplinary amalgam of Popular Music Studies, Post-Colonial Theory, Critical Race Studies, Ethnic Studies, Literary Criticism, Media Studies, Cultural Studies, and (Ethno)Musicology, we will investigate the local creation and global circulation of racially-coded sonic signifiers; questions of authenticity and appropriation; music as a form of cultural resistance and colonial domination;

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and music as a key component in identity formation. This course is reading-, writing-, and theory-intensive. Enrollment is by instructor permission.

T 12:30PM-03:20PM

EDH 2

HACU-0320-1

IP

Division III Dance Seminar

Rebecca Nordstrom;

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

TTH 08:30AM-10:20AM

MDB SMALL

HACU-0322-1

IP

Theory Three: Topics in Cultural Criticism and Theory

Mary Russo;

This seminar is designed for Division III and upper-level Division II students whose projects or concentrations have a theoretical component. Students in literature, conceptual or installation art, film theory, historiography, or critical theory who would like to develop an aspect of their final project or a Division II paper are especially welcome. Students will have the opportunity in this course to shape our syllabus and to choose a topic of general interest. We will present a mini-conference on topics in contemporary critical theory at the end of the semester. Prerequisite: Previous courses in literary theory, aesthetics, social philosophy or critical theory. Instructor permission Students wishing to pre-enroll in the spring should e-mail the instructor.

M 02:30PM-05:20PM

EDH 4

HACU-0335-1

IP

Division III Projects: Photography and Mixed Media: Sequence/Structure/Juxtaposition

Jacqueline Hayden;

This class is intended to be about, to further, your own work, what it is, what you plan with and through it, what you want it to be, both as it relates to your beginning Division Three projects, as well as to your general orientations as image-makers and-thinkers. It will be primarily up to you, therefore, to generate your visual production for the class - the work for it, that is to say, should extend from your own motivations and inspirations. A variety of exercises and assignments will, however, instigate and should develop structures for you with which to weave your work into larger statements, image-to-image and concept-to-concept. The course is open to advanced students beginning their Division III concentration or to late Division II students, dependent in the latter case on demand. We will investigate various strategies employed in building larger chains of meaning across multiple images and through a body of work, and examine narrative, documentary, and poetic approaches to the work of expansive photographic (and other) construction. One of our intentions is to understand representational speech as multiple, expansive, and sequential. Movement of image, the construction of knots and thematics across a body of photographs, speed, pacing, repetition, conceptual density and formal and intellectual rhyming from image to image will be a central focus of the class. Instructor permission required

W 01:00PM-05:00PM

JLC 131

HACU/IA/NS/CS/SS-0356-1

Special Topics in Childhood, Youth and Learning: An Integrated Division III Seminar

Natalie Sowell;

This seminar is designed for students pursuing a Division III project on a topic related to childhood, youth, or learning, and is appropriate for students whose primary work is in any of the five schools. We will begin the semester by considering the assumptions, perspectives, and methodologies involved in different disciplinary approaches to work related to childhood, young people, and/or education. Students will help select reading of texts relevant to their area of focus. The remainder of the course will involve students' presentation of works in progress, peer editing, and sharing strategies for completing large independent projects. Assignments will include brief reaction papers, as well as a substantial longer piece of work that could be incorporated into the Division III project. This course is designed for students in the first or second semester of their Division III projects, and can be used as an advanced learning activity.

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W 02:30PM-05:20PM

FPH 107

HACU-3IND-1

Independent Study - 300 Level

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INTERDISCIPLINARY ARTS (IA)

IA-119T-1 **DR; FY**

Sculpture Tutorial

Thomas Haxo;

Sculpture Tutorial provides students with a conceptual framework for the exploration of three-dimensional form. Fundamental sculptural principles are linked to the development of skills and ideas within a range of materials such as cardboard, clay, wood, plaster, steel, and lightweight concrete. Subject matter will include the figure, abstraction, environmental sculpture, and installation art. Readings, research projects, slide lectures, visiting artists and group critiques will provide a theoretical framework for the development of independent work. A lab fee of \$80 will cover most materials. EXP, PRJ, PRS

TTH 09:30AM-11:50AM

ARB SCULPT

IA-121T-1 **DR; FY**

Writing World Families: Tutorial in Inclusive Fiction

Nathalie Arnold;

Stories about families, wherever and whenever they are set, speak to universal questions about security, authority, freedom, biology, sexuality, and respect. In any society, tensions exist between what families 'ought to be' and what they can 'actually' be. This course will focus on international and U.S. writing about families in flux, in which 'the family' -- and questions about its very nature-- are central. Students will examine their own preconceptions about family, and ask: how are families constituted? What can divorce bring about? How does death transform the living? What is the impact of global motion on parents and children? What happens when a family member's life-goals differ from those of her spouse, parents, or siblings? Through focused writing exercises, short papers, and story-writing, and, drawing in part on their own experiences but, more importantly, actively ?making things up,? students will explore the power of invention and the complexity of the human relationships that are often most familiar to us all.

MW 10:30AM-11:50AM

EDH 4

IA-192T-1 **DR; FY**

Directing Contemporary American Drama

Djola Branner;

This introductory course examines and applies principles of directing through the lens of twentieth and twenty-first century American drama. Primary considerations are identifying the conflict of the play, investigating the world of the play, interpreting the action of the play, developing a collaborative language (with designers, playwrights and actors), and staging the play. The principles are examined in at least four written assignments, and a showcase of selected scenes from a list of contemporary plays TBA. Required texts: Three plays TBA, and Thinking Like a Director by Michael Bloom. Recommended text: A Director Prepares by Anne Bogart. REA, WRI, EXP, PRJ, PRS, MCP.

MW 10:30AM-11:50AM

EDH 104

IA/LS-0101-1 **DR**

Elementary Spanish

Maya Krinsky; Caroline Gear

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 class focuses on speaking and using Spanish. Attendance and classroom participation counting for fifty percent of the requirement for credit. Topics of study are based on assignments from the course textbook, Aventuras, current and global events, and the students' experiences. EXP, PRS. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement, please contact Caroline Gear, Director of Programs, caroline@ili.edu.

MW 04:00PM-06:20PM

FPH 102

IA/LS-0101-2 **DR**

Elementary Spanish

Luis Loya; Caroline Gear

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

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of the semester are able to communicate in verbal and written forms about personal information, daily activities, future plans, and past experiences. This class focuses on speaking and using Spanish. Attendance and classroom participation counting for fifty percent of the requirement for credit. Topics of study are based on assignments from the course textbook, Aventuras, current and global events, and the students' experiences. EXP, PRS. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement, please contact Caroline Gear, Director of Programs, caroline@ili.edu.

MW 04:00PM-06:20PM

FPH WLH

IA/LS-0102-1 **DR** **PR**

Elementary Spanish II Elementary Spanish II

Daniel Cuenca;

This course is the second semester of first-year Spanish and students enrolled in this course should have taken IA/LS 101 or an equivalent. This class and all subsequent IA/LS courses are taught entirely in Spanish. Students entering this level should be able to use the present, future (ir + a + infinitive), and preterit with some fluency and accuracy. Attention is given to building accuracy with grammatical structures introduced in IA/LS 101 and focusing on the differences between the preterit and imperfect tenses along with pronoun use. More sophisticated grammar is also introduced in this course. All four skill areas (speaking, listening, reading, and writing) are practiced through activities that are based on real-life situations, the course textbook, Aventuras, and the students' experiences. This class focuses on speaking and using Spanish. Classroom attendance and participation count for fifty percent of the requirement for credit. EXP, PRS, PRJ. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement in this course, please contact Daniel Cuenca, dcuenca@hampshire.edu

MW 01:00PM-03:30PM

FPH 104

IA/HACU-0103-1 **DR**

Introduction to Writing

William Ryan; Ellie Siegel

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

TTH 01:00PM-02:20PM

GRN WRC

IA/LS-0111-1 **DR**

Elementary Chinese I

Yi Zhang; Kay Johnson

This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by Professor Kay Johnson. It will cover the first semester of beginning Chinese. The second semester of beginning Chinese will be offered during the spring semester. The course will follow the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 1; Integrated Chinese Workbook Level 1, Part 1; Integrated Chinese Character Workbook, Level 1, Part 1. The class will meet three times a week (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. Additional drill session times will be scheduled if necessary. Students who complete this class will be able to continue studying Chinese at the next level at any of the other Five Colleges. If you have questions about the course contact Kay Johnson via email (kjohnson@hampshire.edu). MCP

MTWTHF 05:00PM-05:50PM

FPH 103

IA-0115-1 **DR**

Everyone's A Critic!

Talya Kingston;

This course will explore the possibilities and purposes for writing about live performance. Students will read different styles of criticism and arguments about the critics role in contemporary American theatre. At the heart of the course is attendance at 6-8 live performances. Upon seeing the performances, students will be expected to write reviews and often have opportunities to speak to and interview the artists involved. Students should expect to be confronted with a

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wide variety of performance genres which will enable them to broaden their artistic vocabulary, sharpen their written voice and engage with the theatrical community within the five colleges and beyond. This course satisfies Division I distribution requirements. Students should expect to spend approximately \$60 per student in field trip costs, tickets, etc. PRS, REA, WRI

MW 09:00AM-10:20AM

EDH 2

IA/LM-0116-1 **DR**

Creative Electronics

Stephen Banzaert;

This course will familiarize the student with some of the basic creative applications of electronics. A central element in this process will be examining and modifying common electronic devices. This approach focuses on the physical and functional aspects of electronics and encourages an understanding of application through hands on experience rather than a study of theory. This also encourages the student to look to pre existing devices for artistic materials rather than building everything from scratch. This will be a project based course and most in class time will be spent experimenting and building. Prior experience with electronics is not necessary, but the student should be comfortable using simple hand tools. Each student will be supplied with a course kit. This will include all the necessary tools as well as a variety of common and useful electrical components. This course satisfies Division I distribution requirements. There is a \$90 lab fee. EXP, PRJ, PRS.

TH 12:30PM-03:50PM

LCD CLASS

IA-0120-1 **DR**

Sculpture Foundation

Nathaniel Cohen;

Sculpture Foundation introduces students to concepts and processes that are applicable to work within a range of three dimensional media. Fundamental principles pertaining to form and meaning are linked to the development of technique within a range of traditional and contemporary materials such as clay, wood, plaster, steel, paper and found materials. Subject matter may include figurative sculpture, abstraction, installation, public art, and the relationship between sculpture and architecture. Slide lectures, readings, research projects, and group critiques will be used to elucidate historical and contemporary issues in sculpture. A lab fee of eighty dollars (\$80) will cover most materials. This course satisfies Division I distribution requirements. EXP, PRJ.

TTH 01:00PM-03:20PM

ARB SCULPT

IA-0122-1 **DR**

Designing With Light

Peter Kallok;

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

TTH 10:30AM-11:50AM

EDH 104

IA/LS-0123-1 **DR**

American Sign Language Level I

Ruth Moore;

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

TTH 12:30PM-01:50PM

FPH 108

IA-0127-1 **DR**

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

FALL 2009 COURSE DESCRIPTIONS

(9-17-09)

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

Writing Fiction: Color Blind or Color Sighted?

David Durham;

The controversy around Sonia Sotomayor's Supreme Court confirmation has stirred up old questions about how race/ethnicity/gender may affect an individual's view of the world and lead to differing reactions to the same set of 'facts'. But who defines what objectivity is, and how biased may that apparent objectivity be to those that don't perceive things the same way? Fiction – both the reading and writing of it – provides opportunities to explore these questions. This course will include the study of recent fiction, the actual writing and workshopping of original student fiction, and an ongoing discussion of how social identity manifests in creative endeavors. We'll discuss fiction by a variety of authors from different backgrounds (including TC Boyle, Octavia Butler, Junot Diaz, Percival Everett, Jhumpa Lahiri, Nam Le, and ZZ Packer), considering how their race/ethnicity/gender affects their writing (or our reading of their writing). Students will write original fiction which will be workshopped with a focus on our subject topic as well as with attention to characterization, plot, language and theme. EXP, MCP, PRS, REA, WRI.

MW 04:00PM-05:20PM

FPH 108

IA-0132-1 **DR**

Feminist Fictions

Lynne Hanley; Ellie Siegel

This course will explore works of fiction by post-women's liberation writers. Discussion will focus on forms of narration, use of language and structure, the representation of gender, sexuality, race and culture, and the relation of the acts of writing and reading to feminist theory and practice. Novels will include *Beloved*, *The Autobiography of My Mother*, *A Book of Common Prayer*, and *Stone Butch Blues*. We will also read short stories, *A Room of One's Own*, and selected critical essays. Students should expect to keep a journal consisting of at least one typed paragraph on each text, and to attend a series of films on Tuesday evenings. Students will write in a variety of forms—personal essay, literary criticism, short fiction, and autobiography. For the final project, students will write a 10-15 page portrait of their mother, which will be critiqued in small groups, revised and presented to the class. The teaching assistants in the course will each be assigned a group of students with whom they will work in a variety of ways (read their journal entries and papers, be available for advice, perhaps organize evening writing workshops for interested students). **PREREQUISITE:** This class is open only to first year students EXP, MCP, PRJ, PRS, REA, WRI

TTH 10:30AM-11:50AM

GRN WRC

IA-0138-1 **DR**

Staging America

Talya Kingston;

This class will take a close look at plays written in and about contemporary America, exploring new works by playwrights such as Rolin Jones, Gina Gionfriddo, Allison Moore, Tracy Letts, Yussef El Guindi, Kia Corthron and David Adjmi and companies such as *The Civilians* and *Culture Clash!* Students will be introduced to creative ways of analyzing play texts in preparation for theatrical production, be introduced to 'emerging voices' and read scripts 'hot off the press.' Through participation in Hartford Stage's Brand:NEW Festival, the class will have an opportunity to talk to playwrights about their recent work. The plays selected will offer us a lens with which to view our country and its diverse voices at a particularly dramatic time in history. REA, WRI.

TTH 10:30AM-11:50AM

FPH 108

IA-0145-1 **DR**

The Screenwriter As Social Critic

Matthew Schmidt;

The Screenwriter As Social Critic: This course introduces principles of fictional screenwriting and examines how the screenplay can serve as a mode of social criticism, political satire, and cultural critique. Focusing on modern cinema since the 1960s, we'll examine how screenwriters and writer-directors tell their stories through images and sound, dramatizing social realities and cultural myths and fantasies informing contemporary life. Drawn from the cinemas of the U.S., Europe and Australia, the screenplays under study represent a rich variety of aesthetic styles, genres, and approaches to the art of visual storytelling, while also addressing a wide range of issues: wealth, poverty, gender roles, family dynamics, sexuality, political and media power, war, and social change. Class sessions will be divided between writing workshops and analytical discussions of a weekly screenplay/film. Students will write a series of weekly screenwriting exercises; several analytical essays; class presentation. Supplemental required readings in film criticism, dramatic theory, and cinema history. This course satisfies Division I distribution requirements. WRI, REA, PRS, EXP.

MW 02:30PM-03:50PM

FPH 101

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

FALL 2009 COURSE DESCRIPTIONS

(9-17-09)

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

M 07:00PM-10:00PM

FPH 108

IA/LM-0148-1 **DR**

Women's Design and Fabrication

Patricia Bennett;

This course will introduce students through experiential means to the basic fabrication process available in the Lemelson Center. Students will work on a variety of hands on projects, gaining experience with as many different fabrication skills as time allows. In addition, we will cover basic elements of design and project planning, how built objects relate to the artificial and natural environment and consider the broader impact design has on society. Upon completion of the course, participants will have start-to-finish experience with several projects, a working knowledge of several types of fabrication processes, and will be expected to have the foundational skills and knowledge in design and fabrication necessary to complete more advanced design and art projects. There is a \$60 lab fee. This course satisfies Division I distribution requirements. EXP, PRS, PRJ, QUA.

M 07:00PM-09:30PM LCD 113

TH 04:00PM-05:30PM LCD 113

IA-0160-1 **DR**

Drawing Foundation

William Brayton;

This course provides initial preparation for work in drawing and other areas of the visual arts. Students will develop their ability to perceive and construct visual images and forms across a range of subject matter. Projects address both the two-dimensional picture plane and three-dimensional space from a broad array of observed and imagined sources. A wide variety of media will be used to explore the body, found and imagined objects, collage, and structures in the natural and built environment. Visual presentations and group critiques will provide students with historical and conceptual contexts for the development their own work. A \$20 dollar lab fee helps cover the cost of figure models. Individually purchased drawing materials will cost in the range of \$100. EXP, PRJ.

TTH 01:00PM-03:20PM

ARB STUDIO 1

IA-0166-1 **DR**

Introduction to Art Education

Jana Silver;

In this introductory course, students will develop a general understanding of art education and its relationship to contemporary society. Through investigation of cultural, sociological and philosophical influences we will explore the teaching of visual arts in public and private schools, museums, community-based educational programs, and other alternative educational sites. We will discuss current issues within the profession, theory, funding and the diverse pedagogical approaches practiced in each of these fields within art education. This class will integrate discussions, observations and hands on involvement in art teaching situations. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, PRS, REA, WRI

TTH 10:30AM-11:50AM

FPH 102

IA/LM-0182-1 **DR**

Art and Energy: Solar Music and Beyond

Donna Cohn;

Solar energy can be used to make musical sounds, to animate sculptural forms, to create color-changing textures, and to choreograph dancing lights and shadows. We will push the frontiers of energy and environmental design using some very intriguing but easy-to-use technologies, both ancient and modern. Our portfolio will include both hands-on workshop projects and conceptual design projects. Students with diverse arts or science interests are welcome. There are no specific prerequisites, but some basic understanding of at least one of the following will be useful: music theory, sculpture, industrial design, or high school physics. This course has evolved from a concept developed by M.R. Duffey. Lab fee \$60. QUA, EXP, PRJ.

MW 10:30AM-11:50AM

LCD SHOP

IA/LM-0193-1 **DR**

Social Entrepreneurship Part I

Colin Twitchell;

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FALL 2009 COURSE DESCRIPTIONS
(9-17-09)

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

This YEAR LONG course (though the first semester can be taken independently, and with instructor permission, the second semester can also be taken independently. Students however are strongly encouraged to take both semesters, and registration priority in the second semester will be given to students who have taken the first half) will explore the values, philosophies and motivations (the "Why") for starting a social enterprise and through experiential means, investigate the strategies and tactics (the "What" and "How") of social entrepreneurship. The bulk of the first semester will be devoted to understanding the "Why" through case studies, readings, field trips and speakers with the aim of creating a concept for your own social enterprise. The second semester of the course will largely be dedicated to the "What" and "How" of social enterprise creation and will be guided by the development of an enterprise concept plan for your social entity. Additional means of exploring the "What" & "How" will be through doing a project with a local social enterprise and creating promotional and presentation materials for your enterprise. This course is geared toward students that have a strong interest in social enterprise creation and ideally, some experience with it. Additionally, the first semester of the course will be at a high 100 level while the second semester will be closer to 200 level. Learning goals: REA, WRI, QUA, PRS

TTH 02:00PM-03:20PM

LCD 113

IA-0194-1 **DR**

From Dramatic Play to Creative Drama

Natalie Sowell;

Creative drama is an integrative process that develops imaginative thought, critical thinking and creative expression in children. Utilizing the natural tendencies of children to engage in dramatic play as a springboard, students in this course will explore philosophies, theories and practices of the dynamic experiential learning and teaching methodology that is creative drama. Creative drama will be examined as a form of applied theatre; as a process for enhancing and developing language and communication skills, social awareness, problem solving abilities, self-concept, and an understanding of theatre; and as a tool for teaching abstract concepts and core curricular subjects such as math and science. We will work together to build a vocabulary of creative drama activities, techniques, and strategies spanning a wide variety of forms including movement, puppetry, improvisation, story dramatization and process drama. EXP, PRS, PRJ, MCP

F 01:00PM-03:50PM

EDH 104

IA/HACU-0199-1 **DR**

High Spirits: Reading and Writing About Spiritual Experi

Deborah Gorlin;

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

TTH 10:30AM-11:50AM

EDH 5

IA-1IND-1 **DR**

Independent Study - 100 Level

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/LS-0201-1 **DR PR**

Intermediate Spanish I

Raquel Canales-Lopez; Caroline Gear

This course is the first semester of second-year Spanish. Students enrolled in this course should have taken IA/LS 102 or its equivalent and be able to use the present, future, preterit, imperfect tenses and pronouns with some fluency and have a working knowledge of the present subjunctive. 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. Attention is given to using command forms and the subjunctive. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the textbook, Enfoques, as well as students' own experiences. Emphasis is placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for fifty

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(9-17-09)

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percent of the requirement for credit. This course satisfies Division I distribution requirements. EXP, MCP, PRS, PRJ, REA. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement, please contact Caroline Gear, Director of Programs, caroline@ili.edu.

TTH 12:30PM-03:00PM

FPH 104

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 IA/LS 201 or the equivalent and be able to use the present, future, preterit, imperfect tenses, command forms and present subjunctive with some fluency. This course will solidify grammatical structures of Spanish through activities that practice all four skill areas: speaking, listening, reading, and writing. Attention will be given to more sophisticated use of the subjunctive and compound tenses. Authentic materials that focus on the culture and literature of the Spanish-speaking world will be used as well as the textbook, Revistas. As in IA/LS 201, focus will be placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for fifty percent of the requirement for credit. This course satisfies Division I distribution requirements. EXP, MCP, PRS, PRJ, REA. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement, please contact Daniel Cuenca, dcuenca@hampshire.edu

TTH 12:30PM-03:00PM

FPH 105

IA/LM-0222-1

Design for the Greater Good

Donna Cohn; Colin Twitchell

Students in this class will work collaboratively on community oriented design projects with established local groups. We will consider how designed objects or environments can encourage positive human interactions, energy and resource conservation, and physical well-being. This is a practical, hands-on design class in which we will learn how to research community needs, problem solve, and work with the realities of limited resources. There is a \$60 lab fee.

TTH 10:30AM-11:50AM

LCD SHOP

IA-0234-1 **DR**

In Search of Character

Thomas Haxo;

Through sculpture and drawing projects students will investigate the form and expression of the human head. Assignments will cover the study of the head in clay, the creation of masks, experiments in basic proportional systems, drawing from life and imagination, and more. Class discussions will draw from numerous cultural and historic points of view. The class will conclude with a major independent project of the students own related to this subject. Students will have the option to work with either traditional or digital media. Significant outside work will be expected. Students will provide most drawing materials. There will be a \$50.00 lab fee for most sculpture supplies. This course satisfies Division I distribution requirements. PRJ, EXP, PRS

TTH 01:00PM-03:20PM

ARB STUDIO 2

IA/SS-0245-1

Messaging for Social Change: Seminar in Messaging for Social Change

George Gathigi;

All over the world, populations are confronted by various challenges-- health and nutrition, economic empowerment, gender disparities, environmental issues, peace-building, violence, education, among many. These issues call for response. This dialogic seminar will introduce learners to one way in which we can respond to issues that affect communities. We will examine how to creatively design communication messages that are informed by the prevailing circumstances to provide compelling and relevant information to the target audience. Using examples, both local and worldwide, we will read, watch, and listen to different communication interventions that have been implemented. We will identify examples of similar existing issues and develop strategies that inform and encourage collective attitude and behavioral change. At the end of the course, students will design a project of their choice. Students from social sciences and interdisciplinary arts including theatre, drawing, design, animation, creative writing, etc are welcome

T 12:30PM-03:20PM

EDH 1

IA-0251-1

IP

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FALL 2009 COURSE DESCRIPTIONS
(9-17-09)

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Intermediate Poetry Writing

Paul Jenkins;

Intended for Division II students who have begun writing poetry on their own or have some familiarity with contemporary poetry, this course will be conducted as a workshop in which students' own writing will be the subject of discussion. Over the course's first half, students will do assigned writing and reading designed to sharpen alertness to language, sound and line, and imagery. Over the last half of the semester, students will bring on a regular basis new work of their own devising. At the course's end, workshop participants will be expected to submit a group of poems in a state of near completion for evaluation. Instructor permission required.

TH 12:30PM-03:20PM

LIB KIVA

IA-0267-1

IP

Micro-fictions Workshop

Heather Madden;

Micro-fictions, like "traditional short stories," requires awareness of pacing, sentence, detail, and music. In this workshop, we'll study and practice micro-fiction (also known as "quick fiction" or "short, short stories"). We'll consider the ways that pacing and sentence structure are instrumental in establishing voice and narrative structure. Students will have access to a course reader that includes the work of Lydia Davis, Kafka, Eduardo Galeano, Sandra Cisneros, and Spencer Holst, among others. We'll also consider stories from online journals and examine particular scenes from a selection of longer stories (putting these scenes "under the micro-scope".) Students are expected to participate in workshop meetings, complete exercises/imitations, and develop/submit a portfolio of their own micro-fictions. This workshop, limited to 16 students, is suitable for individuals who have had at least one college-level, creative writing workshop. Instructor permission required: email hmIA@hampshire.edu to confirm a seat in the course.

F 12:30PM-03:20PM

EDH 2

IA-0284-1

PR

Special Projects in Drawing: Division II

William Brayton;

This course will integrate intermediate level drawing assignments with the discussion of artist's writings, slide talks, field trips to nearby drawing sites, and two student defined half semester long independent projects. Drawing as a visual practice will be defined broadly to allow for the exploration of forms and imagery across multiple genres, media and dimensions. Group critiques will provide a critical environment to aid in the development of a cohesive body of work. Visiting artists will give presentations and offer additional feedback on student work throughout the semester. Pre-requisite: at least one drawing course at the college level. Additional coursework in art history and other visual art media is highly desirable. A \$20. dollar lab fee helps cover the cost of figure models. All drawing materials are individually purchased. Note: Special Projects in Drawing: Division III, will be offered in spring 2010.

TTH 09:30AM-11:50AM

ARB STUDIO 2

IA-2IND-1

Independent Study - 200 Level

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/LM-0304-1

IP

Mentored Independent Study

Ellen Donkin; Colin Twitchell

Mentored Independent Study: First-semester Division III students are paired with third-semester Division I students, based on similar academic interests. Over the course of the semester, the Div III students mentor the Div I students in independent projects. Within partner work, they identify a specific topic of study and hone the student's interests into a feasible project. With their mentoring partners, the Div I students design, implement, execute and revise that project. In addition to meeting weekly with their partners, the Div IIIs attend a weekly meeting with the Professor's of the course to report on their Div I's progress and to get help, advice and support from the group. In this course, Div III mentors will be expected to engage with reading and writing assignments as related to mentoring activities. (Only for enrollment of first semester Division III students)

W 04:30PM-06:00PM

ASH 111

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FALL 2009 COURSE DESCRIPTIONS

(9-17-09)

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IA/LS-0311-1 **PR**

Third Year Chinese I

Kay Johnson; Yi Zhang

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 Intermediate Chinese or the equivalent of an intensive college-level second year Chinese course. The class will cover the final half of Integrated Chinese Level 2 and then proceed to more advanced materials from Chinese magazines and other primary Chinese sources. Emphasis will be placed equally on speaking, reading, and writing. By the end of the Fall semester, 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. The second semester of Third Year Chinese will be offered during the spring semester. 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 (Tuesday, Wednesday, Thursday from 4:00-4:50) for one hour each session; there will also be a one-hour discussion session per week to be scheduled the first week of class to suit students' schedules. Class is limited to 8 students. Pre-requisite: completion of an intensive second year Chinese college course or equivalent is required to enter this class.

TWTH 04:00PM-04:50PM

FPH 104

IA-0320-1 **IP**

Acting Contemporary American Drama

Djola Branner;

This advanced studio course focuses on the actor's craft. We will clearly identify character objectives and obstacles, develop dynamic behavior based upon an analysis of scripted and imagined character biographies, and cultivate a facility for the critical analysis of dramatic literature. In collaboration with faculty and student directors, each actor will perform contemporary American scenes in one public performance. Instructor permission only.

TTH 12:30PM-03:20PM

EDH 104

IA-0323-1 **IP**

Advanced Sound Design for Theatre

Robert Kaplowitz;

The Advanced Sound Design class will attempt to focus on 2 major elements in the role of the sound designer. Basic skills are taken as a given--recording, editing, the creation of cues and cue lists, the ability to begin to translate ideas into sounds. The next two challenges are more abstract: unity of design and communication with directors and other designers. Throughout the semester we will focus on a series of real-world scripts, creating cues for these plays, while focusing on our goals. Instructor permission required.

M 09:00AM-12:00PM

LIB STUDIO3

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 STUDIO 1

IA-0344-1 **IP**

Division III Concentrators Seminar in Visual Arts

Gregory Kline;

This advanced seminar will provide a forum for the discussion of independent visual art production at the Division III level. Over the course of the semester, students will develop a solid body of work, form a concrete idea of what their Division III project will be and how to accomplish it, as well as construct an artist's statement. Weekly rotating critiques

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FALL 2009 COURSE DESCRIPTIONS

(9-17-09)

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will provide an ongoing forum for the discussion of student work leading towards the Division III thesis exhibition. Readings and off campus excursions will deepen students understanding of historical paradigms as well as current issues within the contemporary art world. Visiting artists will present lectures and conduct individual critiques. Additional information will be provided regarding grants and galleries and graduate schools. Instructor permission required.

MW 01:00PM-03:20PM

ARB STUDIO 2

IA/HACU/NS/CS/SS-0356-1

Special Topics in Childhood, Youth and Learning: An Integrated Division III Seminar

Natalie Sowell;

This seminar is designed for students pursuing a Division III project on a topic related to childhood, youth, or learning, and is appropriate for students whose primary work is in any of the five schools. We will begin the semester by considering the assumptions, perspectives, and methodologies involved in different disciplinary approaches to work related to childhood, young people, and/or education. Students will help select reading of texts relevant to their area of focus. The remainder of the course will involve students' presentation of works in progress, peer editing, and sharing strategies for completing large independent projects. Assignments will include brief reaction papers, as well as a substantial longer piece of work that could be incorporated into the Division III project. This course is designed for students in the first or second semester of their Division III projects, and can be used as an advanced learning activity.

W 02:30PM-05:20PM

FPH 107

IA-0377-1

IP

Division III Seminar in Research for Creative Writing

Nathalie Arnold;

Research and writing seminar is intended for students in their first semester of Division III whose envisioned project includes fiction-writing, poetry, or creative non-fiction in part or in whole. Our premise is that while creative writing is partly a private, imaginative act, the depth of any piece of fiction or poetry can be improved through active, focused 'real-world' research of one's topic. Students must have subject matter (setting, time period, theme, context) in mind when they begin the course. In addition to close reading of several contemporary novels and poetry collections by authors for whom research is a necessary part of the creative process, assignments will include library, internet, and ethnographic research, and several research based pieces of creative writing to be shared in class. By the end of the semester, each member will have produced a clear project timeline or 'roadmap' for their spring semester completion of Division III. Instructor permission required.

M 06:30PM-09:20PM

EDH 4

IA-3IND-1

Independent Study - 300 Level

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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FALL 2009 COURSE DESCRIPTIONS
(9-17-09)

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LEMELSON PROGRAM (LM)

LM/IA-0116-1 **DR**

Creative Electronics

Stephen Banzaert;

This course will familiarize the student with some of the basic creative applications of electronics. A central element in this process will be examining and modifying common electronic devices. This approach focuses on the physical and functional aspects of electronics and encourages an understanding of application through hands on experience rather than a study of theory. This also encourages the student to look to pre existing devices for artistic materials rather than building everything from scratch. This will be a project based course and most in class time will be spent experimenting and building. Prior experience with electronics is not necessary, but the student should be comfortable using simple hand tools. Each student will be supplied with a course kit. This will include all the necessary tools as well as a variety of common and useful electrical components. This course satisfies Division I distribution requirements. There is a \$90 lab fee. EXP, PRJ, PRS.

TH 12:30PM-03:50PM

LCD CLASS

LM/IA-0148-1 **DR**

Women's Design and Fabrication

Patricia Bennett;

This course will introduce students through experiential means to the basic fabrication process available in the Lemelson Center. Students will work on a variety of hands on projects, gaining experience with as many different fabrication skills as time allows. In addition, we will cover basic elements of design and project planning, how built objects relate to the artificial and natural environment and consider the broader impact design has on society. Upon completion of the course, participants will have start-to-finish experience with several projects, a working knowledge of several types of fabrication processes, and will be expected to have the foundational skills and knowledge in design and fabrication necessary to complete more advanced design and art projects. There is a \$60 lab fee. This course satisfies Division I distribution requirements. EXP, PRS, PRJ, QUA.

M 07:00PM-09:30PM LCD 113

TH 04:00PM-05:30PM LCD 113

LM/IA-0182-1

Art and Energy: Solar Music and Beyond

Donna Cohn;

Solar energy can be used to make musical sounds, to animate sculptural forms, to create color-changing textures, and to choreograph dancing lights and shadows. We will push the frontiers of energy and environmental design using some very intriguing but easy-to-use technologies, both ancient and modern. Our portfolio will include both hands-on workshop projects and conceptual design projects. Students with diverse arts or science interests are welcome. There are no specific prerequisites, but some basic understanding of at least one of the following will be useful: music theory, sculpture, industrial design, or high school physics. This course has evolved from a concept developed by M.R. Duffey. Lab fee \$60. This course satisfies Division I distribution requirements: QUA, EXP, PRJ.

MW 10:30AM-11:50AM

LCD SHOP

LM/IA-0193-1 **DR**

Social Entrepreneurship Part I

Colin Twitchell;

This YEAR LONG course (though the first semester can be taken independently, and with instructor permission, the second semester can also be taken independently. Students however are strongly encouraged to take both semesters, and registration priority in the second semester will be given to students who have taken the first half) will explore the values, philosophies and motivations (the "Why") for starting a social enterprise and through experiential means, investigate the strategies and tactics (the "What" and "How") of social entrepreneurship. The bulk of the first semester will be devoted to understanding the "Why" through case studies, readings, field trips and speakers with the aim of creating a concept for your own social enterprise. The second semester of the course will largely be dedicated to the "What" and "How" of social enterprise creation and will be guided by the development of an enterprise concept plan for your social entity. Additional means of exploring the "What" & "How" will be through doing a project with a local social enterprise and creating promotional and presentation materials for your enterprise. This course is geared toward students that have a strong interest in social enterprise creation and ideally, some experience with it. Additionally, the first semester of the

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(9-17-09)

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course will be at a high 100 level while the second semester will be closer to 200 level. Learning goals: REA, WRI, QUA, PRS

TTH 02:00PM-03:20PM

LCD 113

LM/IA-0222-1

Design for the Greater Good

Donna Cohn; Colin Twitchell

Students in this class will work collaboratively on community oriented design projects with established local groups. We will consider how designed objects or environments can encourage positive human interactions, energy and resource conservation, and physical well-being. This is a practical, hands-on design class in which we will learn how to research community needs, problem solve, and work with the realities of limited resources. There is a \$60 lab fee.

TTH 10:30AM-11:50AM

LCD SHOP

LM/IA-0304-1

IP

Mentored Independent Study

Ellen Donkin; Colin Twitchell

Mentored Independent Study: First-semester Division III students are paired with third-semester Division I students, based on similar academic interests. Over the course of the semester, the Div III students mentor the Div I students in independent projects. Within partner work, they identify a specific topic of study and hone the student's interests into a feasible project. With their mentoring partners, the Div I students design, implement, execute and revise that project. In addition to meeting weekly with their partners, the Div IIIs attend a weekly meeting with the Professor's of the course to report on their Div I's progress and to get help, advice and support from the group. In this course, Div III mentors will be expected to engage with reading and writing assignments as related to mentoring activities. (Only for enrollment of first semester Division III students)

W 04:30PM-06:00PM

ASH 111

FALL 2009 COURSE DESCRIPTIONS

(9-17-09)

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

LANGUAGE STUDIES (LS)

LS/IA-0101-1 **DR**

Elementary Spanish

Maya Krinsky; Caroline Gear

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 class focuses on speaking and using Spanish. Attendance and classroom participation counting for fifty percent of the requirement for credit. Topics of study are based on assignments from the course textbook, Aventuras, current and global events, and the students' experiences. EXP, PRS. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement, please contact Caroline Gear, Director of Programs, caroline@ili.edu.

MW 04:00PM-06:20PM

FPH 102

LS/IA-0101-2 **DR**

Elementary Spanish

Luis Loya; Caroline Gear

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 class focuses on speaking and using Spanish. Attendance and classroom participation counting for fifty percent of the requirement for credit. Topics of study are based on assignments from the course textbook, Aventuras, current and global events, and the students' experiences. EXP, PRS. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement, please contact Caroline Gear, Director of Programs, caroline@ili.edu.

MW 04:00PM-06:20PM

FPH WLH

LS/IA-0102-1 **DR PR**

Elementary Spanish II

Daniel Cuenca;

This course is the second semester of first-year Spanish and students enrolled in this course should have taken IA/LS 101 or an equivalent. This class and all subsequent IA/LS courses are taught entirely in Spanish. Students entering this level should be able to use the present, future (ir + a + infinitive), and preterit with some fluency and accuracy. Attention is given to building accuracy with grammatical structures introduced in IA/LS 101 and focusing on the differences between the preterit and imperfect tenses along with pronoun use. More sophisticated grammar is also introduced in this course. All four skill areas (speaking, listening, reading, and writing) are practiced through activities that are based on real-life situations, the course textbook, Aventuras, and the students' experiences. This class focuses on speaking and using Spanish. Classroom attendance and participation count for fifty percent of the requirement for credit. EXP, PRS, PRJ. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement in this course, please contact Daniel Cuenca, dcuenca@hampshire.edu

MW 01:00PM-03:30PM

FPH 104

LS/IA-0111-1 **DR**

Elementary Chinese I

Yi Zhang; Kay Johnson

This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by Professor Kay Johnson. It will cover the first semester of beginning Chinese. The second semester of beginning Chinese will be offered during the spring semester. The course will follow the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 1; Integrated Chinese Workbook Level 1, Part 1; Integrated Chinese Character Workbook, Level 1, Part 1. The class will meet three times a week (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. Additional drill session times will be scheduled if necessary. Students who complete this class will be able to continue studying Chinese at the next level at any of the other Five Colleges. If you have questions about the course contact Kay Johnson via email (kjohnson@hampshire.edu). MCP

MTWTHF 05:00PM-05:50PM

FPH 103

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

FALL 2009 COURSE DESCRIPTIONS

(9-17-09)

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LS/IA-0123-1 **DR**

American Sign Language I

Ruth Moore;

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

TTH 12:30PM-01:50PM

FPH 108

LS/IA-0201-1 **DR PR**

Intermediate Spanish I

Raquel Canales-Lopez; Caroline Gear

This course is the first semester of second-year Spanish. Students enrolled in this course should have taken IA/LS 102 or its equivalent and be able to use the present, future, preterit, imperfect tenses and pronouns with some fluency and have a working knowledge of the present subjunctive. 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. Attention is given to using command forms and the subjunctive. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the textbook, Enfoques, as well as students' own experiences. Emphasis is placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for fifty percent of the requirement for credit. This course satisfies Division I distribution requirements. EXP, MCP, PRS, PRJ, REA. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement, please contact Caroline Gear, Director of Programs, caroline@ili.edu.

TTH 12:30PM-03:00PM

FPH 104

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 IA/LS 201 or the equivalent and be able to use the present, future, preterit, imperfect tenses, command forms and present subjunctive with some fluency. This course will solidify grammatical structures of Spanish through activities that practice all four skill areas: speaking, listening, reading, and writing. Attention will be given to more sophisticated use of the subjunctive and compound tenses. Authentic materials that focus on the culture and literature of the Spanish-speaking world will be used as well as the textbook, Revistas. As in IA/LS 201, focus will be placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for fifty percent of the requirement for credit. This course satisfies Division I distribution requirements. EXP, MCP, PRS, PRJ, REA. This class is taught by faculty from the International Language Institute in Northampton (www.ili.edu). For more information regarding placement, please contact Daniel Cuenca, dcuenca@hampshire.edu

TTH 12:30PM-03:00PM

FPH 105

LS/IA-0311-1 **PR**

Third Year Chinese I

Kay Johnson; Yi Zhang

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 Intermediate Chinese or the equivalent of an intensive college-level second year Chinese course. The class will cover the final half of Integrated Chinese Level 2 and then proceed to more advanced materials from Chinese magazines and other primary Chinese sources. Emphasis will be placed equally on speaking, reading, and writing. By the end of the Fall semester, 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. The second semester of Third Year Chinese will be offered during the spring semester. 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 (Tuesday, Wednesday, Thursday from 4:00-4:50) for one hour each session; there will also be a one-hour discussion session per week to be scheduled the first week of class to suit students' schedules. Class is limited to 8 students. Pre-requisite: completion of an intensive second year Chinese college course or equivalent is required to enter this class.

TWTH 04:00PM-04:50PM

FPH 104

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FALL 2009 COURSE DESCRIPTIONS
(9-17-09)

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NATURAL SCIENCE (NS)

NS-113T-1 **DR; FY**
Science and Politics of Water
Christina Cianfrani;

All life relies on water for survival. How have humans changed the landscape to satisfy our need for water and the disposal of wastes? What are the effects of these changes? What policies and laws have formed the basis for the changes we have made? This class will take a case study approach to understanding the major scientific and political issues involved in decisions we make in managing our water resources. We will explore the social and ecological impacts of our decisions using local and national case studies (e.g. Northeastern water quantity and Western irrigation/drought issues, natural disasters, etc.). Student will develop projects investigating a case study of their choice. Students will also read and discuss primary literature, analyze data in teams, and learn basic skills scientists use to analyze water related issues. REA, WRI, QUA, PRS, PRJ

MW 10:30AM-11:50AM CSC 1-ECOL

NS-121T-1 **DR; FY**
Human Biology
Christopher Jarvis;

Students in this course will learn about the biological function of selected human organs and systems through the study of actual medical cases. Not all human systems will be covered, but students will gain a good understanding of how diseases affect the body and how they are diagnosed. Working in small teams, students will develop diagnoses for medical cases through reviewing descriptions of patient histories, physical exams, and laboratory findings. A human biology text, medical texts on reserve, and Internet resources will help students track down information they need to solve these medical mysteries. Students will also learn to find and read scientific research articles on topics of their choosing and will learn to write analytical reviews of these articles. These reviews will form the basis of final papers in which students choose particular diseases or treatments to investigate in detail and present their findings to the class. PRJ, PRS, QUA, REA, WRI

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

NS-154T-1 **DR; FY**
Science of Stress
Cynthia Gill;

Stress is a daily part of our lives that has become an intense subject of interest among scientists and the medical community. The body's responses to stress are linked to multiple health problems, but stress can also be overused as an explanation. In this course, we'll examine the scientific evidence for the links between stress and health issues such as cancer, heart disease, diabetes, PTSD and epigenetic changes in neuroendocrine function. This will include readings of primary scientific research papers and coverage of basic physiological mechanisms in humans and other animals. Students will learn techniques to measure stress, stress hormones and glucose regulation. In addition, as community service outreach, students will develop projects to explore the effectiveness of stress relief options in the college community. QUA, WRI, PRJ, REA, PRS

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

NS-170T-1 **DR; FY**
Kitchen Ecology
Jason Tor;

Fermented foods are readily consumed worldwide on a daily basis; they enjoy great popularity due to their attractive taste and flavor, prolonged shelf life, safety, nutritional value, and because of recently reported health-promoting traits. This year kitchen ecology will focus specifically on cheese and related fermentations. Students will develop a working knowledge of the microorganisms and biochemical processes utilized in dairy 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 dairy food products, including their biochemical characteristics and sensory attributes. QUA, REA

MWF 10:30AM-11:50AM CSC B2
F 12:30PM-05:00PM CSC B2

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(9-17-09)

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NS/CS-175T-1 **DR; FY**

Science and Religion: Origins

Salman Hameed; Laura Sizer

This course will examine science and religion interaction, with the goal of understanding the history of their relationship from the Greeks to the modern day. Both science and religion struggle to explain the natural world and the origin of humanity. We will discuss how and when these efforts have overlapped and been in tension. We will specifically focus on origin questions, including the origin of the universe, life, and humans and examining both scientific and religious approaches to these questions. REA, WRI

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

NS-195T-1 **DR; FY**

Pollution and our Environment

Dulasiri Amarasiriwardena;

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

WF 10:30AM-11:50AM CSC 121
F 01:00PM-04:00PM CSC 2-CHEM

NS-0102-1 **DR**

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, QUA, REA

TTH 12:30PM-01:50PM CSC 3-OPEN
TH 02:00PM-04:30PM CSC 3-OPEN

NS-0106-1 **DR**

Earth Resources

Steven Roof;

In this course students will investigate issues in environmental earth science and examine how society interacts with Earth processes and resources. This course emphasizes a hands-on, field- and lab-oriented approach. Class discussions and weekly projects introduce the major concepts and techniques of earth science (geology), environmental sciences, and resource management. Students will learn to observe, pose questions, build hypotheses, and develop answers through field research and quantitative data analysis. Students will often be given complex problems and asked to figure out for themselves how to collect data and work toward solutions. Through local field trips, we will explore the history of our planet, and earth-shaping processes such as earthquakes, volcanic eruptions, and erosion. By learning how our planet evolves, students can then evaluate the current state of Earth and solutions to environmental ills. PRJ PRS QUA WRI

TTH 12:30PM-01:50PM CSC 1-AGRI
TH 02:00PM-04:00PM CSC 1-AGRI

NS-0123-1 **DR**

Human Biological Variation

Pamela Stone;

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FALL 2009 COURSE DESCRIPTIONS

(9-17-09)

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This course focuses on the science of human genetic and biological variation. How does variation come about in evolution? Which variations have adaptive and functional significance and which are "just differences"? What is the evolutionary explanation, distribution, and significance of human variation in, for example, sickle cell anemia, skin color and sports performance? How are individuals grouped, how are differences studied, and to what purpose? How did the idea of "natural" races arise, and how and why, despite key scientific flaws, does it persist? This semester we will focus on the idea of race as a genetic construct versus lived, social reality and in particular, how race is used in biomedical research. Finally, we will examine health inequalities by race and the potential mechanisms by which racism may lead to poor health. REA, QUA, PRJ, PRS, WRI

TTH 10:30AM-11:50AM

CSC 333

NS-0132-1

DR

Environmental History of New England

Charlene D'Avanzo;

New England has a fascinating environmental history. Glaciers sculpted the landscape over 10,000 years ago leaving behind evidence of huge lakes and the weight of mile-high ice. Humans also have left their mark by clearing the land of trees for agriculture and lighting fires to improve game hunting. In this class students will learn about "changes in the land" on different time scales through field trips, group projects, and discussions. One project will focus on the Connecticut River, where we can use historic maps and fieldwork to look at rapid (over decades) evolution of the floodplain. For another we will use evidence of agriculture over a few hundred years on Hampshire's 800 acres. This course is a great introduction to the local environment and how to do ecological and environmental fieldwork. PRJ, PRS, QUA, REA, WRI

MW 09:00AM-10:20AM

CSC 333

M 01:30PM-04:00PM

CSC 316

NS-0133/0333-1 DR

Local Food Systems

Lawrence Winship;

With less abundant, expensive oil a virtual certainty, the cost of food we now get from afar will continue to rise. We will all soon be "eating closer to home" ? but what does this mean for farmers and consumers? In this research course we will consider the ecological and sociological implications of Local Food, using the Pioneer Valley as a model system. We will map "foodsheds" attempting to quantify both supply and demand. With both urban and rural areas, our bioregion is perfect locale to consider innovations in food production methods, such as winter growing and urban farming. We will take a quantitative approach where possible, relying on statistical data as well as interviews with local farmers and food activists and readings in the scientific and popular literature. REA, QUA, PRS, PRJ

MW 02:30PM-03:50PM

CSC 333

NS-0148/0348-1 DR

Human Gene Therapy: Proceed with Caution

Lynn Miller;

This seminar should be useful and provocative to all students thinking about careers in health related fields. In the past twenty years, an explosion of techniques in molecular biology has led to the promise of curing human genetic disease by gene transplantation. We will examine this promise and the risks in this technology, first by reading DNA Promise and Peril by L. L. McCabe & E. R. B. McCabe and The Misunderstood Gene by Michel Morange and second by learning to read the original literature in this field. All students are expected to write three essays from the original literature and to lead one class. During the seminar we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Each student must come to every seminar prepared to ask questions and to discuss the readings. Each student must meet with Lynn on a regular basis to discuss their reading for their essays. The draft essays must be turned before the deadlines listed on the Schedule. Each student must prepare and give at least one oral presentation with an information rich handout. Although not a requirement, I hope that students will collaborate in small groups on their research and writing. Collaborative work is expected throughout. PRJ PRS QUA, REA, WRI

TTH 10:30AM-11:50AM

CSC 2-OPEN

NS-0150-1

DR

Ecology, Agriculture, and Society

Brian Schultz;

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FALL 2009 COURSE DESCRIPTIONS

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This course looks at agriculture as a set of ecological systems and issues. It refers to ecology in both the sense of interactions between organisms (e.g., crops, pests, and predators) and their environment, and in the larger-scale sense of environmental impacts and related social and political issues. A broad range of topics will be covered, including pesticides and alternatives, soil fertility and erosion, the role of animals, genetically modified crops, biofuels, global vs. local trade and more. The course work will consist of readings, discussion, written assignments (with revisions as needed), work at the Hampshire farm, group and independent projects, guest lectures and films, and field trips. Given the field work, always be prepared to walk and be outside (e.g., sun screen/rain gear, sensible shoes). Some field work may include other times and days to be arranged in class. PRJ, PRS, QUA, REA, WRI

TTH 02:00PM-03:20PM

CSC 1-ECOL

NS-0153/0353-1 **DR**

Natural History of Infectious Disease

Lynn Miller;

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

MW 09:00AM-10:20AM

CSC 2-OPEN

NS/CS-0164-1 **DR**

Memory Systems: Getting it, Using it, and Keeping it

Melissa Burch; Jane Couperus

Memory is not pudding, it is an elephant ? while pudding is the same throughout, you cannot generalize one aspect of memory to other aspects. In this course we will discuss the many types of memory we use daily, from remembering the name of a new friend, a favorite birthday party, or even how to ride a bike. We will explore the constructive nature of memories and how they may change over time as well as how memory capabilities develop over the life course. We will also explore the neurological underpinnings of memory and the limits of our brains memory systems. However, we do not expect you to have a background in neuroscience. In addition to reading scholarly research and participating in demonstrations of the various forms of memory and their properties students will be expected to integrate their acquired knowledge through a term paper. REA, WRI, QUA

TTH 12:30PM-01:50PM

ASH 112

NS-0168/0368-1 **DR**

What is a Species/Speciation?

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 how variation of a particularly difficult natural system ? fritillary butterflies ? relates to species delineations in 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. A laptop computer in good working condition is highly recommended for this class. PRJ, PRS, QUA, REA, WRI.

TTH 12:30PM-01:50PM

CSC 2-OPEN

TH 02:00PM-04:00PM

CSC 2-OPEN

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(9-17-09)

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NS-0183/0383-1 **DR**

Quantum Mechanics for the Myriad

Herbert Bernstein;

This course will investigate the structure of a powerful intellectual influence of our times: modern theoretical physics. Using two-state systems including electron spin and photon polarization, we develop the actual quantum theory in its matrix mechanics form. This theory underlies our current understanding of atoms, particles, and virtually all physical processes: it is fundamental to Quantum Teleportation, Computation & Information AND has important philosophical consequences as well. Quantum mechanics underlies all chemistry and molecular processes, including biology. The course has three themes: quantitative approximations to interesting phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Students contact course material in ways parallel to physicists approaching nature. How to formulate questions, including how to make them into solvable puzzles, how to work cooperatively - utilizing both learned and created concepts, and how to master formal reasoning are all learned by experience. Students will be expected to attend an additional 1.5 hours "lab" time TBA at the first class meeting. QUA

TTH 12:30PM-01:50PM

CSC 121

NS-0194-1

DR

Geological Controversies

Steven Roof;

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

MW 02:30PM-03:50PM

CSC 2-OPEN

NS-1IND-1

DR

Independent Study - 100 Level

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.

NS-0202-1

Chemistry I

Dulasiri Amarasiriwardena;

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, properties of matter, the gas laws, atomic structure, bonding and molecular structure, and chemical reactions, and energy changes in chemical reactions. A considerable time will be devoted to learn the use of periodic table as a way of predicting the chemical properties of elements. We will also emphasize on application of those chemical principles to environmental, biological, industrial and day-to-day life situations. No previous background in chemistry is necessary but a working knowledge of algebra is essential both because students will be expected to develop skill in solving a variety of numerical problems and because it is essential for understanding some of the subject matter. In the laboratory, basic skills, and techniques of qualitative and quantitative analysis, use of modern chemical instrumentation will be emphasized. We will also do two project-based labs, learn to understand the scientific methodology and learn how to write scientific research reports. Chemistry I is the first term of a two-term course in general chemistry.

MWF 09:00AM-10:20AM

CSC 121

M 01:30PM-04:30PM

CSC 2-CHEM

NS-0204-1

DR

Physics I: Introduction to Classical Mechanics

Herbert Bernstein;

As a first course of real college physics, this introduction will concentrate mainly on mechanics with perhaps some applications to astronomy. Topics include: kinematics and dynamics in one and two dimensions, planetary motion, conservation of energy and momentum, rigid bodies and rotation in three dimensions and, if time permits, relativity. This

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calculus-based course makes heavy use of mathematics to develop realistic examples. It is highly recommended that students take calculus in the same semester if not before. Weekly laboratory/field work is required. The labs are grouped into three major units. Evaluations will be based on class participation, problem sets, and laboratory project reports. Calculus I is a co-requisite, or ability to learn it "on the fly." QUA

MWF 01:00PM-02:20PM	CSC 202
W 02:30PM-05:30PM	CSC 3-OPEN

NS/CS-0206-1 **DR**

Mathematical Problem Solving: Finding Math Everywhere

Nina Dabek; Margarita Shannon

Students focus on ideas, not just techniques, as they implement problem-solving strategies and find mathematical principles across the disciplines. This course is especially useful for prospective early childhood and elementary teachers, as it provides them with a mathematical foundation designed to support their future work teaching mathematics. Students build on their mathematical understanding, enhance their comprehension of the mathematical/problem-solving process, develop their confidence in exploring mathematical concepts, and communicate that understanding to others. Students do college level mathematics in the context of the following topics with particular emphasis on the first two: Number Sense and Operations; Geometry and Measurement; Patterns, Relations and Algebra; and Data Analysis, descriptive statistics and Probability, finding that the concepts they uncover are useful in many aspects of what we do everyday. Students also complete observations in a K-12 classroom and develop problems/curriculum ideas for using math across the curriculum in the classroom. This course satisfies Division I distribution requirements. QUA, PRS

MW 09:00AM-10:20AM	ASH 221
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NS-0209-1

Health Disparities

Richard Aronson;

Social injustice creates conditions that lead to unconscionable public health disparities. This course explores the origins of selected health disparities and highlights promising efforts to address them. What constitutes a health disparity in a public health context? What is the "life course perspective" in maternal and child health? How does chronic stress from discrimination make women vulnerable to having premature small babies? How are traumatic childhood experiences associated with earlier, more severe chronic diseases in adulthood? We will examine research on these questions, and then turn to community-rooted best practices to create equity. Such practices: 1) Draw on the resilience of individuals, families, and communities; 2) Tap into social capital and connectedness to enrich health; 3) Foster collaborative action among multiple stakeholders; and 4) Deeply value the influence of culture and language on health and healing, incorporating respect for the dignity of all people within such a context.

TTH 02:00PM-03:20PM	CSC 333
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NS-0218-1

Plant Biology

Lawrence Winship;

From tiny seeds plants grow to enormous size, capturing and transforming energy and nutrients, avoiding predation and disease, finding mates and adapting to environmental extremes. We share a common evolutionary and biochemical heritage with plants and are utterly dependent on plant growth for our survival. Our species have the same basic environmental "problems" to solve, yet plants stand upright with wood instead of bones, they move with water pressure instead of muscles and they "feed" with roots instead of teeth and stomach! In this course we will explore the structures, life histories, and chemical mechanisms that allow plants to grow and adapt to an incredible variety of habitats. Based upon field and lab observations, our work in this course will emphasize whole plant biology in ecological context. The main work for the course will be a series of field and lab investigations, including detailed research paper write-ups.

WF 01:00PM-02:20PM	CSC 121
F 02:30PM-05:00PM	CSC 1-AGRI

NS-0220-1

Human Physiology

Cynthia Gill;

With humans as our primary model system, we will cover cellular and general tissue physiology and the endocrine, nervous, muscular, cardiovascular, digestive, respiratory, renal and reproductive organ systems. Primary

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emphasis is on functional processes in these systems. A focus will be on cellular and molecular mechanisms common across systems. Students will engage in class problems, lectures, and reading of text and primary science literature.

MW 09:00AM-10:20AM

CSC 3-OPEN

NS-0239-1

Agriculture, Food, and Health

Elizabeth Conlisk; Nancy Hanson

This hands-on course examines food in the broadest sense, from its production in the field to its complex role in health promotion and disease prevention. Students learn basic principals of agriculture, plant science, nutrition and epidemiology, with an emphasis on the original research linking food and food production to human health. Readings for the class are drawn from the primary and secondary scientific literature and from agriculture and nutrition textbooks.

Students will also participate in a new initiative linking Hampshire's organic farm with an inner city school in Springfield. This is an ideal course for students who are serious about scientific inquiry, community service and a few hours of farm work each week.

TTH 09:00AM-10:20AM

CSC 316

NS-0241-1

Evolutionary Biology

Charles Ross;

This year (2009) is the 150th anniversary of the publication of "The Origin of Species" and the 150th anniversary of Charles Darwin's birth. The concept of biological evolution pre-dates Darwin. However, when Darwin presented a provocative mechanism by which evolution works (i.e., natural selection), he catapulted an idea to the forefront of biology that has precipitated 150 years of research into the nature and origin of organic diversity. This course will serve as an introduction to the science of evolutionary biology. Additionally, we will take a historical look at the development of evolution as a concept and how it has led to the Modern Synthesis in biology and modern research in Evolutionary Biology. We will also investigate how Darwin's "dangerous idea" has infiltrated into different areas of biology and beyond.

MW 02:30PM-03:50PM

CSC 121

W 03:50PM-05:30PM

CSC 2-MOLC

NS-0260-1

DR

Calculus in Context

David Kelly;

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

MWF 09:00AM-10:20AM

CSC 316

NS-0264-1

Environmental Microbiology

Jason Tor;

Environmental Microbiology is the study of microbial activity and diversity in both natural and artificial environments. The subject is inherently multidisciplinary-relying upon contributions from analytical chemistry, geosciences, environmental engineering, public health, ecology, evolution and microbiology. Microbes represent the very origin of life on earth, and they comprise the basis of our biological legacy. They remain crucial to global biogeochemical cycling, which supports the continuance of life on our planet, turning over those elements that represent the basic ingredients of life. In this course discussions will be based on readings from texts and primary research literature, while laboratory-based research will be a key component of our activities.

TTH 10:30AM-11:50AM

CSC 316

T 12:30PM-03:30PM

CSC 2-MOLC

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NS-0265-1

Statistics

Elizabeth Conlisk; Fatemeh Giahi

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

TTH 12:30PM-01:50PM

CSC 333

NS/CS/SS-0270-1

DR

Adolescent Development

Jane Couperus;

Adolescence is often thought of as a time of great change and upheaval as children navigate the transition into adulthood. Raging hormones, changing social expectations and relationships, and developing autonomy all contribute to this tumultuous time. This course will examine the biological, cognitive, and social changes that occur during adolescence to develop a better understanding of this unique period of development. Using psychological as well as neuroscience and social science literatures the course will examine adolescence through multiple perspective to develop a well rounded picture of this developmental period. Students will be asked to read primary literature in psychology and neuroscience as well as from other relevant fields such as anthropology and sociology. Requirements will include short papers throughout the semester as well as a major research project. Prerequisite: Students having been on the waitlist in the Spring 2009 will be given priority. This course satisfies Division I distribution requirements. PRJ, REA, WRI

TTH 02:00PM-03:20PM

ASH 222

NS-0272-1

Anthropology of Reproduction

Pamela Stone;

This course focuses on the biological and cultural components of reproduction from an evolutionary and cross-cultural perspective. Beginning with the evolution of the pelvis, this course examines the nutritional problems, growth and developmental problems, health problems, and the trauma that can affect successful childbirth. The birth process will be studied for women in the ancient world and we will examine historical trends in obstetrics, as well. World-wide rates of maternal mortality will be used to understand the risks that some women face. Birthing customs and beliefs will be examined for indigenous women in a number of different cultures. Students will be required to present and discuss material and to work on a single large research project throughout the semester that relates to the course topic. This class is open to 2nd and 3rd year students.

WF 10:30AM-11:50AM

CSC 316

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 (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 02:30PM-03:50PM

ASH 222

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NS-0292-1

Stream Ecology

Christina Cianfrani;

Rivers and streams wind through the landscape moving water, sediment and other materials and provide habitat for a variety of organisms. In this class we will discuss the main processes that occur in rivers and the means for observing them. We will learn to interpret the morphology (shape) of rivers and fluvial landscapes. We will use both field measurements (i.e. get our feet wet in the stream) and computer models to analyze local river systems from both a hydrological and ecological perspective. Students will explore the primary literature, complete lab exercises, develop a stream project, and discuss the response of streams to natural and human induced environmental change.

TTH 10:30AM-11:50AM

CSC 1-AGRI

T 12:00PM-03:00PM

CSC 316

NS-2IND-1

Independent Study - 200 Level

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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 2-OPEN

W 01:00PM-05:00PM

CSC 2-CHEM

NS/CS-0316-1

PR

Linear Algebra

David Kelly;

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

MWF 01:00PM-02:20PM

CSC 2-OPEN

NS-0323-1

PR

Differential Geometry

Kenneth Hoffman;

This course will cover the foundations of differential geometry in three-dimensional space. Topics will include curvature of curves and surfaces, the fundamental forms, geodesics, minimal surfaces, and Gaussian curvature, the Gauss map, Gauss's Theorema Egregium, and the Gauss-Bonnet theorem. As time allows, we will conclude with extensions to higher dimensional spaces. Substantial problem sets will be assigned and constitute the heart of the course. Prerequisites: three semesters of calculus and linear algebra.

MW 04:00PM-05:20PM

CSC 202

NS-0333/0133-1

Local Food Systems

Lawrence Winship;

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With less abundant, expensive oil a virtual certainty, the cost of food we now get from afar will continue to rise. We will all soon be "eating closer to home" but what does this mean for farmers and consumers? In this research course we will consider the ecological and sociological implications of Local Food, using the Pioneer Valley as a model system. We will map "foodsheds" attempting to quantify both supply and demand. With both urban and rural areas, our bioregion is perfect locale to consider innovations in food production methods, such as winter growing and urban farming. We will take a quantitative approach where possible, relying on statistical data as well as interviews with local farmers and food activists and readings in the scientific and popular literature. Students enrolled at the 300 level will be expected to lead research teams focused on specific questions selected by the class.

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

NS-0344-1

PR

Enzymes

Rayane Moreira;

In this course we will explore the fundamentals of catalysis and how they manifest in enzymatic systems. We will use nature's "simplest" catalyst-the proton-to examine the physical principles of catalysis, followed by iron as a "simple" redox catalyst. These two models will be used to address the similarities and differences between homogeneous chemical catalysis and enzymes, including their substrate specificity, regio- and stereoselectivity, and enormous rate accelerations. After a unit on enzyme kinetics, we will proceed to examine some particularly important enzymes and enzymatic systems. We will start with some well-studied systems, such as the serine proteases, alcohol dehydrogenase, and cytochrome P450; and finally we will compare these with some enzymes and enzyme complexes of particular biological and environmental interest, such as Methane Monooxygenase, Rubisco, Photosystem II, and ATP Synthase. Prerequisite: Organic Chemistry I.

TTH 05:00PM-06:20PM CSC 121

NS-0348/0148-1

Human Gene Therapy: Proceed with Caution

Lynn Miller;

This seminar should be useful and provocative to all students thinking about careers in health related fields. In the past twenty years, an explosion of techniques in molecular biology has led to the promise of curing human genetic disease by gene transplantation. We will examine this promise and the risks in this technology, first by reading DNA Promise and Peril by L. L. McCabe & E. R. B. McCabe and The Misunderstood Gene by Michel Morange and second by learning to read the original literature in this field. All students are expected to write three essays from the original literature and to lead one class. During the seminar we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Each student must come to every seminar prepared to ask questions and to discuss the readings. Each student must meet with Lynn on a regular basis to discuss their reading for their essays. The draft essays must be turned before the deadlines listed on the Schedule. Each student must prepare and give at least one oral presentation with an information rich handout. Although not a requirement, I hope that students will collaborate in small groups on their research and writing. Students enrolled at the 300 level are expected to help the 100 level students with their work. Collaborative work is expected throughout.

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

NS-0353/0153-1

Natural History of Infectious Disease

Lynn Miller;

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

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

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NS/CS/HACU/IA/SS-0356-1

Special Topics in Childhood, Youth and Learning: An Integrated Division III Seminar

Natalie Sowell;

This seminar is designed for students pursuing a Division III project on a topic related to childhood, youth, or learning, and is appropriate for students whose primary work is in any of the five schools. We will begin the semester by considering the assumptions, perspectives, and methodologies involved in different disciplinary approaches to work related to childhood, young people, and/or education. Students will help select reading of texts relevant to their area of focus. The remainder of the course will involve students' presentation of works in progress, peer editing, and sharing strategies for completing large independent projects. Assignments will include brief reaction papers, as well as a substantial longer piece of work that could be incorporated into the Division III project. This course is designed for students in the first or second semester of their Division III projects, and can be used as an advanced learning activity.

W 02:30PM-05:20PM

FPH 107

NS-0368/0168-1

What is a Species/Speciation?

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 how variation of a particularly difficult natural system-- fritillary butterflies--relates to species delineations in 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. A laptop computer in good working condition is highly recommended for this class.

TTH 12:30PM-01:50PM

CSC 2-OPEN

TH 02:00PM-04:00PM

CSC 2-OPEN

NS-0381-1

PR

Terrestrial Ecology

Brian Schultz;

This course is primarily for a relatively small group of more advanced students to do field studies in terrestrial ecology, field trips, and readings from primary literature. We will use the Hampshire College forests and fields, the canopy walkway, farm center, and off-campus sites as our study areas. We'll be outside as much as possible early on, and visit several habitats and locations of interest. We'll also carry out several field problems or small sampling projects, focusing on studies of vegetation, birds, insects and other invertebrates, and salamanders, among others, also depending upon the weather, results of our work as they develop, and the interests of the participants in the course. Prerequisite: Some previous ecology or science.

MW 02:30PM-03:50PM

CSC 1-ECOL

W 01:00PM-05:00PM

CSC 1-ECOL

NS-0383/0183-1

PR

Quantum Mechanics for the Myriad

Herbert Bernstein;

This course will investigate the structure of a powerful intellectual influence of our times: modern theoretical physics. Using two-state systems including electron spin and photon polarization, we develop the actual quantum theory in its matrix mechanics form. This theory underlies our current understanding of atoms, particles, and virtually all physical processes: it is fundamental to Quantum Teleportation, Computation & Information AND has important philosophical consequences as well. Quantum mechanics underlies all chemistry and molecular processes, including biology. The course has three themes: quantitative approximations to interesting phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Students contact course material in ways parallel to physicists approaching nature. How to formulate questions, including how to make them into solvable puzzles, how to work cooperatively - utilizing both learned and created concepts, and how to master formal reasoning are all learned by experience. Best if you have had two semesters of Physics or the equivalent. "New math" of complex numbers, matrices and vectors not required but extremely helpful. Please CONSULT instructor on questions of

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equivalence at the first class meeting, or before. Students will be expected to attend an additional 1.5 hours "lab" time TBA at the first class meeting.

TTH 12:30PM-01:50PM

CSC 121

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: A record of 200-300 level work in sustainability studies.

WF 01:00PM-02:20PM

CSC 3-OPEN

NS-3IND-1

Independent Study - 300 Level

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SOCIAL SCIENCE (SS)

SS/CS-109T-1 **DR; FY**

Diversity, Equity and Community: Opportunities and Challenges for a New Educational Platform

Jaime Davila; Kristen Luschen

This course will explore questions of diversity and education as they relate primarily to the college environment. Though examination of research, film, memoir, and participation in a community project, students will explore how race, ethnicity, class and gender help to organize the college-going process and students' experiences while at school. Some questions we will address are: what are the assets and challenges with which various students approach college, what conditions are necessary to create rich learning environments for all students, how should classroom and college activities be configured in order to maximize every student's participation and learning; what responsibilities should students, faculty, and administrators embrace in order to maximize student achievement and sense of belonging; and what should be the educational goals for a college or university in the area of diversity? Students will be expected to engage with these topics as educational questions and to reflect on in relation to their personal experiences. MCP, PRJ, QUA, REA, WRI

WF 10:30AM-11:50AM

FPH 108

SS-112T-1 **DR; FY**

Queering the Renaissance

Jutta Sperling;

Since the nineteenth century, the Italian Renaissance is believed to be the birthplace of the modern "individual." Decades ago, feminist and social historians have pointed to the gendered nature of such individualism, and to family and kinship bonds within which the male self was allowed to thrive. More recent historical scholarship has added to this critique, showing the ubiquity of same-sex eroticism for men and the near total invisibility of lesbian desire. While the male dominated public and private spheres created homo-social environments within which "sodomy" flourished, relationships between women were relegated to convents. Preventive clitoridectomy was recommended for all women after the clitoris was "discovered" by travelers to Africa. Cross-dressing was a frequent occurrence, and traces of trans-gendering can be found in early modern Spain. This course will explore issues of self-identity in a period that, to contemporary observers, can seem hauntingly familiar and irrevocably foreign at the same time. PRJ, PRS, REA, WRI

TTH 09:00AM-10:20AM

FPH 104

SS-114T-1 **DR; FY**

Streetwork: Exploring & Transforming Cities with Children & Youth

Myrna Breitbart;

How do young people make sense of their environments and how do environments shape their lives? What assumptions about youth are reflected in the design and management of urban space? How can innovative forms of streetwork that utilize a variety of media and creative methods enable young people to explore their environments while developing their capacities as critical and engaged learners and actors? This course considers how power and privilege structure the spatial and social environments in which young people live and learn. We also utilize the literatures and participative methodologies of urban studies and critical pedagogy to explore the theory and practice of engaging young people in the acquisition of knowledge about their environments and in efforts to effect change. Students will be asked to complete a variety of written assignments as well as a collaborative and/or individual project. Some work with a local youth organization may be arranged for a subset of the class. MCP, PRJ, REA, WRI

MW 10:30AM-11:50AM

FPH 105

SS-118T-1 **DR; FY**

Rethinking Childhood

Rachel Conrad;

In this course, we will examine recent work on "rethinking childhood" in the interdisciplinary field of childhood studies alongside approaches to studying children and childhood in the fields of sociology of childhood, developmental psychology, and sociocultural psychology. We will also think about how to gain access to children's perspectives on themselves and their lives and worlds. Students will read primary texts, complete frequent writing assignments, and explore ideas through creative forms. Assignments will also include group projects and observations of children outside of class time. This course is particularly appropriate for students with previous experience working with children. PRJ, PRS, REA, WRI

TTH 09:00AM-10:20AM

FPH 106

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SS-142T-1 **DR; FY**

Human Rights

Susan Darlington; Flavio Risech-Ozeguera

What are human rights? What does it mean to have rights, and is that meaning the same in different cultural contexts? Should it be? By studying several cases from diverse regions of the world, we will take critical perspectives on the ideals, the language, and the practice of human rights in local contexts with global implications. Our premise is that the legal and the cultural are always entangled in these encounters. Expect an introduction to legal reasoning and anthropological methods, some theory in both disciplines, and a challenging reading list. The course will employ a cooperative learning structure, in which students will be responsible for developing and presenting critical analyses of the cases (Tibet, Rwanda, Burma/Myanmar, South Africa, the Amazon basin, and others), and culminate in a final research project. MCP, PRJ, PRS, REA, WRI

TTH 09:00AM-10:20AM FPH 107

SS-164T-1 **DR; FY**

Energy, Resources, and American Foreign Policy

Michael Klare;

An assessment of American foreign policy in the Obama era, with particular reference to the issues of energy, the environment, and natural resources. Will begin with an analysis of the main features of Obama's foreign policy and how they differ from those of the Bush administration. Will then focus on Obama's approach to energy, natural resources, and global warming - and how these affect American foreign policy. Particular emphasis will be placed on the role of energy and environmental issues in America's ties with China, Russia, Africa, and the Middle East. Students will be expected to follow world affairs on a daily basis, to examine a particular problem in U.S. foreign policy in depth, and to report on their research in class. REA, WRI, PRS, PRJ

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

SS-178T-1 **DR; FY**

Creative Memoir and the Invention of Self

Annie Rogers;

Who are we and how do we become ourselves? Intellectuals and artists have posed and tried to answer this question. In this course we'll explore the idea of crafting or inventing a self out of the materials of memory, the desire to become what we aspire to be (something that's always just beyond reach), and the art of creative expression. Each student will personally explore the genre of memoir writing through a series of exercises in creative writing, with a focus on the art of writing. We will also look at the invention of self through scholarship on memory, subjectivity, time, and culture, and consider the unconscious, its elusiveness and power in shaping our stories. EXP, REA, WRI

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

SS-196T-1 **DR; FY**

Imagining Latin American

Carol Bengelsdorf;

This course will center upon Latin America in the western imaginary, in both historical and contemporary contexts. Its premise is that western, and particularly U.S. "knowledge" about Latin America has shaped, disastrously, the cultural context within which policy towards the continent's peoples has been made, thereby supporting the currently popular notion that major conflicts in the international arena represent clashes between "us: and "fundamentally different" civilizations. Our materials of study will include literary texts, travel literature, diaries and popular culture. We will examine the "discovery" (Columbus, Cortez and las Casas), the 19th century reopening of Latin America to the west (Humboldt) and, in the 20th and 21st centuries, revolution (Mexico and Cuba), tourism (Cuba) and immigration, both legal and illegal (Mexico). MCP, PRS, REA, WRI

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

SS-0110-1 **DR**

The Middle Eastern Economies

Omar Dahi;

This course is an introduction to the Middle Eastern. Some questions we will be exploring in the course are: 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

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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. The course will focus on the case of Syria, a country in transition from a state-socialist to a market-oriented economy. REA; WRI; QUA; MCP; PRS

MW 01:00PM-02:20PM

FPH ELH

SS-0121-1

DR

Biography and Social Movements

Amy Jordan;

Since the citizenship of African Americans is a shifting and contested terrain, African American biographies and autobiographies offer us engaging and powerful ways to map African American efforts to formulate collective identities. Biographical narratives also give us intimate insights into larger social transformations and historical developments, such as the Civil rights Movement, Internationalism, African Independence Movements and the Popular Front. In this course, students will explore critical African American biographies such as W.E.B. Dubois, James Baldwin, Paul Robeson and Ella Baker. The selected biographical narratives engage a number of recurring questions about how we conceptualize citizenship, oppositional cultures and identities as well as the role of artists and intellectuals in creating social change. The assignments will require students to think creatively about how biographies are constructed and how personal lives, social networks, and private reflections can illuminate our understanding of broader historical transformations. We will have several in-class writing exercises. These exercises are to spur your thinking on the primary sources, particularly letters and personal recollections. The readings on James Baldwin will be linked with Kara Lynch's Black Studies tutorial on Baldwin by incorporating common outside speakers and merging specific class discussions. MCP, PRS, REA, WRI

MW 01:00PM-02:20PM

FPH 101

SS-0128-1

DR

U.S. Imperialism and Hawai'i: A Comparative History

Lili Kim;

Even though Hawai'i is often referred to as the "Paradise on Earth," the history of Hawai'i is rife with contentious imperial ambitions of the United States. This course examines the history of U.S. illegal occupation and annexation of Hawai'i as a case study of U.S. imperialism. We will examine the history of the rise and fall of the Hawaiian Kingdom, the illegal overthrow of the Hawaiian monarchy, the establishment of Hawaii as a U.S. territory, the role of the missionaries in introducing capitalist economy in Hawai'i, Native Hawaiian resistance to American annexation, indigenous land struggles as a result of urbanization and U.S. military expansion after annexation, new colonialism of Asian settlers in Hawai'i, revitalization of Hawaiian culture, and contemporary Hawaiian sovereignty movements. We will also be considering and comparing the experiences of Native Americans in their similar struggle for self-determination and sovereignty in the United States. Through a variety of primary sources (court cases, diaries, memoirs, letters) and secondary sources (scholarly books, articles, documentaries, films) students will critically examine how U.S. imperialism manifested itself in Hawai'i and imposed American geopolitical and economic interests on the sovereign people of Hawai'i. EXP, MCP, PRJ, PRS, REA, WRI

TTH 10:30AM-11:50AM

FPH 103

SS-0131-1

DR

Ethnographies of South Asia

Vishnupad;

Early Anthropologists of South Asia set out to discover a singular and coherent understanding of its civilizational "essence." Religious and caste groups, village and kin based communities were studied in terms of "Great" and "Little" traditions that they were purportedly an aspect of. This survey course proceeds from these early works to the era of village studies that sought to delineate the structure and function of social organization in South Asia, as well as its "meaning." We will study texts that examine meanings of religious ideologies and ritual prestations, and the ways in which they enframe the time, space and mode of life of different sets of people across the subcontinent. Meanings that are attributed to various social relations are also a function of history. Through the work of historical anthropologists, we will study how colonial interventions and its structures of power have worked to order social networks and alliances, as well as ideas and opinions that communities hold about themselves. Finally, we will bring the course to a point where the revolt of community ties and alliances against national and nationalist concordances can be plotted. Concurrently, we will encounter the emergence of an ethnographic mode that has come to recognize a crisis of meanings, the very meanings in which anthropologists had hoped to find the essence of a culture and society. EXP, MCP, PRJ, PRS, REA, WRI

MW 02:30PM-03:50PM

FPH 102

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

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SS-0144-1 DR
African Development

Frank Holmquist;

This course is centered on three major issues: 1) History: what did pre-colonial African politics and economics look like? What was the nature and impact of the Atlantic slave trade? How and why was European colonial rule imposed? How did Africans respond? What was the origin and nature of nationalist ideology, organization, and leadership in the struggle for independence? 2) Current difficulties: How should we understand and explain the gathering crises in African politics and economics? 3) Development policy, reform, and recovery: What are current development policies in different policy arenas (such as agriculture, industry, and education)? How successful are they and what changes may be needed to put Africa on the road to economic recovery? There will be an emphasis on writing through regular submission of short essays as well as a research paper. Particular attention will be paid to framing papers, crafting arguments, and marshaling evidence. The topic of the research paper will be formulated in consultations with the student and the instructor. This course will be taught in conjunction with a three week workshop that students will be expected to attend focusing on rural development taught by a visiting professor from the Institute of Rural Management in Anand, India. Workshop times TBA. PRS, REA, WRI

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

SS/CS-0146-1 DR
Making Sense of the Past: Learning to Think and Teach Like a Historian

Laura Wenk; James Wald

Although many of us have learned history as a conglomeration of facts, dates, and key figures, for professional historians it is a way of knowing, a method for developing an understanding about the relationships of peoples and events in the past. In this course, we engage in studying what is intrinsic to historical thinking and how it might be taught. We do so by engaging in creating historical knowledge using local primary documents and artifacts and by reading cognitive psychology literature on the mental processes historians use. Students complete a local history project, reflect on the thinking involved and on the ways in which such a project could be used in schools. PRJ, REA

TTH 02:00PM-03:20PM FPH 101

SS-0152-1 DR
Social Movements and Social Change: Zapatismo & Latin America's "Third Left"

Margaret Cerullo;

Today, newspapers speak of a decided tilt to the left in Latin America (Ecuador, Venezuela, Bolivia, for example, all have presidents who affirm socialism). This movement is accompanied, or propelled by, indigenous coalitions, that are challenging even governments firmly in the US orbit (Uribe's Columbia). This was not the case fifteen years ago, when, to everyone's astonishment, the Zapatistas rose in revolt in Chiapas. Surfacing the same day that NAFTA went into effect? January 1, 1994, they announced a different vision of Mexico's future. The actions and writings of the Zapatistas constitute an extraordinary case study in which many preoccupations converge: the economic, the political, indigenous rights, women's rights, civil society, cultural memory, and writing that is poetic and political. Focusing on the Zapatista revolt enables us to consider an example of ?local? resistance to ?global? designs, the ongoing challenge to neoliberal economics and to limited conceptions of ?democracy? that condemn populations to invisibility, their cultural memory to oblivion, and their needs and knowledge to subaltern status. MCP, REA, WRI

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

SS-0153-1 DR
Palestine in Theory and Practice

Sayres Rudy;

This course will explore the politics of occupation, neo-colonial technologies, and resistance by examining modern Palestine in comparative perspective and across a broad range of expression from social science to fiction. Palestine is an exemplary site of juridical contestation, sovereign ambiguity, and military opportunism ? and of the enormous human suffering they produce. The class will emphasize how evolving modes of improvisational, biopolitical, and deterritorialized power have continually (re-de)constructed Palestinian legal, physical, and political life. MCP, PRJ, PRS, REA, WRI

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

SS-0154-1 DR

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(9-17-09)

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Food, Health and Law

Jennifer Hamilton;

When we make a trip to the grocery store, most of us don't realize that we're surrounded by law. How is what we eat and how we eat bound up in law? How does law affect and shape our food landscapes and our experiences of health and illness? In this course, we will explore various intersections among food, health, and law including the historical development of food regulation in the United States and internationally; the simultaneous rise of fast food, the automobile, and the interstate commerce; and, the industrialization of agricultural production and its relationship to new health risks. EXP, MCP, PRJ, PRS, REA, WRI

MW 01:00PM-02:20PM

FPH 105

SS-0161-1

DR

The letters and Literature of the American Revolution

Joseph Ellis;

(First year seminar, writing-intensive course). This seminar will focus on the public documents and private correspondence generated by the political crisis that became the American Revolution. In addition to the pamphlets of the 1760s and 1770s, the Declaration of Independence and the Federalist Papers, we will read in the personal correspondence of John and Abigail Adams, Thomas Jefferson, and Benjamin Franklin, all superb prose stylists as well as prominent revolutionaries. Four short essays, one book review, and a final paper will be required. PRJ, PRS, REA, WRI

MW 01:00PM-02:20PM

FPH 102

SS-0162-1

DR

What is Africa to me?: Black Diasporic Encounters

Christopher Tinson;

Africa has always held a special if tenuous place in the formation of African Diasporic self and group identity, as well as shaping various meanings of blackness. To some, Africa is considered the ancestral homeland of humanity. For other African Descendants around the world, Africa has historically been viewed as a point of origin and possible place of refuge from the racial and class oppression experienced in the West. W.E.B. Du Bois, for example, relocated to Ghana in 1961 just two years before his death. At the turn of the 20th century poet Countee Cullen asked "What is Africa to Me?" And recently, President Barack Obama's Kenyan heritage led many to consider him a "son of Africa." Though international definitions of diaspora are common, how does the formation of domestic diasporas impact notions of home for African Americans? Recognizing the value of a complex diasporic lens that includes race, gender and class, this course will introduce students to some of the diasporic encounters African descendants have experienced historically and contemporarily from the Harlem Renaissance to Hurricane Katrina. MCP, REA, WRI

MW 09:00AM-10:20AM

FPH 103

SS/CS-0167-1

DR

Political Judgments and Decisions

Philip Kelleher;

This course will examine theories of political behavior and what recent research has revealed about how people make political judgments and decisions. Some of the questions the course will address are: How do people acquire and use information about political issues and candidates? In what ways do they use information selectively and employ strategies that simplify their decisions? What factors determine an individual's political beliefs, attitudes, and values, both at the level of the individual and at the level of the group? What are the advantages and disadvantages of different political systems and methods of voting? In attempting to answer these questions, we will consider the roles played by different information-processing strategies, emotion, ideology, social or group identity, the media, public opinion, and political institutions and the power structures they create. Students will complete a series of short assignments and a longer, final project. This course satisfies Division I Distribution Requirements. PRJ, QUA, REA, WRI

TTH 12:30PM-01:50PM

FPH 102

SS-0188-1

DR

Political Economy of Fair Trade

Noah Enelow;

This course will provide an introduction to a dynamic and important part of the international economy: Fair Trade. Fair Trade is a strategy for transforming international markets to support small-producer livelihoods, build cooperative-based rural economies, and ensure ecological sustainability in endangered agricultural regions. Fair Trade links socially conscious consumers to democratically organized small producers through third-party certifications and social enterprises.

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In this course, we will understand Fair Trade as an attempt to correct the inequities of the post-colonial, neo-liberal economy. We will examine the historical roots of Fair Trade, compare and contrast Fair Trade with conventional supply chains, and place Fair Trade in a broader context of rural development. We will then critically examine the system's virtues and limitations as a non-governmental, consumer-driven intervention in the global commodity market. Students will have the opportunity to communicate with movement participants and develop hands-on projects. Basic economics recommended but not required. MCP, PRJ, QUA, WRI

TTH 02:00PM-03:20PM

CSC 121

SS-0192-1 DR

The Sporting Life

William Ryan;

This course explores the history of sports and sports writing in the United States. We will read about field and recreational sports such as hunting, fishing, canoeing and climbing; amateur and professional sports such as boxing, baseball, football and racing (of all sorts); and less traditional sports, as well. The literature of sport provides a window into American social history. As numerous observers note, the playing field is nothing less than our nation in microcosm, and most issues – race, gender, class, among others – work their way into the lineup, at times with dramatic effect. Readings include popular and scholarly articles, stories, essays, biographies, and histories, all of which serve as critical reference points as well as models of writing. Students will complete a series of critical and creative written assignments, and there will be regular opportunity for peer review. REA, WRI

WF 01:00PM-02:20PM

FPH 106

SS-11ND-1 DR

Independent Study - 100 Level

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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SS-0204-1

Ways of Knowing in the Social Sciences

Kimberly Chang;

This course will introduce students to the diverse methodologies employed in the social sciences, while critically considering the implications of methodology (and their underlying epistemology) for the production of knowledge. Questions we will explore include: Why do we choose certain methodologies over others? What assumptions about knowing and knowledge underlie the methods we choose? How does choice of method enable or limit what we can know, or even preclude certain forms of knowledge? Are some methods more viable for studying particular subjects or questions? Why are some methodologies privileged as more valid or legitimate ways of knowing than others? When do methodological conventions work for or against other goals, such as community empowerment and social change? How can we make more intentional and creative methodological choices that recognize the limits and the possibilities of knowing, while enabling us to set more realistic and ethical research goals? Each week, a faculty guest speaker will share with the class a recent research project, focusing on the "behind the scenes" stories of the methodological assumptions, dilemmas, and decisions that drove the research, the questions asked, and the knowledge produced through it. Alternate class sessions will be devoted to a discussion of this work in relation to the larger questions and themes of the course.

WF 10:30AM-11:50AM

FPH 106

SS-0207-1 DR

Environmental Economics and Policy

Stanley Warner;

This is a foundational course for Division II students in the areas of environmental studies, American politics, and political economy. We will explore the legal and economic frameworks used to shape public policy toward forests, rivers, endangered species, global warming, and alternative energy. Economic approaches to valuing environmental resources, such as cost-benefit analysis, will be contrasted with the competing interests of different political constituencies to understand how policy choices are made. Student teams of three or four will research and present findings in specific areas. This course satisfies the Division I distribution requirements. PRJ, PRS, REA, WRI

MW 02:30PM-03:50PM

FPH 105

SS-0210-1 DR

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Introduction to Economics

Noah Enelow;

This course provides an introduction to economics from a multi-dimensional, political economy perspective. We will examine the historical evolution and structure of the capitalist system, distinguishing it from other economic systems that have preceded it, such as feudalism, and existed alongside it, such as state socialism. We will also critically examine the theories that have been developed to explain the operation of this system: traditional (neoclassical) microeconomics, Keynesian macroeconomics, institutionalist and Marxian theories. We will use these theories to study the determination of prices, wages, profits, aggregate output, and employment at a given point in time (the short run), as well as the forces that determine economic growth and income distribution in the long run. We will examine theories of surplus value and class formation, as well as the evolution of social norms, preferences, and institutions. The relationships between economy, polity, society, and culture will all be discussed and explored. This course functions as an introduction to both micro- and macroeconomics and will prepare the student for intermediate-level work in both fields. This course is suitable for first year distribution requirements. QUA

MW 09:00AM-10:20AM

FPH 104

SS-0212-1

Capital, Mediation and Mass Media

Vishnupad;

In this course we will engage with structures of capitalism and the modern experience of sociality that is marked by phenomenological experiences of what we will ?abstraction? and ?mediation? made possible by capital (money) and technologies of recording and reproduction such as photography and cinema, and the general spread of mediatic technologies through the social body. In the process we will interrogate how the combination of capital and mediatic technologies determine the uniqueness and specificity of the modern social experience. Apart from invoking anthropological literature, we will engage philosophical, psychoanalytical and post-structural theories on modernity and capitalism through the course.

MW 10:30AM-11:50AM

FPH 102

SS-0213-1

Black and Yellow Encounters: Race, Labor, Immigration and the Emergence of the Third World Left

Lili Kim; Amy Jordan

Recent scholarship has pushed scholars to rethink the intersections between race, labor and immigration history. How have the struggles of African American laborers and Asian immigrant labor been critical to the defining of work, nation and the shifting boundaries of U.S. citizenship? These two communities of laborers, while often despised, have often been at the core of debates over what constitutes a modern labor force in the U.S. In the late Nineteenth century, these debates were frequently couched in terms of the movement of workers of color both at home and in the Circum-Caribbean. This course will explore the struggles of Asian immigrant laborers and African American workers as they fight to expand their economic and political rights throughout the late Nineteenth and Twentieth centuries. We will pay particular attention to the growing body of literature that documents instances of Black and Asian solidarity, the emergence of third world left, radical Orientalism, both in local communities like Los Angeles as well as in international contexts such as the Bandung Conference.

TH 12:30PM-03:20PM

FPH WLH

SS-0219-1

Hating the Jews More Than Necessary: Antisemitism

James Wald;

According to a famous and revealing anecdote, antisemitism means hating the Jews more than necessary. Among the most perplexing things about antisemitism is its persistence. It has flourished for over two millennia in a wide variety of settings, and, despite the rise of modern multiculturalism, seems to be on the rise again. It is no wonder that it has been called the longest hatred. Among the questions we will ask: How does it relate to other forms of prejudice? What are its origins? What forms does it take, and how do they change over time? What are its religious, psychological, or social roots? What were its effects? How do the Jews respond? The course moves from from the cultural prejudices of the Classical world, through the anti-Judaic teachings of the Christian churches, to the rise of modern social, political, and racial antisemitism and their new contemporary manifestations, including the Middle East conflict.

MW 04:00PM-05:20PM

FPH 101

SS-0225-1

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Psychoanalytic Approaches to Psychotherapy with Children and Adolescents

Annie Rogers;

How does psychoanalysis understand the treatment of children and adolescents? How have ideas and practices of child psychotherapy within psychoanalysis changed over time? What does an analyst actually do in sessions and with what results? These are the major questions we'll address in this course. Students will engage in intensive reading of primary sources and two major papers, in addition to regularly reviewing concepts through in-class essays and role-plays. We will read classic historical cases such as Freud's Little Hans case and Melanie Klein's Narrative of a Child Analysis, and move toward contemporary accounts psychoanalysis with children. In a mid-semester paper, students will review one child case and apply a different approach to psychoanalysis to that case. In a final assignment, students will read one of four novels and create a fictional treatment relationship with a child character, then give a psychoanalytic explanation of the treatment. Students are expected to prepare for discussions (the reading is not easy), and to participate fully in class.

TTH 02:00PM-03:20PM

FPH 103

SS-0226-1

Culture Through Crime

Barbara Yngvesson;

This class will use the techniques of ethnography as a lens for examining fiction about crime and its detection, and stories about crime as a lens for examining the boundaries of a culturally-based moral order. Drawing on novels (Stieg Larsson's *The Girl with the Dragon Tattoo*; Jess Wallers' *The Zero*; Luiza Valenzuela's *He Who Searches*; Mark Haddon's *The Curious Incident of the Dog in the Night-Time*), films, creative non-fiction (Haruki Murakami's *Underground*) and ethnography (Julie Taylor's *Disappearing Acts*; Kim Fortun's *Advocacy After Bhopal*) we will explore the relationship of narratives about crime to the depiction and interrogation of a political/moral order. We will also consider the ambiguous roles of the detective and the ethnographer, whose efforts to figure out "what is going on?" may unsettle the conventions of law and ethnography.

TTH 02:00PM-03:20PM

FPH 107

SS-0227-1

Women and Politics in Africa

Catharine Newbury;

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

TTH 02:00PM-03:20PM

FPH 102

SS-0229-1

Landscapes of Indigeneity: Indigenous Peoples and Law in North America

Jennifer Hamilton;

This course explores the some of the current legal issues facing indigenous peoples in the US and Canada from an anthropological perspective. An orienting question for this course is how contemporary "landscapes of indigeneity" came to be as a result of complex legal, political, economic and sociocultural processes. Topics include law, colonialism, and nation-building; law, science, and the emergence of indigenous legal identities; real and intellectual property; and contemporary indigenous legal issues in (post)colonial settler societies including repatriation, Indian gaming, and resource rights.

MW 09:00AM-10:20AM

FPH 105

SS/HACU-0230-1

DR

Controversies in U.S. Economics 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

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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

TTH 12:30PM-01:50PM

FPH 107

SS-0233-1

History of Political Philosophy: Politics Recognition and Exclusion

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. How is citizenship construed and managed throughout the history of political theory? How do gender, race, and ethnicity manifest themselves in "universalist" political theories? Can liberalism tolerate differences or does it attempt to annihilate them in subtle ways? Are some populations valorized in order to legitimate the vilification and dehumanization of others? If so, how? In this course, we will explore the dominant ideas, which remain with us today, of political philosophers from the ancient era to the contemporary world. centuries, along with commentaries/critical articles by contemporary philosophers. This course will be reading-, writing-, and theory- intensive. Authors may include Plato, Aristotle, John Locke, Gobineau, Kant, Hegel, Rousseau, Du Bois, Alain Locke, Beauvoir, Sartre, Hannah Arendt, Charles Mills, among others. Open to first year students. This is a prerequisite for any other political philosophy course.

MW 09:00AM-10:20AM

FPH 108

SS-0235-1

Economic Development

Omar Dahi;

As recently as 250 years ago the world had a roughly equal level of development. Today, the richest country in the world has an average income level around 400 times that of the poorest. What are the reasons behind this divergence? How have the "poor" countries attempted to reverse the gap and how have these attempts transformed societies within those countries? The course examines these general themes and consists of two components: First, we will survey contemporary debates in development economics, including such topics as development ethics (e.g. what is development? development by whom and for what?), development theory and models (e.g. import substitution, micro enterprises, export orientation), and development critiques (e.g. the impact of the "green" revolution on the rural poor). Second, student research teams will choose a developing country at the beginning of the course to study in depth, applying the ideas discussed in class. The groups will periodically present their research to the class to help us achieve a larger sense of the challenges faced in seeking effective, equitable development. This course will be taught in conjunction with a workshop--that students will be expected to attend--focusing on rural development run by a visiting professor from the Institute of Rural Management in Anand, India. Workshop times TBA.

MW 04:00PM-05:20PM

FPH 105

SS/HACU-0236-1

DR

Food, Pain, Sex, Death: Bodies and Souls in History (1300-1800)

Jutta Sperling;

This course will investigate bodily practices and the gendered representation of bodies in Europe from the late Middle Ages to the age of the French Revolution. At the center of our inquiry will be the emergence of the "modern self" during the Renaissance as a result of a complex set of practices, such as: the confessional mode of talking about sexuality; dissection as a way to penetrate women's hidden secrets; colonization and the formation of desire; the repression of spectacular, body-centered forms of devotion involving pain and self-starvation; art and the anatomy of gender difference; emergent concepts of race; prisons and the birth of the modern soul; medical discourse and the rise of sexual "identity." This course satisfies the Division I distribution requirements. PRJ, PRS, REA, WRI

TTH 10:30AM-11:50AM

FPH 105

SS-0239-1

DR

Speaking the Unspoken: Media Irony and Cultural Politics

Viveca Greene;

Shortly after September 11th many journalists suggested that the attacks marked the death of irony. Nevertheless, irony, parody and political satire were used to challenge the Bush Administration's response to the attacks. How do these forms of communication allow people to speak the unspoken, to challenge the political, social and cultural status quo, and

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to consolidate community? What are the limitations of these rhetorical strategies? Using irony as a means of exploring cultural theory and politics, we will grapple with its social functions, the extent to which it has been an effective means of addressing issues such as the War on Terror and racial inequality, and why -- despite what commentators have argued -- irony shows no signs of losing its cultural hold in the United States. Our approach will be highly interdisciplinary, borrowing from the fields of political science, philosophy, sociology, African-American studies, literature and communication. In addition to gaining familiarity with relevant social theory, students will read and write analyses of specific satirical cartoons, comedic television programs and online publications. This course is suitable for first year distribution requirements. MCP, PRS, REA, WRI,

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

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 ELH

SS/IA-0245-1

Messaging for Social Change: Seminar in Messaging for Social Change

George Gathigi;

All over the world, populations are confronted by various challenges-- health and nutrition, economic empowerment, gender disparities, environmental issues, peace-building, violence, education, among many. These issues call for response. This dialogic seminar will introduce learners to one way in which we can respond to issues that affect communities. We will examine how to creatively design communication messages that are informed by the prevailing circumstances to provide compelling and relevant information to the target audience. Using examples, both local and worldwide, we will read, watch, and listen to different communication interventions that have been implemented. We will identify examples of similar existing issues and develop strategies that inform and encourage collective attitude and behavioral change. At the end of the course, students will design a project of their choice. Students from social sciences and interdisciplinary arts including theatre, drawing, design, animation, creative writing, etc are welcome

T 12:30PM-03:20PM EDH 1

SS/HACU-0246-1

Writing Childhood

L. Brown Kennedy; Rachel Conrad

In this course we will examine representations of children's voices and perspectives in fictional and poetic texts. We will think about the following questions: Why do adults write about children? How do texts use children's voices? How are childhood and memory interrelated in these texts? We will work primarily with texts written for adult audiences, but will also read a few children's books. Assignments will include both analytic and creative writing.

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

SS-0260-1

PR

Warfare in the American Homeland: Policing, Imprisonment and the Politics of Control

Christopher Tinson;

Professor and activist Angela Davis recently asked "Are prisons obsolete?" And Grier and Cobb once noted "No imagination is required to see this scene as a direct remnant of slavery." Since the 1980s state and federal authorities have increasingly relied on the costly and unsuccessful use of jails and prisons as deterrents of crime. This upper division course will grapple with ideas of incarceration and policing methods that contribute to the consolidation of state power and how it functions as a form of domestic warfare. This course takes a close look at how race (especially), but also class, gender, age and background intersect in shaping attitudes and perceptions towards incarceration and often determine who is incarcerated and who is not. While a number of individuals and organizations continue to push for prison abolition, dependence on advance methods of incarceration persists. As such, we will analyze the historic and contemporary tensions between incarceration and ideals of democracy, citizenship, family, community and freedom. Topics will include: criminalization, racial profiling, surveillance, and police brutality. This course will also acquaint students with many of the

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active local and national reform and abolition initiatives. It is expected that students have taken an introductory African American Studies or a U.S. history course prior to enrolling in this course.

TTH 02:00PM-03:20PM

EDH 4

SS/HACU-0269-1

Affirmative Action Empire: Soviet Experiences of Managing Diversity

Sergey Glebov;

This course introduces students to the history of the Soviet state and society through a variety of topics, all of which touch on the problem of dealing with diversity under a Communist regime. We will begin with a discussion of recent theories of nationalism and empire, and read Joseph Stalin's and Vladimir Lenin's texts on revolution and nationalism. Later, we shall discuss how the Communist regime envisioned socialist transformations in various parts of the Soviet Union, focusing in particular on the Soviet campaign for the modernization of Islamic Central Asia and the unveiling of Central Asian women. We will also explore the meaning of the Great Terror that swept the country as Stalin's grip on power hardened, and look at World War II and its legacies. Using a range of historical sources, from animated films to novels and rock songs, we shall explore the culture of the late Soviet Union and discuss social forces that predetermined its demise as the only grand alternative to Western-style liberal democracy. It is expected that by the end of the class students will be familiar with the assumptions and the language of Soviet-style Marxism, and understand the evolution of the economic, cultural and social policies of the Soviet regime.

MW 01:00PM-02:20PM

EDH 4

SS/NS/CS-0270-1

DR PR

Adolescent Development

Jane Couperus;

Adolescence is often thought of as a time of great change and upheaval as children navigate the transition into adulthood. Raging hormones, changing social expectations and relationships, and developing autonomy all contribute to this tumultuous time. This course will examine the biological, cognitive, and social changes that occur during adolescence to develop a better understanding of this unique period of development. Using psychological as well as neuroscience and social science literatures the course will examine adolescence through multiple perspective to develop a well rounded picture of this developmental period. Students will be asked to read primary literature in psychology and neuroscience as well as from other relevant fields such as anthropology and sociology. Requirements will include short papers throughout the semester as well as a major research project. Prerequisite: Students having been on the waitlist in the Spring 2009 will be given priority. This course satisfies Division I distribution requirements. PRJ, REA, WRI

TTH 02:00PM-03:20PM

ASH 222

SS-0273-1

The Politics of Urban Social Movements

Martha Ackelsberg;

This course will examine a variety of U.S.-based movements, both historical and contemporary, that have been centered in cities in an effort to understand their special characteristics and the relationship between urban spaces and political action. We will explore a range of theoretical and case-study material on social-political movements in the urban context. Readings and class discussions will focus on the formation and development of group consciousness and of social movements; assignments will include archival research using primary documents from a variety of different movements. We will address questions such as: What, if anything, is unique about the urban context, and about those who engage in social activism? How do we understand the prominence of women in these movements? What is the role of global and national economic changes in the structuring of urban social movements?

M 01:00PM-03:50PM

FPH 108

SS-0274-1

Cuba Transnational

Carol Bengelsdorf; Flavio Risech-Ozeguera

How do we study a reality as complex and contested as that of contemporary Cuba? What intellectual, political and affective frameworks do we have available? What images of Cuba circulating in US popular and official culture do we have to recognize and perhaps displace to even begin? What are and have been the competing lenses for examining Cuban history? The Cuban Revolution? The post-1989 period? Can we extricate Cuba from the Cold War frameworks that have dominated US academic (and US political) approaches to the island, at least until recently, moving from "Cubanology" to "Cuban Studies," reinserting Cuba into academic arrangements made in her absence? How then do we locate Cuba

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analytically--as part of the Caribbean [with its history of plantation economies and slavery]? Latin America [conquered by the Spanish, and strongly influenced by the Cuban Revolution]? In relation to the US [with its "ties of singular intimacy"]? To other socialist or "post-socialist" countries? As a significant part of the African diaspora? As part of worldwide neoliberal restructuring of economies, cultures, politics? This course will challenge the view of Cuban "exceptionalism," the view of Cuba as unique, unrelated politically, culturally, economically, or historically to the forces and imaginaries that have shaped other parts of the world. We will ask how race, gender, and sexuality have figured in defining the Cuban nation. Finally we will analyze the development of exilic culture and ideology in Miami, "Cuba's second largest city."

WF 01:00PM-02:20PM

FPH 103

SS-0285-1

Environment and Social Justice

Susan Darlington;

This course critically examines the relationship between concepts of environmentalism and social justice in numerous settings. Recognizing the environment as a cultural artifact grounded in people's beliefs, histories and interactions with the land and other living beings, plant and animal, around them, we will consider the conflicts and inequities that can arise as people lay claim to the environment for particular uses. Debates surround definitions and implementations of development and sustainability, the most effective methods for promoting both social justice and environmentalism, and relationships between scientific and traditional ecological knowledge. We will look at both the environmental justice movement in the U.S. and international forms of seeking social justice with an emphasis on the differences between them and the international implications of both.

MW 02:30PM-03:50PM

FPH 103

SS-0286-1

PR

Critical Psychology

Peter Gilford;

Students often approach the field of psychology with a desire to both understand themselves and help alleviate the suffering of others in order to make the world a better place. Yet psychology, along with its myriad forms of inquiry and intervention, is inextricably bound up with social and political arrangements. Critical psychology inquires about psychological knowledge and its production by examining the social, historical and political contexts in which it is embedded. This course will survey the field of psychology from this critical perspective, asking questions about psychological methods, practices, and philosophical assumptions with the intent of understanding psychology as a potent and invisible sociopolitical force. By asking questions about how psychological knowledge impacts how we come to understand our ?selves,? our relationships, and what it means to be human, we will examine how these understandings support or challenge the political status quo. Prerequisite: prior psychology course.

TTH 12:30PM-01:50PM

FPH 101

SS-0290-1

Postmodernity & Politics

Margaret Cerullo;

While many have criticized "postmodernism" as a-political, Judith Halberstam has recently argued that conventional radical politics is not postmodern enough, insofar as it accepts a stable relationship between representation and reality, foreclosing any space (in fantasy, in representation) for political rage and unsanctioned violence on the part of subordinate groups against their powerful oppressors. Troubling the relationship between fantasy, representation and the real, and empowering culture and the production of counter-realities to the dominant orders as sites and ground of resistance are hallmarks of postmodernism. So is the insistence that a materialist politics of redistribution cannot be separated from a "cultural" politics of recognition; and the view that complex identifications and differences productively undermine identity and identity politics; and that truth is a product not a ground of political struggle. The goal of this course is to trace the genealogies of these ideas as they have come to challenge the Left, while maintaining full affinities with a radical anti-capitalist project. We will read Harvey and Jameson, the Marxists most closely identified with exploring the contributions of postmodernism; Lyotard and Baudrillard, the "ex-Marxists" whose names are most associated with its articulation; and consider the lineage Nietzsche, Foucault, Butler. Depending on time, and class interest, we will also read Benjamin or Deleuze. In this way we will look at major ideas of unorthodox Marxist/postmodern thought, always alert to the ways these thinkers both suggest research strategies (ways of reading the social text) and political openings.

W 10:30AM-11:50AM

FPH ELH

F 10:30AM-11:50AM

FPH 107

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SS-0292-1

Queer Gender

Margo Miller;

This class will look at the recent political dimensions and historical emergence of queer gender through an examination of sexual minorities, queer publics, subcultural production, social policy, and the media industries. Asking how the "gender studies" of transgender studies relates to the diverse ways in which feminist scholars and queer theorists study gender, the course focuses on developments and debates around gender within queer studies, with an additional focus on issues of power, representation, and difference in the study of queer gender. Reading widely in queer and transgender studies, as well as in the overlapping areas of critical race studies, crip theory, queer Marxism, and scholarship on citizenship, we will consider the concept of queer gender in relation to issues of sexual assignment, racism, sexism, political economy, and identity construction.

TTH 10:30AM-11:50AM

FPH 106

SS-2IND-1

Independent Study - 200 Level

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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SS-0302-1

PR

Sovereignty and Political Power, and Recognition

Falguni Sheth;

What is the nature of political power? How is it expressed? Are political power and violence the same? Is there such a thing as the free and equal distribution of power? How can we understand the narratives of power in the context of subjectivity, individualism, transnational boundaries, cosmopolitanism, etc? When examining the relationships between ourselves and others in our world, the issue of rights and recognition inevitably arises. Can persons who don't wholly "belong" to a nation-state be recognized under the hegemonic modernist worldview? This course is conceptualized as a seminar for Division III students, consisting of intensive readings by some theorists who write on the above questions. The rest of the time will be devoted to workshopping writings for Division III. Prerequisite: at least 3 courses in theory/philosophy; one (preferably two) in political philosophy.

M 01:00PM-04:00PM

EDH 1

SS/IA/HACU/NS/CS-0356-1

Special Topics in Childhood, Youth, and Learning: An Integrated Division III Seminar

Natalie Sowell;

This seminar is designed for students pursuing a Division III project on a topic related to childhood, youth, or learning, and is appropriate for students whose primary work is in any of the five schools. We will begin the semester by considering the assumptions, perspectives, and methodologies involved in different disciplinary approaches to work related to childhood, young people, and/or education. Students will help select reading of texts relevant to their area of focus. The remainder of the course will involve students' presentation of works in progress, peer editing, and sharing strategies for completing large independent projects. Assignments will include brief reaction papers, as well as a substantial longer piece of work that could be incorporated into the Division III project. This course is designed for students in the first or second semester of their Division III projects, and can be used as an advanced learning activity.

W 02:30PM-05:20PM

FPH 107

SS-3IND-1

Independent Study - 300 Level

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CO-CURRICULAR COURSES (CCR)

Co-curricular courses offer opportunities for skills development, innovation, personal growth, and experience-based learning outside of the regular curriculum of the college. These courses meet on the same schedule as academic courses, and require registration following the same procedures and deadlines. Co-curricular courses do not normally satisfy distributional or Divisional requirements unless they are cross-listed with a School's curriculum. They may form a part of a Division II concentration, and are otherwise very important extra resources that supplement the core curriculum.

LEMELSON PROGRAM (LM)

LM-0105-1 **CCR**
Machine Shop Instruction
Donald Dupuis;

This course will offer a basic knowledge of machine shop practices and procedures. From basic hand tools to machine tool set up and operation. The curriculum will cover proper hand tool use, measurement and layout, blue print reading, and operation of lathe and milling machine, through practical projects. An emphasis will be put on the making of prototype parts for basic product design. A \$60.00 lab fee will apply.

MF 01:30PM-03:20PM LCD SHOP

LM-0186-1 **CCR**
Bicycle Frame Design and Fabrication
Glenn Armitage;

This co-curricular course will engage students in the process of designing and fabricating a custom bicycle frame. Students will be introduced to the array of anatomical and performance factors that designers must consider; create full scale working drawings; and learn all the required fabrication methods for building welded steel frames. Those students wishing to build their own frame should expect to spend substantial out of class time in the shop. There is a \$60 lab fee.

F 09:30AM-12:00PM LCD SHOP

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 striking as an effective means of counterattack to be used only if necessary. Students will learn basic methods of blocking, punching, kicking, and combinations; basic sparring; and basic kata, prearranged sequences of techniques simulating defense against multiple opponents. 5-College students will be graded pass/fail.

MW 09:00PM-10:30PM RCC 21

OPRA-0102-1 **CCR PR**
Intermediate Shotokan Karate
Marion Taylor;

In this course, the material learned in OPRA 0101 will be extended to include more combinations of techniques; greater freedom in sparring; and more complicated kata. This course may be repeated. 5-College students will be graded pass/fail.

TTH 07:00PM-08:30PM 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. 5-College students will be graded pass/fail.

TTH 07:00PM-09:00PM RCC 21

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OPRA-0105-1 **CCR**

Gentle Yoga

Amanda Crutcher;

This course explores the basic postures and breathing techniques of yoga. Each session will delve deeper into the practice of yoga with meditation, postures, flow sequences and breathwork. Learn the health benefits of forward folds, backbends, standing postures, restorative yoga and gentle inversions. Students will receive greater body awareness, improved flexibility and mobility, and a quiet start to their day. Open to beginners and all other levels of practitioners who need to brush up on alignment or want to slow down their practice. 5-College students will be graded pass/fail.

M 10:30AM-12:00PM

RCC 21

OPRA-0106-1 **CCR PR**

Flowing Continuing Yoga

Amanda Crutcher;

A class for students with some experience with Yoga. It will be a flowing class, integrating a wider variety of postures including backward bending poses, twists and inverted poses. There will be a variety of sequences introduced focusing on different types of postures. 5-College students will be graded pass/fail.

M 09:00AM-10:30AM

RCC 21

OPRA-0108-1 **CCR**

Introduction to Yoga

Amanda Crutcher;

A basic class introducing, or reviewing, fundamental Yoga postures. The focus of the class will be on inner awareness, details of the postures, integration of movement and breath, and building a personal practice. 5-College students will be graded pass/fail.

W 10:30AM-12:00PM

RCC 21

OPRA-0109-1 **CCR**

Ashtanga Yoga

Amanda Crutcher;

Introducing basic postures, breathing, alignment, and focus. We will move slowly and fluidly from one posture to the next in a harmonious series. 5-College students will be graded pass/fail.

W 09:00AM-10:30AM

RCC 21

OPRA-0113-1 **CCR**

Aikido

Mathew 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 since one is trained to blend and evade rather than confront. Beginners will practice ukemi (falling), body movement, conditioning, and several basic techniques. 5-College students will be graded pass/fail.

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, reflecting the status of his mind and spirit. 5-College students will be graded pass/fail.

MW 03:30PM-05:00PM

RCC 21

OPRA-0116-1 **CCR PR**

Intermediate Kyudo

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Marion Taylor;

This course will widen the student's understanding of the basic form of Kyudo. Students will also work on shooting at a more distant target than that normally used in the beginner class. Students will expand the study of the formal seven co-ordinations into the more extended forms of Hitote and demonstrations of synchronized shooting by groups of individuals. Prerequisite: OPRA 115. 5-College students will be graded pass/fail.

TTH 05:15PM-06:45PM

RCC 21

OPRA-0117-1 **CCR** **IP**

Iaido: the Art of the Japanese Sword

Marion Taylor;

This course will present the forms of Muso Shinden Ryu Iaido, a traditional style of drawing and sheathing the Japanese katana. Each form includes at least the four parts: 1.Nukitsuke, drawing; 2.Kiritsuke, killing cut; 3. Chiburi, cleansing the blade; and 4. Noto, returning the sword to the scabbard. Each kata represents a swordsman's response to a particular scenario of opponents and their actions. These kata are solo in nature and will not involve paired exercises though we will also study the use of the bokken or wooden sword in two person situations. Equipment and uniforms will be provided for those registered. Instructor permission required. 5-College students will be graded pass/fail.

TTH 01:30PM-03:00PM

RCC 21

OPRA-0118-1 **CCR**

Rape Aggression Defense: Basic Physical Defense

Amanda Surgen; Troy Hill

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, September 18 and 25, October 2 and 16 at 1-4 PM. 5-College students will be graded pass/fail.

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 its origin as a valid martial discipline. Our emphasis will show the contrasts and similarities of the health art and martial art. This 2 hour class is open to beginner and experienced students. During the first few classes students will be sorted into appropriate practice groups depending on experience and ability. More advanced practices and intermediate form work will happen during the second hour of the class. 5-College students will be graded pass/fail.

M 07:00PM-09:00PM

RCC 21

OPRA-0123-1 **CCR** **PR**

Beginning Whitewater Kayaking

Michael Alderson;

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and kayak rolling. Class will meet Fridays on the River from 12:30pm - 6:00pm until mid-November, then on Wednesday in the pool from 1:30pm - 2:45pm to the end of the term. 5-College students will be graded pass/fail.

F 12:30PM-06:00PM

RCC RIVER

W 01:30PM-02:45PM

RCC POOL

OPRA-0124-1 **CCR**

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Beginning Whitewater Kayaking, Section 2

Glenna Alderson;

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and kayak rolling. Class will meet Fridays on the River from 12:30pm - 6:00pm until mid-November, then on Wednesday in the pool from 2:45pm - 4:00pm to the end of the term. 5-College students will be graded pass/fail.

F 12:30PM-06:00PM

RCC RIVER

W 02:45PM-04:00PM

RCC POOL

OPRA-0126-1 **CCR** **PR**

Beyond Beginning Whitewater Kayaking

Glenna Alderson;

This course is for students who have had previous whitewater experience. Students will learn to improve advanced whitewater techniques on class 2/3 water. Prerequisites include the ability to swim 300 yards of the pool, a kayak roll on moving water, and solid class II+ skills. Class will meet on the river until mid-November. 5-College students will be graded pass/fail.

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. The class will also expose students to natural areas in the local region. Students will engage in the activities on a variety of levels from a beginning introduction to a refinement of skills. Activities will include canoeing, sea kayaking, mountain biking, climbing, hiking, ropes course, and group initiatives. Class meets on Fridays from September 4 - November 20. 5-College students will be graded pass/fail.

F 12:30PM-05:00PM

RCC FOYER

OPRA-0141-1 **CCR**

Beginning Swimming

Glenna Alderson;

Becoming a competent performer in the water requires learning some basic fundamental skills. If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. Students will work on keeping the 'fun in fundamentals' as they learn floats, glides, propulsive movements, breath control and personal safety techniques. Glenna Alderson is an American Red Cross certified instructor. 5-College students will be graded pass/fail.

TH 02:00PM-03:00PM

RCC POOL

OPRA-0149-1 **CCR** **PR**

Open-water 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. 5-College students will be graded pass/fail. If the minimum number of students is not reached, those interested will be included in a class at U. Mass.

M 06:00PM-09:00PM

RCC POOL

OPRA-0151-1 **CCR**

Top Rope Climbing, Section 1

Michael Alderson;

This course is for beginning and experienced rock climbers. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind at many local climbing areas as well as Hampshire College's indoor climbing wall. Beginners are especially welcome. 5-College students will be graded pass/fail.

T 12:30PM-06:00PM

RCC GYM

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OPRA-0152-1 **CCR**

Top Rope Climbing, Section 2

Guy deBrun;

This course is for beginning and experienced rock climbers. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind at many local climbing areas as well as Hampshire College's indoor climbing wall. Beginners are especially welcome. 5-College students will be graded pass/fail.

F 12:30PM-06:00PM

RCC GYM

OPRA-0155-1 **CCR PR**

Introduction to Sport Climbing

Michael Alderson;

Intro to Sport Climbing: Sport Climbing is the term used to describe the style of climbing where a person uses fixed portection to lead climb. This class will focus on teaching the technical skills and training techniques for better climbing. IT IS IMPORTANT THAT A PERSON HAVE STRONG TOP ROPE CLIMBING SKILLS BEFORE THEY ADVANCE INTO SPORT CLIMBING. This course is perfect for experienced rock climbers wanting to learn to lead climb, and is a prerequisite for the spring Tradional Lead Climbing class. 5-College students will be graded pass/fail.

TH 12:30PM-06:00PM

RCC GYM

OPRA-0159-1 **CCR**

Spinning

Amanda Surgen;

Spinning is a group cycling class that guides participants through workout phases using music, warm-up, steady up-tempo cadences, sprints, climbs, and cool downs. You control resistance on your bike to make the pedaling easy or difficult as you choose. Constant Adjustment is normal. This group cycling class is designed for all fitness levels and involves various cycling drills that offer an exhilarating cardiovascular workout. The class also teaches you proper form and interval training. Staff and faculty are welcome! Bring workout clothes, towel, and water bottle. 5-College students will be graded pass/fail.

TTH 12:00PM-01:00PM

RCC FOYER

OPRA-0160-1 **CCR**

Mountain Biking

Guy deBrun;

The Pioneer Valley has some of the best mountain biking trails in the United States. The trail system in the Holyoke Range(Hampshire's backyard) has some of the Valley's best riding and will be our classroom for mountain biking. Students will spend part of the class time riding for fun and fitness, and the rest on improving riding skills. This class is ideal for people with strong bike handling skills who are interested in improving technical riding skills and fitness. 5-College students will be graded pass/fail.

W 03:30PM-05:00PM

RCC FOYER

OPRA-0162-1 **CCR**

Fundamentals of Soccer

Amanda Surgen;

This class covers basic technique and strategies of soccer. Students will spend time focusing on the rules of the game and playing. Beginers as will as experienced players are welcome. Class will meet outside on the soccer field until October 29. 5-College students will be graded pass/fail.

TTH 04:00PM-05:00PM

RCC LOWER

OPRA-0174-1 **CCR**

Basic Fitness and Training

Troy Hill;

This course will give students background knowledge and first-hand experience in stretching, weight lifting, and aerobic conditioning. Students will learn the basics of flexibility training, using heart rate to guide aerobic conditioning, and assist in designing an individualized weight training program. Each class session will include stretching, running/walking, and weight lifting. People who have never been involved in a fitness program are especially welcome. 5-College students will be graded pass/fail.

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TTH 09:00AM-10:00AM

MSC WGHT RM

OPRA-0175-1 **CCR**

Speed and Agility Training

Troy Hill;

The class will focus on improving foot, speed, agility, and explosiveness through drills and plyometrics. The class will meet Tuesday and Thursday from 2pm-3pm for 4 weeks. September 10 - October 1. 5-College students will be graded pass/fail.

TTH 02:00PM-03:00PM

RCC GYM

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. The course will also include conditioning using various workouts on the track. Students, staff and faculty who have never been involved in a fitness program are especially welcome. 5-College students will be graded pass/fail.

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, then this is the class for you. Students will work on the basic skills of basketball, such as dribbling, passing, shooting, rebounding and defense. Students will also spend time focusing on the rules of the game and playing. 5-College students will be graded pass/fail.

WF 01:00PM-02:00PM

RCC GYM

OPRA-0183-1 **CCR**

SOLO Wilderness First Responder

Guy deBrun;

Wilderness medicine differs significantly from standard Red Cross courses and other programs that are oriented toward the urban environment. The WFR is a comprehensive and in-depth look at the standards and skills of dealing with; Response and Assessment, Musculoskeletal Injuries, Environmental Emergencies and Survival Skills, Soft Tissue Injuries and Medical Emergencies. You will learn to deal with medical emergencies when help is miles away and dialing 911 is not an option. Although these appear to be the same basic topics covered in our two-day Wilderness First Aid course, they are covered far more extensively, and there is much more hands-on practice. This is the accepted standard for outdoor professionals in the first aid field. Students wishing to obtain SOLO certification will be subject to an additional fee, details at the first class.

T 01:00PM-06:00PM

RCC 21

OPRA-0185-1 **CCR**

Fundamentals of Tennis

Guy deBrun;

This class covers basic tennis techniques. Our focus will be on developing smooth confident strokes. Students will also spend time learning the rules of the game and playing. 5-College students will be graded pass/fail.

TH 01:00PM-02:15PM

MSC CTS/TRK

OPRA-0205-1 **CCR**

Social Justice in Outdoor Education

Karen Warren;

This course will address issues of diversity and social justice in the outdoors. Current theories of social justice education, racial identity development, gender studies, and adaptive recreation will be applied to contemporary outdoor programming. Using experiential activities, readings, field visits, individual projects, and discussion, students will explore the importance of race, gender, ability, and class awareness in outdoor and environmental education work. 5-College students will be graded pass/fail.

W 01:00PM-05:00PM

FPH MLH

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

FALL 2009 COURSE DESCRIPTIONS

(9-17-09)

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

OPRA-0208-1 **CCR** **PR**

Experiential Education: From Theory to Practice

Karen Warren;

This course will offer an overview of the theoretical tenets of experiential education and how they can be applied in a variety of settings, including the outdoors, and alternative and traditional classrooms. Topics to be addressed include current issues in experiential education, oppression and empowerment in education, teaching experientially, creative expression, and the historical and philosophical basis of experiential education. The course format will include readings, discussion, guest speakers, field experiences, and individual research and presentations on experiential education. An emphasis of the course will be for students to develop and work with curricula based on experiential learning by creating student facilitated workshops and gaining exposure to experiential education methodology currently employed in the local area. The course is designed for Division II and III level students. 5-College students will be graded pass/fail.

TH 01:00PM-05:00PM

YURT LECTURE