

## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

### COGNITIVE SCIENCE (CS)

CS-0110-1 **DR**

#### **Coding Images: An Introduction to Programming in C through Image Manipulation and Creation**

Paul Dickson;

This is an introductory programming course that will motivate programming through image manipulation and creation. Students will learn the basics of programming in C and then quickly move to manipulating images. New programming concepts will be introduced in order to further image manipulation and creation. Students will learn the concepts behind many of Photoshop's manipulation tools and will learn to implement them on their own. Students will also learn how to create images from scratch. By the end of the course, students will have learned how to program and how to write code that affects images. No previous programming experience is required. EXP

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

CS-0118-1 **DR**

#### **Philosophy and the Emotions**

Laura Sizer;

In one sense we are all experts on emotions. After all we have them every day. Nonetheless, we would be hard pressed to say precisely what emotions are. Are they bodily responses? Feelings? Thoughts? Why do we have them? What functions do they serve? Are emotions rational? Controllable? Are there universal emotions found across cultures? Do non-human animals have emotions? What are the relationships between emotions, moods and temperament? To answer these questions we need to look beyond our personal experiences and examine evidence and arguments offered by philosophy, psychology, neuroscience and evolutionary theory. In the past decade there has been an explosion of research on emotions across the cognitive sciences. This class will focus on some of this recent literature. Students will read and critically analyze philosophical works and primary research articles, and will write a series of short papers and several longer papers. REA, WRI, PRJ

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

CS-0125-1 **DR**

#### **Language Acquisition**

Linnaea Stockall;

Every typically developing human child learns one or more languages with remarkable rapidity (the process is mostly complete by age 5), and in almost identical ways across the huge variety of human cultures and languages. Yet linguists still struggle to even produce complete descriptions of what it is that the child learns. In this class, we'll examine what we do currently know about the nature of the human linguistic capacity. Students will have the opportunity to work directly with data and perhaps make discoveries of their own. PRJ, PRS, REA, WRI

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

CS-0147-1 **DR**

#### **Psychology of Perception**

Jeremiah Trudeau;

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

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

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

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include modeling (the building of 3D objects), shading (assignment of surface reflectance properties), animation (moving the objects over time), and lighting (placing and setting the properties of virtual light sources). Due to the large amount of material being covered, additional workshops outside of class may be scheduled. PRJ, EXP

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

CS/NS-0177-1 DR

### **Aliens: Close Encounter of the Multidisciplinary Kind**

Salman Hameed;

This course can be summed up as: everything you wanted to know about aliens but were afraid to ask (a scientist). The course will explore the topic of extraterrestrial intelligence from the perspective of several different fields. We will look at the history of UFO sighting claims and analyze the reliability of eye-witness testimonies, explore psychological & sociological reasons behind claims of alien abductions, and analyze the current state of the search for extraterrestrial intelligence (SETI) from the perspective of astronomy and planetary research. We will also examine how film and television have shaped our view of aliens in popular culture. We will conclude the course by looking at religions that have been inspired by UFOs and extraterrestrials. REA, WRI, PRJ

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

CS/SS-0185-1 DR

### **Consuming Childhood**

Melissa Burch, Rachel Conrad

In this childhood studies course, we will explore the commercialization of childhood in the U.S. We will examine historical changes in young people's material culture and the commercial culture of play over the past 100 years, and the conceptualizations of childhood associated with these changes. We will discuss the impact of an increasingly commercial culture on children's social and cognitive development. We will also consider the use of child development research in targeting children in marketing and advertising, and children's understanding and experience of media.

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

CS-0202-1 PR

### **Philosophy of Mind**

Jonathan Westphal;

This course focuses on the relationship between minds and bodies, and the nature of mental phenomena such as thoughts, desires, and qualia (qualitative states such as the experience of seeing red or tasting a peach). If we assume that minds are physical or material entities--an assumption prevalent today -- then we must ask how typically mental features such as thoughts, sensations, emotions and consciousness can emerge out of the seemingly unthinking, unfeeling grey matter of the brain. We will consider some historical responses to these issues, but will focus on insights provided by contemporary philosophy and sciences of the mind. We will discuss the approaches of behaviorism, functionalism, mind-brain identity theory and embodied cognition to these issues. Students will be required to write a series of short and one longer paper. Prerequisite: At least one prior course in philosophy is recommended; one prior course in philosophy or psychology is required.

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

CS-0209-1 PR

### **Linguistic Data Collection: Field Methods**

Linnaea Stockall;

What do you do when you're confronted with a completely new language? The goal of linguistics is to understand the fundamental structural properties of human languages; most linguists work toward this goal by studying languages that they themselves know well, or by working from published grammatical descriptions. But what do you do when no description exists, or when you need information that isn't in the description, or when you want to document a language that's never been documented before? In this course, we will develop a description of an unfamiliar language by eliciting data from a native speaker. We will cover many different aspects of the language, from the set of sounds to word formation principles to possible arrangements and rearrangements of words in sentences. Prerequisite: At least one course in linguistics or psychology of language.

TTH 12:30PM-01:50PM ASH 112

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CS-0210-1      **DR**      **PR**

### **Art Programming: Creating Art Using the Medium of Computers**

Paul Dickson;

This is a programming-based art course in which students will learn about and create artwork through the medium of computer code. They will be introduced to a variety of tools that facilitate the code-driven production of artworks, along with historical approaches to the creation of algorithmic art. This course will be run on the model of studio art courses and will therefore include critique sessions along with technique presentation and in-class work. Project work may involve graphics, animation, sound, interactivity, and other media. Prerequisite: one programming course (in any language). This course satisfies Division I distribution requirements. EXP, PRJ, PRS

TTH 12:30PM-01:50PM      ASH 126

CS-0214-1      **PR**      **IP**

### **Improving TheHub**

Christopher Perry, Jeffrey Butera

TheHub is a critical online tool supporting the academic program at Hampshire. Not only is it the primary mechanism by which our Divisional contracts and narrative evaluations are created, edited, and shared, but it is also where important aspects of registration and advising take place. Despite its ubiquity and importance, however, TheHub can be frustrating for many to use. This course seeks to improve TheHub through a unique collaboration between students, faculty, and staff. In addition to learning how TheHub is currently implemented, students will be tasked to identify areas of TheHub most in need of improvement and to propose, design, implement, and test new interfaces for these areas. Ideal candidates for this one-of-a-kind course will have a background in design (color theory, graphic design, HTML, studio arts, etc.) or programming (PHP, Perl, AJAX, Javascript, etc.) or both. For programmers, concurrent enrollment in CS 272 (Advanced Web Design) will satisfy the programming pre-requisites for this course. Prospective students should bring a current resume and a portfolio of their relevant work to Professor Perry no later than the first class meeting.

TTH 09:00AM-10:20AM      ASH 126

CS-0217-1

### **Research Experience in Psychology: Understanding Autobiographical Memory**

Melissa Burch;

In this course students will gain first-hand experience in the process of conducting research in autobiographical memory. Students will be exposed to some of the main issues in autobiographical memory for personal past events throughout the childhood years and into adulthood. We will consider the potential roles social interaction, self, culture, and emotionality of events as well as developmental changes in autobiographical memory reports. Course requirements will include reading primary research articles, and designing and executing an original research project. This is an intensive course comprising instruction in all areas of the research process, including collecting, coding, and analysis of data.

MW 01:00PM-02:20PM      ASH 222

CS-0225-1      **DR**

### **The Behavior and Evolution of Dogs**

Kathryn Lord;

Where did dogs come from? Did humans domesticate dogs or did dogs domesticate themselves? How different are they from wolves? In this course we will investigate the evolution of dogs and their lives with humans from a variety of perspectives including ethology, behavioral ecology, comparative psychology, cognitive psychology, evolutionary development, applied animal behavior, and conservation biology. The main text for this class will be Coppinger and Coppinger's "Dogs," but the class will also include regular supplemental readings from primary literature. Students will be evaluated on participation in class discussions, a number of short written responses, a critical review of primary literature, and a final project. This course satisfies Division I distribution requirements. PRJ, REA, WRI.

TTH 12:30PM-01:50PM      ASH 222

CS-0228-1      **DR**

### **The Structure of Words: Evidence from Hebrew , Arabic and English**

Joanna Morris;

Words are the basic linguistics units of a language and the ability to recognize a word is a fundamental component of reading. For many years most of the research in reading was conducted in English, and it was assumed that what was true for reading English words would also be true for words in other languages. However, many languages differ in striking ways from English and studying these languages can be useful in illustrating the different ways that people

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approach reading. In this class we will look at the structure of words in the Semitic languages?Hebrew and Arabic?and consider how differences in word structure can influence the ways in which we read. Students will have the opportunity to familiarize themselves with Hebrew and Arabic through interactions with a native speaker if possible, and via self instruction using texts and cassette tapes or Web-based tutorials. Students will also learn how to read and critically evaluate the scholarly literature on reading. No knowledge of Hebrew or Arabic is required. This course satisfies Division I distribution requirements. REA, WRI

W 01:00PM-03:50PM ASH 111

CS-0232-1 DR

### **Child Psychology: How Did I Get Like This?**

Jane Couperus;

Have you ever wondered why a three year old doesn't get metaphors or why 9 month olds freak out when their parents leave the room? Developmental Psychology (sometimes called Child Psychology) is a field that tries to get to the bottom of these types of questions and we will do the same in this course. This course provides students with a general background in developmental psychology. Goals of the course include developing a working knowledge of developmental psychology, as well as developing skills in finding and reading research articles and in thinking and writing critically about research. Course requirements will include reading primary research articles, library research, and writing several short integrative review papers. Topics covered by the course will include the organization and development of the brain, cognition, socialization, and acculturation across childhood. This course satisfies Division I distribution requirements.

PRJ, REA, WRI

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

CS/NS-0253-1

### **Teaching Science in Urban Schools**

Laura Wenk;

The National Science Education Standards are premised on a conviction that all students deserve and must have the opportunity to become scientifically literate, but the opportunities for students in many urban schools to become scientifically literate are severely limited. These schools may have high teacher turnover, limited or non-existent laboratory facilities and equipment, dated textbooks, and few teachers who themselves have studied science or math. To provide students with the skills and concepts they need to become active participants in their own education, they need hands-on experiences, time to write and reflect, and chances to build conceptual understanding. Students in this class will work with innovative ways to teach subjects like biology, earth science, or physics with inexpensive or easy to obtain materials. They will work in teams to develop interesting projects designed to engage students in active learning with opportunities to teach public school children. This course is intended for those with prior coursework in education, science, or urban studies. The course has a community engaged learning component with a placement in Holyoke. You must have one full morning or afternoon free in order to enroll.

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

CS-0254-1 DR PR

### **Genetic Programming**

Lee Spector;

Genetic programming is a computational technique that harnesses the mechanisms of natural evolution -- including genetic recombination, mutation, and natural selection -- to synthesize computer programs automatically from input/output specifications. It has been applied to a wide range of problems spanning several areas of science, engineering, and the arts. In this course students will explore several variations of the genetic programming technique and apply them to problems of their choosing. Prerequisite: one programming course (in any language). This course satisfies Division I distribution requirements. PRJ, PRS, QUA

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

CS-0257-1 DR

### **Political Culture**

James Miller;

Every society offers public rituals, formal instruction and places of sacred memory whose purpose is to foster a common political identity like nationalism. Some of these devices appear natural and timeless; others are obviously invented. Some exist in peaceful periods; others are meant to galvanize people for warfare. This course will examine such expressions of political culture as history textbooks, both in the US and in Europe, where they are intended to promote

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harmony among former enemies; children's literature under the Nazis; American monuments and civic ceremonies; and recent attempts to create "democratic citizenship" in post-communist Central Europe. Students will write short essays, carry out a group project and write a final paper. This course satisfies Division I distribution requirements. PRJ, PRS, REA.

TTH 02:00PM-03:20PM

ASH 222

CS-0265-1

PR

### **Cognitive Psychology**

Jeremiah Trudeau;

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

TTH 02:00PM-03:20PM

ASH 221

CS/NS-0267-1

IP

### **Bringing Astronomy Down to Earth: The art of communicating science using electronic media**

Hugh Crowl;

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

M 06:30PM-09:30PM

ASH 126

CS-0272-1

DR PR

### **Advanced Web Design: Building Complex Web Pages and Sites**

Paul Dickson;

This 200-level course will cover advanced concepts in web design and will start where CS106 left off. This course assumes an understanding of client-side web design and covers server-side design. Students will learn to set up dynamic web sites that can create content based on stored information as well as to create web sites that can dynamically store user information. A variety of server-side programming languages for scripting, page generation, and database interaction will be covered. Students are required to have a working knowledge of and ability to write HTML, JavaScript, and cascading style sheets. Prerequisite: CS106 Web design or significant knowledge of code-based web page design including HTML, JavaScript, and cascading style sheets. This course satisfies Division I distribution requirements. PRJ

TTH 02:00PM-03:20PM

ASH 126

CS-0274-1

DR PR IP

### **Bioacoustics**

Mark Feinstein;

Sound plays a critical role in the life of many biological organisms. In this course we will examine the physical nature of acoustic events, the anatomy and physiology of sound production and perception in a variety of species, and the functional and evolutionary significance of bioacoustic behavior. Among the special topics to be considered are the relationship of acoustic structure and behavioral function in communicative signals; neurophysiological and behavioral characteristics of ultrasonic echolocation systems (as in bats and cetaceans); information-gathering through the acoustic channel, in domains such as predation, predator-avoidance, population assessment, mate selection, and social interaction. Students will be expected to carry out an experiment and/or instrumental analysis bearing on issues raised in the course. Prerequisite: course work in animal cognition or animal behavior or strong relevant background in general cognitive science or biology. This course satisfies Division I distribution requirements. QUA, PRJ

TTH 10:30AM-11:50AM

ASH 221

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CS/NS/SS-0278-1

### **Sex on the Brain: Gender, Sex and Biology**

Jane Couperus;

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

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

CS-0283-1

### **Looking at Classrooms: Educational Research, Program Evaluation, and Improvement**

Laura Wenk;

There are many opinions about how to improve teaching from kindergarten through college. Without evaluation of classes and programs, individual teachers and institutions are left with personal opinion and anecdotes to guide their curriculum and instructional choices. Students in this course learn methods for evaluating teaching and learning by designing and carrying out a small research project in a classroom and make recommendations for improvement in curriculum, instruction and/or other institutional variables. Methods used include classroom observation, interview, survey, and assessment of learning outcomes. This course is particularly helpful for students interested in education who are in their last semester of Div II and wanting to start thinking about a Div III project. This course has a community engaged learning component and students must have a 2 hour block of time during school hours (8:30-3:00).

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

CS-0288-1

### **Journalism and Modernism**

James Miller;

Since about the 1920s, mainstream journalism, the kind associated with serious newspapers, has aspired to be a science, or at least to adapt scientific practices and principles to reporting the news. News of this sort aims to be objective, fact-based and reliably accurate. Journalists employ standard practices in making the news, they behave according to ethical codes and, most of all, they present the news in conventionalized forms, like the breaking news story. News language is impersonal and sounds authoritative. All this regularity may be 'scientific,' but it also something else: culturally modernist. In this course, we will explore the novel idea that mainstream journalism is best understood as an example of 'high modernism.' We will draw especially on the theory and criticism of modernist architecture to provide our analytical vocabulary. Working as a research seminar, students will pursue their own semester-long projects, guiding our discussions and discovering literatures.

W 02:30PM-05:20PM                      ASH 222

CS-0313-1

PR

### **Brain and Cognition II: Electrophysiology of Mind**

Joanna Morris;

This course is an upper-level research seminar designed for students who wish to learn electroencephalography techniques and how to apply those techniques to answer research questions in the domain of cognitive psychology and cognitive neuropsychology. The course requirements will consist of reading primary research articles and the design and execution of an original research project. In class we will cover all elements of setting up an ERP experiment focusing on the most well-known language component, the N400. We may also look at other frequently studied components such as the P300, the MMN and the N170. Prerequisite: Course in experimental psychology, biology, neuroscience or any other experimental science.

F 09:00AM-11:50AM                      ASH 222

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CS-0326-1

PR

### **Advanced Field Methods in Animal Behavior**

Mark Feinstein;

This course involves hands-on study of animal behavior (and cognition) in the field. Taking advantage of varied habitats in the vicinity of the college -- our own woodlands, the Holyoke range, the Quabbin reservoir, the Berkshire hills and elsewhere -- we will learn techniques for observing, recording, describing and analyzing the behavior of some local (primarily mammalian) species, including coyotes, deer, moose, black bear and fishers. Students will collect and analyze data and submit a final written report on one species of their choosing, and should be prepared to spend a lot of time outdoors. Prerequisite: Animal Behavior Theory or equivalent.

F 01:00PM-05:00PM

THH 105

CS/NS-0384-1

### **Stress Across Cultures Seminar**

Cynthia Gill;

Stress responses are adaptive neurophysiological responses to challenging life events. The stress response and coping strategies differ among people in interesting ways, though, as a result of varying cognitive processes that influence the perception of stressors. In this course, we will begin with the basic understood patterns of physiological reaction to stress and methods of measurement. We will then explore the rich primary literature on cultural and population variation in stress perception, response and resiliency. Analyses could compare, for example, developmentally, culturally, or medically distinct populations. Students will develop topics in areas of their own interest and present primary research information to the class and as papers submitted throughout the course. This is a Culture, Brain, and Development advanced course.

M 02:30PM-05:30PM

CSC 333

CS-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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CS-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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CS-3IND-1

### **Independent Study - 300 Level**

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### HUMANITIES, ARTS and CULTURAL STUDIES (HACU)

HACU-0101-1 DR

#### **Chorus**

Elizabeth Hart;

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 Five College Choral Festival in late February. While this course is open to all and the ability to read music is not required, students are expected to have reasonable proficiency in aural learning (e.g. able to sing on pitch). Auditions will be held during the first class meeting. EXP

MW 04:00PM-06:00PM

MDB RECITAL

HACU/IA-0103-1 DR

#### **Introduction to Writing**

Deborah Gorlin;

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

TTH 10:30AM-11:50AM

GRN WRC

HACU-0105-1 DR

#### **Introduction to Drawing**

Daniel Schrade;

Drawing is central to the foundation of all visual art. This course will be based on perception, drawing from objects, the human figure, interior and exterior spaces, line, shape, value, gesture, perspective, volume, composition and space. Students will learn to critique each other's work, some drawings will be made collaboratively and we will explore making drawings on a very small and a very large scale. Substantial work outside of class and the maintenance of an individual sketchbook will be expected. Regular class critiques will assist in developing strong skills in the evaluation of work 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. Field trip. Lab Fee \$20. Materials: Pencils, Charcoal, Ink, Brushes, Drawing Pad. EXP, MCP, PRS

MW 09:00AM-11:50AM

ARB STUDIO 1

HACU-0109-1 DR

#### **Introduction to Media Production: Too Big for Words**

William Brand;

This course is an introduction to the theory, history and practice of media production looking particularly at how images "speak" beyond words. Students will explore fundamentals of creative production in film, video, sound, and photography. While students are introduced to some practical tools of media art production, an equal emphasis is placed on understanding the social, historical and aesthetic conditions that create meaning in a work of art. Students will be expected to demonstrate that they are learning not only how to make media, but how to engage with the form critically and creatively. Motivations and trajectories from activism to the avant-garde will be explored through readings, viewings as well as visual and written assignments. This course is a pre-requisite for Video I, Film I or Photo I. There is a \$50 lab fee charged for the course. EXP, PRJ, PRS, REA, WRI

TH 09:00AM-11:50AM

JLC 131

T 07:00PM-09:00PM

JLC 120

HACU-0112-1 DR

#### **Investigating Women's Art**

Karen Koehler;

This course will investigate contemporary exhibitions and collections of art in the Five College Museums, concentrating on the many shows and conferences on women's art in the Spring of 2010, including "Touch Fire:

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Contemporary Ceramics by Japanese Women Artists" and "A Room of Their Own: Bloomsbury Artists" (a show of British modern art associated with Virginia Woolf's circle.) We will visit a number of museum and gallery exhibitions and permanent collections, and look at artworks from a variety of times, cultures, and places. The course will include presentations and discussions, as well as semi-weekly field trips to area museums. Occasional evening lectures and symposia by visiting artists, critics and curators are also required. This course will consider the historical context, critical analysis, and curatorial issues of the art on display, as well as exhibition design and museum architecture (including the Institute of Contemporary Art in Boston.) This is a speaking and writing intensive course; and students will be responsible for a creating a portfolio of progressively more rigorous exhibition reviews, critical art writing, and scholarly papers, as well as presentations and group reports. Classes meet regularly in one of the Five College Museums (students need to be prepared to travel) and at Hampshire for discussion and presentations. MCP, PRJ, PRS, REA, WRI

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

HACU-0120-1 DR

### **The Anatomy of Pictures: Visual Cultures**

Lorne Falk;

Images dominate our cultural imaginations with such intensity some cultural theorists describe their affect in pathological terms: "the hypertrophy of visual stimulation" (Martin Jay), "a topographical amnesia" (Paul Virilio), "excremental culture" (Arthur and Mary Louise Kroker), "our narcotic modernity" (Avital Ronell). Other critics say the explosion of visual cultures is so influential that it represents a paradigm shift?that is, a shift from the domination of language to the domination of images over our lives. This course will examine the theoretical, social and cultural issues and contexts influencing the formation of visual cultures, by dissecting specific examples from contemporary photography, film, architecture, new media and literature that problematize visuality. The implications of new models of spectatorship and visual literacy will also be considered. MCP, PRJ, PRS, REA, WRI

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

HACU-0137-1 DR

### **Reading Generically: Modern Short Prose**

Alicia Ellis;

This course is intended as a survey of 19th and 20th century readings in the short prose form. Short stories are difficult, consuming and complex. A well-written short story will cause you to swoon while a poorly constructed one will inspire violent feelings. The concerns of this course will be: how to read short stories, how and what to write about short stories, innovations in style, form and point of view. This course is about close and attentive reading and writing. Authors may include Flannery O'Connor, Jorge Luis Borges, Charles Johnson, Franz Kafka, Raymond Carver, Alice Munro, Zora Neale Hurston, James Tiptree and James Baldwin. Frequent writing assignments and class presentations. EXP, MCP, PRS, REA, WRI

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

HACU-0148-1 DR

### **Architecture Backwards & Forwards: Transforming Old Buildings for Contemporary Culture**

Gretchen Schneider;

What does it mean to recycle a building? Even though Hampshire was born in the 1960s, its buildings include some of the oldest in Amherst, and its grounds extend far beyond Cole or the Mods to include numerous farms and fields. Before cheap oil and modern AC, vernacular structures depended on a close connection to their environment; what can designers learn from these as we unabashedly aim for the future? Focusing on Hampshire's overlooked structures and spaces, this studio-based course will adopt an evolutionary attitude, using the campus as a laboratory to explore contemporary issues of architectural renovation & adaptive reuse, green design, and innovative approaches towards defining "place" for the 21st century. Lab Fee \$100, Field Trips \$25, EXP, PRJ, PRS, REA

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

HACU-0149-1 DR

### **Introduction to "Asia" Through Music and Performing Arts**

Junko Oba;

Asia is a diverse, dynamic, and complex cultural entity, whose definition and boundary have been constantly fluctuating in reality as well as in our imaginations. This course will introduce students to "Asia" as a subject of scholarly exploration through the distinctive aesthetics, sensibilities, and cosmologies of different Asian peoples as reflected in their everyday religious rituals as well as in their much celebrated cultural heritages of music, theatre, and dance. We will

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examine both religious and secular traditions including the Hindu puja ritual and shadow puppetry from India; traditional ritual dance ceremony and modern kecak from Bali; traditional and revolutionary Chinese musical dramas; and gagaku court music ensemble and shamisen (3-string lute) music from Japan, and the historical, socio-economic, and political conditions that have shaped these cultures and modified them over time. Closely studying these cases, we will question our preconceptions of "Asia" throughout the semester. MCP, PRS, REA, WRI

TTH 12:30PM-01:50PM

MDB RECITAL

HACU-0151-1 DR

### **Making Dances**

Daphne Lowell;

This beginning dance composition course will introduce the choreography. Students will: learn how to generate and play with movement; practice composing it; and develop ways of discussing choreography (including their own) in constructive and productive ways. Class activities will include structured improvisations, composition exercises, and showings of studies for discussion and analysis. Outside of class, in addition to composing their movement studies, students will practice describing, analyzing, interpreting and evaluating works of professional choreographers. Throughout, we will examine expectations (What is dance? What do I/you want to see in a dance?), cultivate personal movement style, and voice, and work toward creating a fruitful balance between the playful maker and the discerning analyst. Previous study of dance technique is helpful, and concurrent study of it is strongly advised, but this is a beginning level class, and beginners are most welcome. EXP, PRJ, PRS, REA

MW 01:00PM-02:20PM

MDB MAIN

HACU-0153-1 DR

### **Subjectivity and/or Diversity: First-Person Narrative in Film**

Jean Marie Teno;

Over the past decades, personal video diaries have become part of everyday life. The first person narrative has become a familiar tool for Avant-garde filmmakers as well as for directors making commercial narrative films. Looking at fiction and non-fiction films, this course will explore the filmmakers' strategies and the questions raised by their role as the Narrator vis ` vis their story and their public. Do first person narratives in film bring us a better understanding of complex issues or are they just a way for the author to impose a personal point of view that can contribute to perverting or concealing the truth? Students will be expected to write a response journal on screenings and readings. One short and one longer essay will be required. We will see films by filmmakers such as: Chris Marker (Sans Soleil), Agnes Varda (Les Glaneurs et la Glaneuse), Ross McElwee (Sherman's March), Oshima (Kyoto, My Mother's House), Zeka Laplaine (Kinshasa Palace), Marcos Arriaga (Promised Land), Kidlat Tahimik (Perfumed Nightmare), Terence Malik (Badlands), Jean-Luc Godard (Histoires Du Cinema), Guiseppe Tornatore (New Cinema Paradiso), Jean-Marie Teno. MCP, REA, WRI.

W 09:00AM-11:50AM

JLC 131

M 07:00PM-09:00PM

JLC 120

HACU-0154-1 DR

### **Introduction to Philosophy**

Christoph Cox;

This course focuses on a set of epistemological and metaphysical questions that have occupied philosophers from Plato through postmodernism: What is truly real? What do we really know? What is the relationship between the mind and the body? What is the self, if there is any such thing? Are my actions freely chosen, or are they entirely determined by forces outside of my control? We will address these questions through the close reading and discussion of texts by Descartes, Hume, Berkeley, Marx, Nietzsche, Freud, Sartre, Debord, Spelman, and others. During the first part of the course, students will write a series of short essays. The final weeks of the course will be dedicated to a longer piece of self-initiated and -researched philosophical writing. MCP, PRJ, REA, WRI

TTH 02:00PM-03:20PM

FPH 108

HACU-0155-1 DR

### **Introduction to Film Studies: The History of American Cinema 1895-1960**

Lise Sanders, Eva Rueschmann

This course is designed to introduce students to key issues in film studies, focusing on the history of American cinema from 1895 to 1960. We will pay particular attention to the "golden age" of Hollywood, with forays into other national cinemas by way of comparison and critique. Screenings will range from actualities and trick films, to the early

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narrative features of D. W. Griffith and Cecil B. DeMille, to the development of genres including film noir (Double Indemnity), the woman's film of the 1940s (Now, Voyager), the western (Stagecoach) and the suspense film (Rear Window, Vertigo, Psycho). Several short papers and in-class discussions will address how to interpret film on the formal/stylistic level (sequence analysis, close reading, visual language) as well as in the context of major trends and figures in film history. REA, WRI, PRS

TTH 10:30AM-11:50AM FPH WLH  
M 07:00PM-09:00PM ASH 112

HACU-0159-1 DR

### **Moby-Dick and Its Afterlife**

Michele Hardesty;

Moby-Dick, that hard-to-classify novel about Captain Ahab's mad search for the White Whale, took its own long voyage to arrive at a position in the canon of U.S. literature. Poorly received when it was published in 1851, Herman Melville's novel gained its current reputation only when it was revived in the 20th century. This course will follow Moby-Dick's voyage: we will read the novel itself and explore its contemporary contexts, then we will examine three moments of the novel's revival: first by writers impressed by Moby-Dick's proto-modernist style, and second by those who tied the "monomaniacal" Captain Ahab to the Cold War threat of "totalitarianism," and third to the revisionist view of C.L.R. James, whose book on Melville (composed in 1952 while awaiting deportation under the McCarran-Walter Act) focused on the abbreviated histories of the novel's "mariners, renegades, and castaways." Course will include frequent writing assignments and a class presentation. PRS, REA, WRI

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

HACU-0161-1 DR

### **The English Bible**

Alan Hodder;

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

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

HACU-0172-1 DR

### **Myth, Belief, and Reality in World Literature**

McKinley Melton;

What does it take for a myth to become a widely-held belief? At what point does that belief become reality? This course will engage these questions by examining literature from different time periods representing various cultures throughout the world. Furthermore, we will consider the role of mythology, legend, and popular lore in defining a culture as well as the people within it, shaping societal views on everything from gender, race, and class to religious beliefs and family dynamics. Throughout the semester, as we focus on novels, short stories, and drama, we will also discuss the manner by which writers have represented the belief systems that undergird the communities in their literature. With the literature as our guide, we will seek greater understanding of the construction of not only other cultures, but also our own. This course satisfies the Division I Distribution requirement, Learning Goals: MCP, PRS, REA, WRI

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

HACU-0183-1 DR

### **The Politics of Popular Culture**

Susana Loza;

This course examines the fraught intersection of politics and popular culture. In this class, we ask: What is popular culture? How does it differ from other cultural expressions? How does popular culture connect to other aspects of social, economic and political experience? What differences, if any, are there between "high" and "low" culture? Is consuming

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pop culture products a form of political action? How do explicit political themes both enrich and detract from consumption? What economic imperatives drive popular culture production? What are the relationships between commerce, politics, and art? How does popular culture act as a vehicle for the appropriation or exploitation of other cultures? Particular attention will be paid to: the racialized construction of masculinity and femininity in popular culture; the appropriation of racial and gender identities; the role of global capitalism and the market in the production of popular culture. This course is reading-, writing-, and theory-intensive. MCP, PRS, REA, WRI

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

HACU-0185-1 DR

### **Literature of Crime and Detection**

Jeffrey Wallen;

In this class we will explore the appeal of the detective story. Why has the detection of crime become so fascinating for readers during the last 150 years? What do these stories reveal to us about the nature of narrative and plot, about cultural anxieties and the possibilities of justice? We will focus on the detective as a reader (both of texts and of the world), as a social phenomenon, and as a literary construct. We will look at both "analytic" detective stories (Poe, Agatha Christie, Borges), and at ones featuring a "hard-boiled" detective (Hammett, Chandler, Chester Himes, Paco Ignacio Taibo II). We will read critical essays exploring formal and socio-cultural aspects of detective fiction, study detective stories from many parts of the world, and see some films. We may also read works that use the detective story as the point of departure, such as Paul Auster's City of Glass.

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

HACU/SS-0190-1 DR

### **The Rise of Jewish Secular Culture**

Rachel Rubinstein, James Wald

Jewishness has always involved more than religion. Jewish identity, even in the pre-modern world, was expressed through language, work, music, food, and other cultural behaviors. Modernity brought with it even more possibilities, and a sense of radically different political, cultural, and artistic Jewish identities beyond religion began to emerge. This interdisciplinary course draws upon history, literature, political philosophy, and sociology in tracing the rise of a pluralistic, multifaceted modern Jewish culture in Europe and the U.S. from the seventeenth century into the twentieth. We begin with Spinoza, the most significant heretical Jewish thinker in the 17th century, and continue through the European Enlightenment, the rise of modern Jewish nationalist movements, and the emergence of secular Yiddish and Hebrew literature. Finally, we will address the crisis of Jewish modernity provoked by the Holocaust, and briefly survey secular Jewish identities today. REA, WRI, MCP

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

HACU-0193-1 DR

### **Ancient Ireland**

Robert Meagher;

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

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

HACU-0197-1 DR

### **Topics in Comparative Religion**

Ryan Joo, Robert Meagher

This course is designed as an introduction to the comparative study of multiple Eastern and Western religious traditions. As no previous study of religion is assumed here, our first task will be to explore certain seminal theories of religion, after which we will turn to a series of focused topics. We will examine each of these from a range of religious traditions. These topics will include: sacred space, pilgrimage, monasticism, the cult of saints or intercessors and the veneration of their relics and icons, and lastly the role of the body and the practice of sacrifice. Our discussions of these topics will draw from the traditions of Buddhism, Daoism, Shintoism, Hinduism, Judaism, Christianity, and the pre-

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Christian religions of the Eastern Mediterranean. As a complement to the course readings and discussions, students will be expected to attend the screenings of related films on occasional Tuesdays or Thursdays immediately following the class period. MCP,PRJ,REA,WRI

TTH 12:30PM-01:50PM

FPH WLH

HACU-0201-1& 2 **DR**

### **Artists' Books**

A. Meredith Broberg;

Artists' Books engage both the mind and the senses; ideally the form and content of the book collaborate in creating meaning for the viewer. This course is a chance to develop the technical skills, conceptual clarity and creative flair that enable you to turn ideas into books. You'll learn a variety of traditional and contemporary book structures, and experiment with different ways of integrating text, imagery and form. Using both traditional and improvised materials, we'll start with page design and simple printmaking, learn increasingly complex bindings and end with an independent project. The core of the course is hands-on learning, supplemented by field trips and readings. This course satisfies the Division I distribution requirement. Lab Fee \$65. Learning goals: EXP, PRJ, REA.

M 01:00PM-03:50PM

EDH 3

HACU-0202-1

### **Contemporary/Modern Dance Techniques II: Advanced Beginning**

Rebecca Nordstrom;

Continuing exploration of the basic principles of dance movement: body alignment, coordination, strength, flexibility, and basic forms of locomotion. Emphasis will be placed on the development of technical skill in service of dynamic and spatial clarity. This class is for students with some previous dance experience. Students should expect to pay between \$15-\$30 for concert tickets.

TTH 12:30PM-01:50PM

MDB MAIN

HACU-0203-1

### **Group Improvisation: Introduction to Creative Dance**

Christine Goehring;

Dance Pioneer Barbara Mettler said, "To create means to make up something new." In this course students explore the elements of dance through a series of creative problems solved through improvisations by individuals and groups. Directed exercises are used to heighten awareness of the body and its movement potential. Studies using the sounds of voice, hands and feet develop skills in accompaniment. Based on the principle that dance is a human need this work invites people of all ages and abilities to come together in movement and to make dance an element of their lives.

TTH 02:00PM-03:20PM

MDB MAIN

HACU-0204-1& 2 **DR**

### **Artists' Books**

A. Meredith Broberg;

Artists' Books engage both the mind and the senses; ideally the form and content of the book collaborate in creating meaning for the viewer. This course is a chance to develop the technical skills, conceptual clarity and creative flair that enable you to turn ideas into books. You'll learn a variety of traditional and contemporary book structures, and experiment with different ways of integrating text, imagery and form. Using both traditional and improvised materials, we'll start with page design and simple printmaking, learn increasingly complex bindings and end with an independent project. The core of the course is hands-on learning, supplemented by field trips and readings. This course satisfies the Division I distribution requirement. Lab Fee \$65. Learning goals: EXP, PRJ, REA.

W 01:00PM-03:50PM

EDH 3

HACU-0205-1 **DR**

### **American Strings: Old Time and Bluegrass**

Rebecca Miller;

This course focuses on American southern old-time string band music, bluegrass, and early country song. We will draw on cultural theory to explore the growth of these musics throughout the 20th century as well as the influences of African-American musical expression, gender, and musical revivalism. We will consider old time and bluegrass both from an historical perspective and ethnographically as vital forms in communities today. The course will thus include an off campus fieldwork/community project, weekly reading and listening assignments, several short written assignments, and a

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final paper. This course will also have a performance component: students will learn to play the music by ear and develop a repertoire of traditional song and dance music. Prior experience with old time and bluegrass is not necessary, but a basic working knowledge of one of the following instruments is required: fiddle (violin), banjo, guitar, upright bass, mandolin, harmonica, and other appropriate instruments. This course satisfies the Division I distribution requirement. EXP,MCP,WRI

TTH 02:00PM-03:20PM

MDB RECITAL

M 07:30PM-09:30PM

FPH WLH

HACU/SS-0206-1 **DR**

### **Writing the Civil War**

Susan Tracy, William Ryan

This course will explore the questions surrounding the coming of the American Civil War, the war itself and how we have come to remember it today. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict produced: letters, journals, diaries, and autobiographies; poetry, short stories and novels; biographies and scholarly monographs and articles on various aspects of the debates surrounding the war. These forms of writing will also serve as models for student written work. Students will be expected to participate in class regularly and complete four writing assignments, three of which will be rewritten. This course meets the Division I distribution requirement. MCP,PRJ,REA,WRI

TTH 02:00PM-03:20PM

EDH 5

HACU-0208-1 **PR**

### **Introduction to Painting**

J. Matthew Phillips;

This course will introduce students to the fundamentals of painting, such as composition, value, and color. Students will learn about the material 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 the figure, and students will also transcribe a masterwork. Drawings will often be produced in tandem with paintings in order to solve painting problems and illuminate visual ideas. We will work with oil paint. This is a demanding course and requires a minimum of six hours of outside work a week. Prerequisite: Intro. Drawing. Lab Fee \$20.

MW 09:00AM-11:50AM

ARB STUDIO 2

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

### **Video I**

Joan Braderman;

This is an introductory video production course. Over the course of the semester students will gain experience in pre- production, production, and post-production techniques as well as learn to think and look critically about the making of the moving image. Projects are designed to develop basic technical proficiency in the video medium as well as the necessary working skills and mental discipline so important to a successful working process. Final production projects will experiment with established media genres. In-class critiques and discussion will focus on media analysis and image/sound relationships. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. There are weekly evening screenings or workshops, which students must attend. Prerequisite courses include a 100-level course in media arts (Introduction to Media Arts, Introduction to Media). NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

T 12:30PM-03:20PM

JLC 131

TH 12:30PM-03:20PM

JLC 120

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

### **Film Workshop I**

William Brand;

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,

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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  
M 07:00PM-09:00PM JLC 120

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

### **Still Photography Workshop I: Analogue**

Robert Seydel;

This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. Students will have weekly shooting and printing assignments and, in addition, will complete a portfolio by the end of the semester. A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras. Prerequisite: 100 level course in Media Arts (Introduction to Media Arts (photo, film or video), Intro to Digital Photography & New Media or its equivalent). NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

M 01:00PM-03:50PM JLC 131

HACU-0216-1

### **Contemporary/Modern Dance IV: High Intermediate Modern Dance Techniques**

Michelle Marroquin;

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. Movement style will draw upon hip-hop, breaking, martial arts, and improvisation.

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

HACU/SS-0218-1 **DR**

### **Colonization in Eye-Witness Accounts (ca. 1500-1800)**

Jutta Sperling;

As soon as Western conquistadores, missionaries, and explorers set foot in Africa, Asia, and the New World, they started to write about their experiences. In this course, we will critically examine how Europeans wrote about American "noble savages"; justified the enslavement of Africans; and wrote about South Asians through the lens of pre-conceived knowledge. We will discuss sixteenth-century protests against the Spanish genocide of Central and South Americans, seventeenth-century missionary reports from India and China, and eighteenth-century "scientific" explorations of African cultures, in addition to texts written by Inca scholars, ex-slaves, and "native" saints. This course will also introduce students to select examples of post-colonial scholarship. This course satisfies the Division I Distribution Requirements.

MCP, PRJ, PRS, REA, WRI

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

HACU-0219-1

### **Samba Ensemble**

Eric Galm;

This course draws upon the rich rhythmic and melodic expression of the Brazilian samba as a means to explore broader aspects of Brazilian music and culture. Students will learn about the sounds and rhythms of the batucada, a Brazilian samba-drumming group. We will look at how samba music assumes a broad range of meanings within Brazilian society. Focusing principally on the music from the Rio de Janeiro escola de samba (samba school) neighborhood organizations, we may also study other forms of Brazilian music including samba-reggae, afoxj (a carnival procession from northeastern Brazil), and maracatu (a northeastern Brazilian royal procession). The primary emphasis for this course is to kinesthetically learn the process of making music by playing percussion instruments, singing, and physically moving.

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Combined with readings, video and interactive discussions, and several written assignments, students will develop a comprehensive image of Brazilian music and culture. Field Trip.

TH 09:00AM-11:50AM

MDB RECITAL

HACU-0225-1 DR

### **American Literature at the Turn of the 20th Century**

Rachel Rubinstein;

The period between the Civil War and the first World War saw profound ethno-racial, political, economic and social transformations in American society. Industrialization and urbanization, the increase in immigration and internal migrations, the development of consumer culture, America's new self-consciousness as an imperial power, a developing discourse about race, class and gender, all contributed to the literary innovations of the turn of the century. We will explore realism, literary naturalism, "local color" writing, literature of social reform, and literature by immigrants and writers of color, up against such cultural phenomena as world's fairs and expositions; vaudeville, wild west shows and other popular performance; advertising, middle-class affluence and its discontents. This course satisfies the Division I distribution requirement. MCP, PRJ, REA, WRI

MW 10:30AM-11:50AM

EDH 2

HACU-0237-1 DR

### **To Be Queer, Black, & Beautiful: The Transgressive Black Body in Black Diasporic Literature**

Jeannette Lee;

This is an advanced introductory literature class that examines African-American, Caribbean, and Black British literature through the framework of gender, sexuality, and sexual orientation. We will read novels, poetry, and plays to analyze how black diasporic writers portray the intersection of these identity categories. Selected readings will demonstrate the range of imagined possibilities as well as critiques and the shoring-up of limiting notions of sexual identity. Our intervention will necessarily consider the black body as a contested site through which the meaning of gender and sexuality has been disputed. This approach considers how gender and sexuality are constructed and what types of persons are privileged and de-privileged as well as the choices that are made available and legitimate for black characters. We will read literature by black lesbian, gay, and bi-sexual authors as well as writing that portrays black LGBT characters. In this focus, this class will examine the depiction of same-sex intimacy as well as address the critique launched through sexuality and sexual orientation of essentialist constructions of black communities and "authentic" blackness. Some of the questions we will consider: What are gender, sexuality, and sexual orientation? How do gender, sexuality, and sexual orientation intersect with and refract each other as well as race, color, class? How are gay, lesbian, bi-sexual, transgendered, and heterosexual bodies scripted? What types of bodies and persons are legitimated and why? What does it mean to have a sexual identity? What structures of feeling can be read through sexuality? And who is black? These queries will be addressed through the literature as well as theoretical and literary critical readings from Black Feminist Criticism, Feminist Theory, Masculinity Studies, and Queer Theory. Students will also be assigned recommended readings that provide an understanding of the specific historical contexts and cultural trajectories within which the literature is situated. Writing by Audre Lorde, Hilton Als, Thomas Glave, Jewelle Gomez, Samuel Delaney, Dionne Brand, R. Erica Doyle, and Michelle Cliff and others will be assigned. This course satisfies the Division I distribution requirement. Learning goals:

MCP, PRS, REA, WRI

MW 01:00PM-02:20PM

EDH 2

HACU-0238-1

### **Audio Culture: Theories and Practices in Music Now**

Christoph Cox, Daniel Warner

This course will explore a range of vanguard musical practices and various approaches to thinking theoretically and critically about them. We will traverse musical areas such as minimalism, indeterminacy, musique concrete, free improvisation, turntablism, and electronica and examine these via philosophy, critical theory, film/video and statements by composers and producers. Investigating different modes of listening to and talking about contemporary music, we will ask such questions as: What is the nature of music in relationship to silence and noise? What are the effects of recording and sampling on contemporary musical life? Can music have a political or critical function? Are the distinctions between "classical" and "popular," "high art" and "mass art" still appropriate in the contemporary setting?

TTH 10:30AM-11:50AM

LIB B3

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HACU-0239-1 **PR**

### **Jazz Improvisational Orchestra**

Martin Ehrlich;

This is a performance-oriented course, culminating in a concert at the end of the semester. Each student will be challenged to develop his or her skills as an ensemble musician and as a soloist. Our goal is to create a dynamic performance ensemble. Full attendance is crucial to this work. This semester we will be using the compositions of Charlie Parker as our primary material. We will look at this seminal body of music from diverse angles, both in historical context and in contemporary re-imaginings. We will work to meet its technical challenges and to internalize its essence, so crucial to the African-American musical tradition. Each student will make a contract of individual goals to focus on in the context of the Jazz Improvisation Orchestra. Improvisation and composition, re-composition and arranging are all part of the mix. The Jazz Improvisation Orchestra is open to all instruments, including voice. Prerequisite: Jazz Improvisation Seminar I (HACU 0192) or comparable 5 college class. Participation in the ensemble is by permission of the instructor. An audition will be given during the first class session for those students new to the class..

T 06:30PM-09:30PM

MDB RECITAL

HACU-0240-1

### **The Personal Essay**

Marian MacCurdy;

The rigors of academia mandate that we write in one form or another for most of the first 21 years of our lives. After that we write to get jobs and to keep them, we write to engage in the commerce of our culture, and we write to communicate with others and with ourselves. This last genre is perhaps the least practiced but among the most important since writing is a process that helps us make meaning. Writing is both a verb and a noun; it represents our best thinking and helps us arrive at it. The irony of the term, the personal essay, is in learning to make rhetorical choices to help us to develop our own literary and personal values and the experiences that helped to generate them we begin a journey that ultimately takes us beyond ourselves and into the community, which can establish our common humanity.

TTH 12:30PM-01:50PM

EDH 5

HACU-0246-1

### **J-pop and Beyond: Japanese Popular Culture in the Transnational Context**

Junko Oba;

This course examines Japanese popular culture as a transnational phenomenon, whose development and dissemination occur, and influence permeates beyond conventional national cultural boundaries. The course looks into the regional cultural matrix of East and Southeast Asia with Japan as its integral part, and the cultural dimension of globalization and its changing dynamics against the backdrop of Asia's growing economy. Topics include J-pop and other popular musics from the region, manga (comic books), anime (Japanese animated films), films, computer games, theatre, fashion trends. Each student will present analysis of the course materials during discussions and a final project on a particular topic relevant to this course.

MW 10:30AM-11:50AM

MDB RECITAL

HACU-0250-1

### **Introduction to Modern Buddhism: Orientalism, Buddhist Psychotherapy, Brain Activities of Tibetan Monks**

Ryan Joo;

When discussing Buddhism, why is it that westerners often project a romanticized and idealized image of Buddhism unfounded in Asian history? Why do we imagine, for instance, Tibet as a place of mysticism, simplicity and inner peace? In addition, what do Buddhist mindfulness meditation and western psychotherapy have in common? Do you know that neuroscientists are researching the influence of Buddhist meditation on the human brain? This course will explore a variety of new Buddhist practices and ideas influenced by western psychology, neuroscience, orientalism, modernity and globalization. While studying the words of modern Buddhist masters, psychotherapists and scientists, we will examine different modern Buddhist phenomena from the US, Europe, Japan, Taiwan, Korea, Sri Lanka and Tibetan exile communities.

T 06:00PM-09:00PM

FPH 101

HACU-0253-1

**IP**

### **Digital Photography II**

Stan Sherer;

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

## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

This is an advanced level digital photography and digital printing class that will sharpen, refine, and enhance your skills in taking pictures, processing images in Photoshop, and making digital prints. By regularly reviewing and discussing student work, we will establish a set of criteria for evaluating, editing, and developing images. The final goal is to create a well-printed portfolio of exhibition quality prints. Lab Fee \$50. Instructor's permission required.

T 09:00AM-11:50AM

JLC 131

HACU-0254-1

IP

### **Still Photography Workshop II**

Kane Stewart;

This class is a forum in which students can develop their creative vision in photography through the acquisition of skills with larger format cameras, color and digital technologies. Knowledge of the aesthetic and social context of photographic practice will be emphasized. Students can expect bi-weekly to monthly assignments, reading relevant texts in the history and theory of photography and complete short writing assignments. Additionally, this course will be enhanced through attending visiting artist lectures and exhibitions as well as film and video screenings. The lab fee of \$50 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper. An additional lab workshop will meet once a week for two hours. Instructor Permission. A college-level Photography I class is a prerequisite. NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

F 10:00AM-11:50AM

JLC 131

F 01:00PM-02:20PM

JLC 131

HACU-0255-1

IP

### **Media Production II: Documentary Practice**

Jean Marie Teno;

This course is an intermediate level class that concentrates on non-fiction media production. The course will interrogate the documentary format and expand the definition while introducing students to techniques and strategies for getting their non-fiction projects from concept to completion. Working individually or in small groups students will produce works across various media: video, film, audio, digital new media, and installation. Students are expected to complete a series of media production exercises as well as a semester-long final project. Students are also expected to attend screenings, absorb theoretical, historical and technical readings, and complete one analytical essay. This course is open by instructor permission to advanced film, photography and video students who have completed either Video I, Film I, Photo I or the equivalent. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. NOTE: Enrolled students who DO NOT attend the first class session risk losing their place on the class roster.

T 12:30PM-03:20PM

JLC 120

M 07:00PM-09:00PM

JLC 120

HACU-0259-1

PR

### **The Task of the Translator**

Norman Holland, Mary Russo

Translation is inherently an ethical and political act, involving inevitable misunderstandings and ambiguity. Things that can be said in one language cannot be neatly transferred into another. The translator works on the border of cultures as well as languages. This gap becomes even more difficult when translating across cultures that do not share the same basic concepts and when the translator herself represents a dominant or imperialist social or political interest. The idea of translation as treachery is an old one. What does a translator have to know? How is the role of the translator (particularly the U.S. translator) implicated in political fiction from Graham Greene to Colm Toibin? This course will address what is at play and at stake in translation. Students will be required to undertake a translation project. They will do an original translation and an analysis of the difficulties they faced in the translating and in the language choices they made. Readings will include both creative texts and theoretical essays. Course requirement: students must demonstrate at least intermediate proficiency in a world language.

MW 10:30AM-11:50AM

EDH 4

HACU-0263-1

PR

### **Americans Abroad: U.S. Exceptionalism, Foreign Policy and the Literary Imagination**

Michele Hardesty;

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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The common stereotype of the "ugly American" has a literary history: the phrase derives from Eugene Burdick's and William Lederer's 1958 novel of the same name, and as a character the "American abroad" has an even longer history that goes back to the mid-19th century. This course will trace a genealogy of the "American abroad" in literature and film from just before the closing of the U.S. frontier in the late 19th century up to our own time. While the majority of the material we will examine in class is literary, we will be asking both literary and non-literary questions about these materials, focusing on how these texts create and contest a literary imagination of American exceptionalism. Authors include Margaret Fuller, Mark Twain, Henry James, James Baldwin, Graham Greene, Paul Bowles, and Joan Didion. The course will include frequent writing assignments, a class presentation, and a research essay. Prerequisite: one prior literature course. Div II and III students only.

W 02:30PM-05:20PM

EDH 2

HACU-0265-1

PR

### **Tonal Music Theory II**

Martin Ehrlich;

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

MW 01:00PM-02:20PM

MDB RECITAL

HACU-0266-1

### **Jazz Tap Dancing America: History and Practice**

Constance Hill;

Here is a cultural history of jazz tap dancing America, and the evolution of 'da beat, that takes you from seat to feet. In the classroom, we will learn about how jazz tap, as an American vernacular percussive dance form with its distinct African (and Irish) heritage, evolved through the 20th century to become the most cutting-edge dance form in the millennium; focusing on the relationship between jazz music and dance, and how jazz rhythm, improvisation, call-and-response patterning and elements of swing altered the line, attack, speed, weight, and phrasing of tap dancing. In the studio, we will learn basic tap steps, time steps, combos, and classic routines danced to the swinging inflections of Blues, Swing, Rhythm-and-Blues, Bebop, Hip-Hop. Open to dance, music, and theatre concentrators wishing to refine their rhythmic sensibilities; and understand why tap dancers say: "Hear my feet and you know the story of my life." Tap shoes required.

M 07:00PM-10:00PM

MDB MAIN

HACU-0275-1

IP

### **The Idea of Europe: Readings in the 20th Century Novel**

Alicia Ellis;

The Idea of Europe: Readings in the 20th Century Novel: Readings in the works of twentieth-century authors, who, in very different ways, challenge the conventional ways in which Europe is identified and understood by its constituents. Particular attention is paid to a sense of a shared transnational European identity, the theorization of political, cultural and sexual spaces, themes of historical memory, postcolonial legacies and the negotiation of multiculturalism. In addition, we will explore the relationship between the margin and the center, the layered structure of violence and the articulation of a unique European self whose boundaries are fluid, defiant and contested. Focus will be on close readings of text. Authors may include but are not limited to Elfriede Jelinek, Orhan Pamuk, Michel Houellebecq, Kazuo Ishiguro, Hanif Kureishi, Philippe Grimbert and Jeanette Winterson. Instructor permission required. Limited to Advanced Div II Students with upper level literature seminar experience

MW 01:00PM-02:20PM

FPH 106

HACU-0276-1

### **Brecht and Beckett, and Benjamin and Adorno**

Jeffrey Wallen;

In his writings, Theodor Adorno contrasts the plays of Samuel Beckett and Bertolt Brecht, suggesting they represent two major tendencies of twentieth-century art, and he praises Beckett while critiquing Brecht. Adorno's friend and colleague Walter Benjamin, on the other hand, ardently promoted Brecht's work. Profound and incompatible views

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about the nature of aesthetics and politics are at the heart of their disagreement. In this course, we will read several plays by Brecht and Beckett, and explore the aesthetic, critical, and social possibilities that their work engages. We will analyze their very different approaches to theater, and read some of their critical, fictional, and poetic work. We will also read several essays by Adorno and Benjamin, and grapple with their unsettling and provocative ideas.

TTH 10:30AM-11:50AM

FPH 103

HACU-0277-1

### **Fanon and After**

John Drabinski;

This course functions as a critical introduction to post-WWII Caribbean philosophy and cultural theory. Our focus will be the work of Frantz Fanon and his engagement with a cluster of European intellectual trends: marxism, existentialism, and psychoanalysis. We will be guided by a simple pair of questions. What is the fate of European ideas when evaluated in and transformed by the experience of the Americas? And how does that transformation illuminate something crucial about the meaning of existence and collectivity after colonialism? Fanon's contribution to this discussion is profound, underscoring the uniqueness and fundamental newness of the Caribbean situation. But this contribution is not without intellectual dispute and debate. Following our reading of Fanon, then, we will examine this dispute and debate through close readings of Aime Cesaire, Rene Menil, Derek Walcott, Edouard Glissant, and Patrick Chamoiseau. In these thinkers and their critical assessment of Fanon, we find sustained reflection on the meaning of West Indian postcolonial life in the experience of race, language, history, and community. Such reflections make for compelling and unprecedented interventions in existentialism, modernism, and postmodernism.

MW 10:30AM-11:50AM

EDH 1

HACU-0280-1

**PR**

### **The (Post)Racial State: Ideology, Politics, and the Media**

Susana Loza;

In the wake of Obama's historic presidential victory, the American media triumphantly declared that we are living in post-racial times. But is race dead? Are we color-blind? If so, how do we explain the persistence of racism and racial inequality in the US? Utilizing an interdisciplinary amalgam of Ethnic Studies, Critical Race Theory, Media Studies, US Third World Feminism, Sociology, Cultural Studies, Political Philosophy, and Post-Colonial Theory, this course will investigate how "race" continues to shape American society in the post-civil rights era. Topics to be covered include: the social construction of race, racial formation, panethnicity, class-based and gendered racialization, multiculturalism, neoliberalism, double-consciousness, colonialism, essentialism, institutional racism, commodification of race/ethnicity, identity politics, colorblind ideology, cultural appropriation, resistance, and citizenship. Particular attention will be paid to affirmative action, immigration, hate speech, hate crimes, reparations, racial profiling, and the resurgence of white supremacy. This course is reading-, writing-, and theory-intensive. This course is for Division II and III students only.

TTH 12:30PM-01:50PM

EDH 4

HACU-0282-1

**PR**

### **Theory Practice--Immediate Site--Video/Sound Installation + Performance**

Kara Lynch;

This course will focus on installation and performance in conversation with diverse media: video, digital, audio, photo, film, and the plastic arts. The thematic focus of the seminar will critically engage issues of technology, vision, and site. Also of importance is the nature of video as electronic technology and the relationship of immediacy that it has with both performance and installation. This is a rigorous theory/practice workshop class designed specifically for upper division students. In this seminar, students will develop their skills within their specific media and work collaboratively throughout the semester to produce work that engages questions of site, space, time, experience and vision within an historical context. We will challenge traditional modes of production and presentation collectively. Students will focus in on their critical skills and be required to produce written responses, two visual projects, and a research project/presentation. This course will encourage students to broaden their perspective of artistic production. This will be a challenging course for serious students in the media arts. Prerequisites: 1 intro media production course or equivalent, any introductory course in digital, visual, media, or performing arts and/or creative writing; 1 critical or cultural studies course; recommended: 1 200 level course in either the humanities or social sciences.

T 06:00PM-09:00PM

JLC 131

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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HACU-0283-1

### **The Nineteenth-Century Novel and the British Empire**

Lise Sanders;

This course uses the British empire as a case study in order to examine the cultural politics of imperialism and colonization. Focusing on British India but with excursions into other colonial contexts, readings will explore the connections between race, gender, sexuality and empire. In reading nineteenth-century literary and historical texts in conjunction with postcolonial criticism and contemporary fiction, we will ask the following questions: How does the imperialist project affect or determine constructions of sexuality and gender? How are ethnicity, nationality, and racial difference deployed in the service of empire? How is the body figured under imperialism? We will also study the relationship between empire and nationalism, examining writings that represent and/or theorize domination and resistance in the colonial encounter. The goal of this course is to enable students to explore the relationship between literature and history in narratives of empire, and to develop a set of theoretical lenses by which to examine these concerns.

TTH 02:00PM-03:20PM

EDH 1

HACU-0284-1

IP

### **Figure Painting and Drawing Workshop: The Figure and Contemporary Art**

J. Matthew Phillips;

In The Figure Workshop, we will work from the model in both drawing and painting media. We will consider how these two mediums have their own unique attributes that allow us to address a number of formal and conceptual issues. While we will consider how the figure has been addressed throughout the art historical canon, this class will emphasize contemporary artists and sources that are addressing the issues raised in class. Students will be expected to work rigorously during class sessions and on out-of-class assignments. While most outside work will involve producing drawings and paintings, students will also be asked to complete several readings and present the work of contemporary artists through a curatorial assignment. We will be taking several trips to see the works of contemporary artists. These trips will most likely be on Fridays and you will be required to come. Prerequisites: Two College Level Drawing Classes, and Intro. Painting. (Intermediate Painting recommended). Instructor permission required. There is a \$50 Lab fee and a field Trip fee of \$20.

W 01:00PM-05:20PM

ARB STUDIO 1

HACU-0285-1

### **Laban Movement Analysis**

Rebecca Nordstrom;

Laban Movement Analysis (LMA) is a dynamic system for describing, classifying and understanding human movement. Developed by Rudolf Laban, an important scholar and visionary in the field of movement studies, LMA addresses both quantitative and qualitative characteristics of movement. Through study and physical exploration of Body, Space, Effort, and Shape concepts, students will examine their own movement patterns and preferences (with the potential for expanding personal repertoire), and develop skill in observing and analyzing the movement of others within a range of artistic, social and cultural contexts. The course material is of value to students working in a range of disciplines (such as dance, theater, psychology, education, physical education, non-verbal communication, kinesiology, anthropology, cultural studies, etc.) and there will be ample opportunity for exploration and application of LMA concepts to a wide range of individual interests. Prior experience in dance or other kinds of movement trainings are welcomed but not required, however students must be willing to engage fully and energetically in all the movement activities. Students should expect to pay between \$15-\$30 for concert tickets.

TTH 10:30AM-12:20PM

MDB MAIN

HACU-0287-1

IP

### **Paris and the Banlieues: Cityscape and Diaspora in French and Francophone Cinema**

Baba Hillman;

This film production/theory course will address changing cinematic representations of the architecture and urban space of Paris and the surrounding suburbs. We will consider shifting representations of the city and the body of the performer in the films of Feuillade, Vigo, Rivette, Prevert, Cantet, Denis, Kechiche and Volta. We will analyze performances of identities, emphasizing the body as the primary site of a daily negotiation of language and culture. Students will be encouraged to question how performative languages of movement, architecture and speech function as aesthetic systems that reflect the ways in which the body is coded in terms of gender, race and class. The course will include a study of articles from *Presence Africaine*, *Trafic*, *Cahiers du Cinema* and *Bref*, as well as works by Petrine Archer-Straw, Carrie Tarr and Etienne Balibar. This is a bilingual course that will engage beginning as well as advanced

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students in ongoing work to develop their speaking and writing skills in French. Students will complete two film or video projects. This class also provides preparation for students who may be interested in applying for the GEO May field study course in Paris. Instructor Permission Required. Prerequisites: Intro to Media, Film I or Video I. Lab Fee \$50.

M 01:00PM-03:50PM JLC 120  
TH 07:00PM-09:00PM JLC 120

HACU-0291-1

### **The Bioapparatus**

Lorne Falk;

The bioapparatus is a term coined by two Canadian media artists, Nell Tenhaaf and Catherine Richards, to cover a wide range of issues concerning the technologized body. This course will explore the relationship of the mind and body to technology in contemporary art and design. We will discuss issues such as re-embodiment, designing the social, natural artifice, cyborg fictions, subjectivities, perfect bodies, contemporary virtual environments, the real interface, art machines and aural/visual space. Division II and III students will have the opportunity to develop an independent paper or portion of their thesis in this course.

W 07:00PM-09:50PM FPH 102

HACU-0293-1

**PR**

### **Literature, Violence, and the State**

Mary Russo;

A course on the poetics and politics of tragedy focusing on representations of state violence whose victims and agents of criminality have been women. The class will examine closely Sophocles' *Antigone*; Shakespeare's "Rape of Lucrece" and *Titus Andronicus*; and nineteenth- and twentieth-century depictions of the life and death of Beatrice Cenci (Shelley's and Artaud's among others). Beginning with Aristotle's *Poetics*, students will consider other writings in philosophy, classical and romantic poetics and contemporary literary and social theories that link ethical, aesthetic, and emotional criteria to the question of what constitute legitimate acts of sovereign force or of individual self-sacrifice.

Evaluation criteria: Students will be evaluated on their preparation for class discussion, a group project, and short, written assignments and a final portfolio. Prerequisite: Two or more previous courses in the Humanities.

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

HACU-0294-1

### **Embodied Imagination**

Daphne Lowell;

Imagination has both conscious and unconscious dimensions: in one we use craft and skill to express something; in the other lies images, intuitions, demons and muses, that fuel (or block) conscious creations. Through the skillful union of both, original, articulate art is made. Also, ideas, images, often contain multiple sensory aspects, and cross disciplinary terrains. To come alive, they must find form in the sensory world, the world of the body. This course will bring students from variety of art disciplines together to explore media outside their training. We'll use Authentic Movement, and explore other materials, to stir the stew of imagination, and create things, thereby provoking fresh perspectives on creativity's dynamics. Designed for students with formal study in some artistic medium, the course will use movement as a primary process, and the body as a potent metaphor, but it assumes and requires no experience in dance.

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

HACU-0297-1

**IP**

### **Yoga: Philosophy, Religion, Literature**

Alan Hodder;

In recent years, yoga has achieved unprecedented popularity in American culture as witnessed by the countless yoga classes, institutes, and clinics springing up around the country. Yet to a large degree, the "yoga" encountered in such venues reflects but one aspect of the classical system of yoga—namely, physical postures—and neglects other crucial features of a complex 3,000 year-old tradition that has manifested itself variously over the centuries in the Hindu, Buddhist, Jain, and Sikh religious communities. Classically, the purpose of yoga was primarily spiritual—to achieve liberation, enlightenment, or union with god—and only secondarily material and physical. The purpose of this class will be to introduce students to the rich philosophical, religious, and literary heritage of the yoga tradition, from Vedic times to the contemporary period. Among the sources to be considered will be the Upanishads, Bhagavad Gita, Patanjali's *Yoga Sutras*, selected Puranas and Tantras, the Hatha Yoga Pradipika, the *Yoga-vasishtha*, and several modern commentaries and

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scholarly analyses of the yoga tradition. To enrich understanding of this tradition the course will also incorporate some basic instruction in classical Sanskrit, the primary language of the yoga tradition. Instructor permission required.

W 02:30PM-05:20PM

FPH 105

HACU-0299-1

IP

### **Division II Independent Projects in Film, Photography, Video and Installation**

Joan Braderman;

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

NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster. Instructor Permission Required.

W 06:00PM-09:00PM

JLC 131

HACU-0305-1

IP

### **Advanced Studio Projects:Reconsidering the Every Day**

Daniel Schrade;

This advanced seminar will offer space for a discourse on interdisciplinary visual art productions on a Division III level. The goal of this course is to conceptualize, create, reflect and present a project in relation to contemporary, western and non-western art productions. Modern and postmodern movements will be introduced as a means of contextualizing studio work. Classes will consist of studio work, individual and group critiques. Additional class time will be spent discussing your thoughts regarding readings, lectures and projects. Students will have to present a paper on an artist to be assigned. Instructor Permission Required. Field trip.

W 01:00PM-03:50PM

ARB STUDIO 2

HACU-0307-1

IP

### **Think. See. Do--Concentrations in Studio Architecture**

Thomas Long;

This course is open to second year Division II and Division III students as well as Five College Architectural Studies seniors. It is designed to enable students to develop individual projects in a collaborative studio setting. This course will be marked by an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. Students will work to further develop their self-proposed projects while learning new design and representational skills to both gain additional insights and hone additional tools for their particular exploration. Students will work with multiple methodologies and techniques to address a wide range of issues from the theoretical to the actual, incorporating new means, methods and applications learned throughout the course. Students must have an individual project ready or in progress at the start of the term. Five College students should have an established work methodology, have taken several studios in architectural design and intend to use this course to complete a compressed single-semester thesis project.

TTH 09:00AM-11:50AM

EDH 3

HACU-0319-1

PR

### **Marking Place: Case Studies in Modern and Contemporary Art, Architecture, Performance, and Design**

Karen Koehler;

This proseminar will be an opportunity for students to develop an advanced research project on any artist, writer, designer, picture, text, building, monument, or site from the 19th, 20th and 21st centuries--instances when and where art, fashion, literature, locale, and life were fused. We will explore traditional forms of texts, paintings, performances,

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photographs, as well as domestic and/or metropolitan spaces. We will consider new media and works that blur boundaries, or question the very edges of any definition of place. Anyone from Claude Monet to Mona Hatoum, from Walter Benjamin to Lewis Hyde, from Loie Fuller to the Tiller Girls, from Emile Zola to Pascal Mercier might be examined; anywhere from Bloomsbury to Greenwich Village, from Saigon to Soweto, from Chandigarh to Ground Zero could be the focus of a student project. How are spaces (both intimate or public) marked by texts? How does space progress a narrative? When is a house an (auto)biography? Can a city define a life? Is locale an actor in a transnational world? Critical theories, essays, novels, and specific sites, images, objects, films, and structures will be read. Open to Division III and advanced Division II students only.

W 01:00PM-03:50PM

EDH 1

HACU-0331-1

PR

### **Computer Music 2**

Daniel Warner;

This course will focus on topics in sound synthesis and composition using the MAX/MSP/JITTER Programs. Students will undertake projects in interactive and algorithmic composition, advanced synthesis techniques, and multimedia. Other topics to be covered include sound analysis, theories of timbre, and concepts of musical time. Prerequisite is HACU290 Computer Music 1 or equivalent course.

TH 12:30PM-03:20PM

LIB B3

HACU-0399-1

IP

### **Film/Photography/Video Studies Seminar**

Kara Lynch, Robert Seydel; Robert Seydel

This course is open to film, photography and video concentrators in Division III and others by consent of the instructor. The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a forum for meaningful criticism, exchange, and exposure to each other. In addition, various specific kinds of group experience will be offered, including lectures and critiques by guest artists and professionals and workshops in advanced techniques. The course will include discussions of post-graduate options and survival skills including tips on fundraising, exhibition and distribution, and graduate school applications. There will be a \$50 lab fee. Enrollment is limited to Division III concentrators; contracts must have been filed prior to enrollment. All others must have permission of the instructor. NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

W 01:00PM-05:00PM

JLC 131

W 01:00PM-05:00PM

JLC 120

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-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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HACU-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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### INTERDISCIPLINARY ARTS (IA)

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

#### **Elementary Spanish**

Maya Krinsky;

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-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

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

#### **Introduction to Writing**

Deborah Gorlin;

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

TTH 10:30AM-11:50AM

GRN WRC

IA/LS-0112-1 **DR PR**

#### **Elementary Chinese II**

Chen Zhu;

Elementary Chinese II: Elementary Chinese II: This course covers the second semester of beginning Chinese (LS/IA 111). It will be taught by Chen Zhu, a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by K. Johnson. The course will continue to use the Integrated Chinese textbook series and will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 2; Integrated Chinese Workbook Level 1, Part 2; Integrated Chinese Character Workbook, Level 1, Part 2. The class will meet three times a week (Monday, Wednesday 5:00-5:50, Friday 3:30-4:20) for one hour each session; there are also two one-hour drill sessions per week (Tuesday and Thursday 5:00-5:50) for a total of five class periods per week. Students who complete this class will be able to continue studying Chinese at the intermediate level at any of the other Five Colleges. Prerequisite for this class is one semester of college level Chinese or the equivalent. PRJ, MCP, PRS.

MTWTHF 05:00PM-05:50PM

FPH 103

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

IA/LS-0118-1 **DR**

### **Elementary Yiddish**

Ildi Kovacs;

Yiddish was the spoken language of the Jews of central and eastern Europe for 1,000 years, and it produced a remarkable written literature. This course is an introduction to the Yiddish language from cultural and historical perspectives. We will learn the fundamentals of grammar, vocabulary and pronunciation designed for beginning conversation, reading and independent work with Yiddish texts. Prior knowledge of Yiddish, Hebrew or German helpful but not required. PRS

MWF 09:15AM-10:45AM

YBC YBC

IA-0120-1 **DR**

### **Sculpture Foundation**

William Brayton;

In this course fundamental sculptural ideas will be introduced in relation to the development of fabrication skills in a range of media including clay, wood, plastic, steel, and concrete. Student generated imagery in sculpture will foster discussions around representation, abstraction, the body, technology, public art, and installation art. Readings, slide lectures, visiting artists and group critiques will further establish a creative and critical environment for the development of independent work in three dimensions. A lab fee of \$80 will cover most materials. This course satisfies Division I distribution requirements. EXP, PRJ.

TTH 09:30AM-11:50AM

ARB SCULPT

IA/LS-0124-1 **DR PR**

### **American Sign Language Level II**

Ruth Moore;

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

TTH 12:30PM-01:50PM

FPH 108

IA-0131-1 **DR**

### **Playwriting**

Ellen Donkin;

Our work in this course will be more or less equally divided between reading plays and writing a one-act. The plays we read, which will include a wide variety of playwrights, will inform our exercise work even as they deepen and extend our sense of drama as a form. We will be paying particular attention to the way character is revealed through dialogue, ways to unfold exposition, segmentation of dramatic action, and how dialogue is shaped by character activity. This course is designed for students who have not yet filed their Division II. EXP, MCP, PRS, REA

MW 10:30AM-11:50AM

EDH 5

IA-0159-1 **DR PR**

### **Sequential Imagery I**

Thomas Haxo;

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

TTH 09:30AM-11:50AM

ARB STUDIO 2

## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

IA-0160-1 **DR**

### **Drawing Foundation**

William Brayton;

Drawing Foundation: 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. This course satisfies Division I distribution requirements. EXP, PRJ.

TTH 01:00PM-03:20PM

ARB STUDIO 1

IA-0161-1 **DR**

### **Living For Tomorrow I: cultural contestations, gender politics and the AIDS epidemic**

Jill Lewis;

Living For Tomorrow I: cultural contestations, gender politics and the AIDS epidemic: What critical and creative tools can we explore to develop sexual safety education that is vivid and engaging? What does it mean to question gender norms in different cultural contexts? How can we design initiatives that involve young people actively in questioning gendered sexual behaviours that reproduce risk and damage and enable them to help stem the HIV/AIDS epidemic? In this course we will look at cultural texts - to open discussion of gender and how masculinity and femininity are culturally scripted. A particular emphasis will be on masculinity and sexual safety, and on ways gender research importantly questions the institution and behaviours of heterosexuality. The Living for Tomorrow course will take these questions into the context of the HIV/AIDS epidemic - relating the cultural scriptings of gender to this urgent contemporary political crisis the world faces. The course draws on instructor's experience of working to build gender-focused HIV prevention initiatives in various different cultures. The course will include participatory learning work and designing creative input for HIV prevention educational action that can stimulate critical literacy about the gender system among young people. It will lay groundwork for participating students to consider education implementation possibilities with young people. Please note this is a course primarily for Division I students. EXP, MCP, PRS, PRJ, REA, WRI.

MW 10:30AM-11:50AM

LIB KIVA

IA-0170-1 **DR**

### **Out of Character: Writing and Performing the Monologue**

Djola Branner;

The focus of this course is self-scripting and performing dramatic material. Students will edit and revise written drafts based on hearing and performing their work aloud. Particular attention will be paid to writing dramatically from different points of view. The same events and circumstances, when recounted by one individual, may be utterly altered when recounted by someone else. Likewise, one individual may have a completely different perspective on the same event when speaking from a different state of emotion (i.e. a state of anger versus a state forgiveness.) We will explore ways in which gender, class, and culture can shift a playwright's perceptions, and use rhythm, syntax, and breath to create dynamic characters for the stage. We will also read and deconstruct contemporary monologues of writers such as Anna Deavere Smith, John Leguizamo, Lisa Kron, Laurie Carlos and Eric Bogosian. REA, WRI, EXP, PRS, PRJ, MCP.

TTH 12:30PM-03:20PM

EDH 104

IA/LM-0180-1 **DR**

### **Design Fundamentals**

Donna Cohn;

Design Fundamentals I: This is an introductory level design class that will begin with a series of guided activities and culminate in a final independent project. Students will become familiar with a range of basic design tools and skills, such as drawing, model making and prototyping in materials such as cardboard, metal and plastic. We will also consider aesthetics, manufacturability and usability of the objects we create. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. There is a \$60 lab fee. EXP, PRS, PRJ.

TTH 10:30AM-11:50AM

LCD SHOP

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

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

### **Social Entrepreneurship Part II**

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

### **Intermediate Spanish I**

Kelsey Camire;

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](http://www.ili.edu)). For more information regarding placement, please contact Caroline Gear, Director of Programs, [caroline@ili.edu](mailto:caroline@ili.edu).

TTH 12:30PM-03:20PM

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](http://www.ili.edu)). For more information regarding placement, please contact Daniel Cuenca, [dcuenca@hamshire.edu](mailto:dcuenca@hamshire.edu)

TTH 12:30PM-03:20PM

FPH 105

IA-0211-1

**IP**

### **Teaching Art in The Elementary School**

Jana Silver;

This course will explore methods of teaching art to children in grades K-6. We will focus on visual arts teaching by exploring art materials and techniques appropriate for a K-6 art program. Students will prepare themselves for behavior, academic and circumstantial situations which might arise in an art classroom. The first half of the semester will include discussions and exploration of contemporary issues within the field of Art Education. Students will work individually to create art lesson plans and they will experience working as a team by using group consensus to make decisions and plan an

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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after-school art program. The second half of the semester students will teach art to children. They will apply much of what they have learned by experiencing hands-on team teaching in a local elementary school. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, PRS, REA, WRI. Entry into this course is based on instructor's permission. Contact instructor for details [jsilver@hampshire.edu](mailto:jsilver@hampshire.edu).

M 01:00PM-03:50PM

FPH 102

IA-0212-1

PR

### **Formative narratives in times of a pandemic: human conundrum and HIV realities**

Jill Lewis;

This course will explore diverse cultural and social factors that have shaped the HIV epidemics in different parts of Africa and among certain populations in the US. It will look at the ways we have come to understand, imagine and respond to the problems HIV poses. While attentive to issues surfacing internationally in the face of HIV and AIDS, we will examine some of the realities framing HIV and AIDS in different parts of Sub-Saharan Africa and African American communities in the US today. The aim is to excavate the complexity of the political, economic, religious and cultural visions that have prevailed in the recent decades, and explore how attitudes and beliefs about gender and sexuality remain key obstacles to engaging with HIV more effectively, through the assumptions, stigma and discrimination they can fertilise. Films will open discussion about creative representations of HIV at particular times in particular places. Students will build a portfolio of short papers and each undertake a larger collaborative/joint research project focused on a particular angle of the challenges in building innovative and creative responses to HIV prevention, linking analysis to active engagement. This is a course for Div II students. Students interested in working with arts and social action focus are particularly welcome (- as are men students - who, internationally, tend to shy away from HIV issues - the issue needs you!). Readings will include Kalpeni et al, HIV & AIDS in Africa: beyond epidemiology; Epstein, The Invisible Cure: Africa, the West and the Fight against AIDS; Boler & Archer, The Politics of Prevention: a Global Crisis in AIDS and Education; Susser, AIDS, Sex and Culture; Levenson, The Secret Epidemic: the Story of AIDS and Black America. Films will include: Beat the Drum, Yesterday, The Silent Partner- HIV in marriage; The Heart of the Matter; Scenes from Africa, Steps for the Future, Philadelphia, And the Band Played On, All of Us.

TTH 12:30PM-01:50PM

FPH 107

TTH 02:00PM-03:20PM

FPH 107

IA-0213-1

DR

### **A Century of British and Irish Drama**

Talya Kingston;

This course will take a close look at plays written in Britain and Ireland over the last century, exploring works by playwrights such as John M. Synge, George Bernard Shaw, Shelagh Delaney, Harold Pinter, Carol Churchill, Brian Friel and Martin McDonagh. Each week will be devoted to a different playwright. Students will both examine how the plays speak to the particular time and society in which they were written, and explore the creative potential of producing them on our own stages now. This course satisfies Division I distribution requirements. PRS, REA, WRI.

MW 09:00AM-10:20AM

EDH 4

IA-0214-1

DR

### **ACTivism: Theatre As Social Change**

Natalie Sowell;

How has art provoked social change? Can theatre be an instrument of social action? How do the principles of organizing intersect with the art form of theatre? In this class we will explore innovative and non-traditional strategies and tactics for mobilizing for social change. Throughout the semester, we will acquaint ourselves with the history, theory and practice of applied theatre forms such as guerilla theatre, living newspaper theatre, theatre of the oppressed, sociodrama, theatre for development, and community-based theatre. In order to comprehend the practical participatory nature of applied theatre for social change, we will work as artist activists creating, practicing and implementing some of these different modes of theatre. This class centers on Paulo Freire's principle of praxis--the inseparability of reflection and action, theory and practice--in pursuit of social change. Lab time will be used periodically. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, PRS, REA.

W 02:30PM-05:20PM

EDH 104

F 02:30PM-05:20PM

EDH 104

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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IA-0215-1

### **Hip Hop Theatre (Offered at UMASS)**

Djola Branner, Priscilla Page

This course examines the influence of hip-hop music, dance and visual art on the content and character of contemporary American drama. Primary considerations are identifying this "new" aesthetic, its origins and major players, and exploring the convergence of art, culture, politics and community. We will deconstruct the works of such theatre artists as Carl Hancock Rux, Will Power, Renita Martin, Rennie Harris, Kamilah Forbes, Rha Goddess and Zell Miller III. Please Note: This course is Theater 397R located in the Fine Arts Center 201 at UMASS, Hampshire students MUST register for this course through the Five College request system.

MW 02:30PM-03:50PM

IA-0225-1

IP

### **Practices of Dramaturgy**

Talya Kingston;

What is dramaturgy? In answering this question, students will learn how to evaluate scripts and investigate different methods of production research. They will also have the opportunity to examine production notebooks, cut and adapt scripts, and take a critical look at a variety of different models of post-performances dialogue. Practical dramaturgy allows us to locate the story we are telling on stage not just through the script, but through casting decisions, design components and communication with audiences. Instructor Permission required.

TTH 12:30PM-01:50PM

EDH 1

IA-0228-1

### **Storytelling As Performance: Voice, Body, Narrative**

Natalie Sowell;

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

TTH 10:30AM-12:30PM

EDH 104

IA-0229-1

DR PR

### **Object and Environment**

Gregory Kline;

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

TTH 01:00PM-03:20PM

ARB SCULPT

IA-0230-1

DR

### **Setting the Stage: Three Planks and a Passion**

Peter Kallok;

There are processes designers in the theatre must undertake to realize the physical world of a play. Within the performing arts no single aspect of design exists in isolation and no designer should fly solo. Moving through a series of individual and group exercises, students will begin to develop their own process toward expressing the passion of a theatre work through their designs. Throughout the semester students will develop a design vocabulary that allows for collaboration and interplay, while producing unified and coherent design work. This semester particular emphasis will be placed on scenic and costume design. Students will be introduced to the tools of design communication: drafting, models,

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rendering, etc. as they learn to discuss and to respond to performance works. This course satisfies Division I distribution requirements. EXP, PRS, PRJ

MW 10:30AM-11:50AM

EDH 104

IA-0236-1

DR

IP

### **The Practice of Literary Journalism**

Michael Lesy;

Literary journalism encompasses a variety of genres, including portrait/biography, memoir, and investigation of the social landscape. At its best, literary journalism uses such dramatic devices as plot, characterization, and dialogue to extend and elaborate the who/what/where/when/and why of traditional journalism. By combining evocation with analysis, immersion with investigation, literary journalism tries to reproduce the complex surfaces and depths of the real world. Books to be read will include: (1) Kerrane and Yagoda's *Art of Fact*; (2) Filkins' *Endless War*; (3) Malan's *My Traitor's Heart*; (4) Oliver Sack's *Awakenings*; (5) Wendy Doniger's *The Implied Spider*. Students will be asked to write as many as six, medium length nonfiction narratives. These narratives will require participant-observation of local scenes and interview/conversation with the people who inhabit them. Students will then be asked to extend these "short stories" into longer pieces that have casts of "characters" and plots. The very best of these longer pieces may be published in *LIVING NOW*, the online magazine. All fieldwork will demand initiative, patience, curiosity, and guts. The writing itself will have to be excellent. An ability to meet weekly deadlines as well as well-prepared class participation will be required. No excuses. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, PRS, REA.

TTH 09:00AM-10:20AM

FPH 102

IA/LM-0237-1

### **Appropriate Technology in the World**

Donna Cohn;

This course will look at the issues involved with design and fabrication in situations where there are limited resources. Students will engage in the hands-on study and design of technologies considered appropriate for less developed and small-scale local economies. Topics will include water quality, human powered cargo transportation, energy production, food storage and preparation, and wheelchair technologies. We will consider factors that make for successful adoption and widespread use of appropriate technologies. There is a \$60 lab fee.

MW 10:30AM-11:50AM

LCD SHOP

IA-0241-1

### **Digital Art: Multimedia, Malleability and Interactivity**

John Slepian;

Proceeding from the premise that the ideas behind a successful artwork should be intimately related to its materials, this course will investigate three of the most significant characteristics of digital media. We will work with a wide variety of tools that allow for the creation and manipulation of various media, including bitmap and vector images, 2D animation, and sound. Students will create a series of conceptually based digital artworks, culminating in an interactive multimedia final project. Readings will include essays by diverse authors such as Richard Wagner, Walter Benjamin, Norbert Weiner and Nam June Paik.

MW 02:30PM-03:50PM

ASH 126

MW 04:00PM-05:20PM

ASH 126

IA/SS-0249-1

### **East African Popular Culture**

George Gathigi;

This course will examine the processes of producing popular culture and its outcomes. We will read and write about the presence of popular expression in East Africa by examining specific forms including East African hip-hop, radio and television drama, comics, and other forms of artistic expression from Kenya, Tanzania, and Uganda. We will examine how new technologies have influenced the development of popular culture, the relationship between "traditional" and "modern" forms of expression, and how popular and serious texts intersect in nationalist and gender politics. This course will incorporate Swahili language materials leading to an indirect study of the language at all levels. Knowledge of Swahili is not a prerequisite.

MW 01:00PM-02:20PM

FPH 107

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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IA-0257-1      **DR**    **PR**

### **Intermediate Drawing**

Nathaniel Cohen;

In Intermediate Drawing, students will continue to learn and refine fundamental drawing techniques and will proceed to develop independent work through ongoing exploration of more advanced techniques, contemporary drawing formats, materials, and their thematic interests. Drawing assignments will focus on self-expression and working out formal problems through both observation and abstraction. Supporting materials and sources may include found elements and photographic, digital, and mass-produced imagery. Students will also engage in research of historical and contemporary artists. In-class assignments and independent work will be reviewed in regular critiques. All students will be expected to participate actively in class and to develop and revise their work throughout the course. Students will learn to use drawing to express their thoughts and formal concerns and to gain a greater understanding of how drawings function to communicate ideas. All work will be compiled in a final portfolio. Prerequisite: Drawing Foundation or equivalent. This course satisfies Division I distribution requirements. EXP, PRJ. Lab fee: \$40.00

TTH 09:30AM-11:50AM      ARB STUDIO 1

IA/LM-0259-1      **DR**

### **Electronics and Assistive Technology**

Stephen Banzaert;

This course will familiarize the student with some of the basic techniques of electronic design and fabrication by exploring how those techniques can be used to create assistive devices. The course will focus on developing these techniques by working on a number of projects inspired by outside partner groups and individuals. Students are encouraged to build on pre-existing devices as well as design solutions from scratch. This will be a project-based course; the majority of class time will be spent experimenting and building. Prior experience with electronics is not required, but the student should be comfortable using basic hand tools. Each student will be supplied with a course kit which will include all the necessary tools as well as a variety of common and useful electrical components. This course satisfies Division I distribution requirements. There is a lab fee of \$90. EXP, PRJ, PRS.

TH 12:30PM-03:50PM      LCD CLASS

IA-0264-1      **PR**

### **The Past Remembered: Photographs, Facts and Fictions 1935-1943**

Michael Lesy;

This course will study the United States, 1935-1943, using an array of primary and secondary visual and written sources. These sources will include: (1) One hundred and forty-five thousand black and white images made of the American people by a team of documentary photographers employed by the US government (These photographs are in the FARM SECURITY/OFFICE OF WAR INFORMATION COLLECTION. This collection is available on-line, through the Library of Congress? American Memory website). (2) The Historical NEW YORK TIMES and the Historical CHICAGO TRIBUNE, available as on-line data bases. (3) David M. Kennedy's Pulitzer Prize winning FREEDOM FROM FEAR, THE AMERICAN PEOPLE IN DEPRESSION AND WAR, 1929-1943. (4) Period novels and oral histories (e.g. Lorena Hickock's ONE THIRD OF THE NATION). Students will learn to choose and use excerpts from this array of images and texts to build narrative sequences of words and pictures that like movies with soundtracks tell true stories about this country and our shared pasts. Students will be expected to create sequences of words and images that from week to week will be the work product of this course. This course is designed for artists who are intellectuals, and intellectuals who are artists. Prerequisite: Secondary school Advanced Placement in American History, and/or American Literature courses OR: College courses in American history and/or American Literature.      MW 09:00AM-10:20AM      FPH 102

IA-0280-1      **PR**

### **Short Story Fiction Workshop**

Nathalie Arnold;

This short-story workshop is only open to students in Division II. Students will write two new short stories of their own design, revise one of the two, and also respond, orally and in writing, to each other's work. We will read contemporary U.S. and international short story collections as well as contemporary fiction magazines/journals that publish the work of emerging writers. Our interest is in reading and producing short fiction, and in developing a common language for articulating and addressing issues of story construction, craft, and the use of language in general. Likely authors: Shelley Jackson, Daniyal Mueenuddin, Donald Ray Pollock, Edward P. Jones, Claire Castillon, issues of "Granta," "Zoetrope," and "The Kenyon Review." Prerequisites: College-level writing course with intensive peer critique.

T 06:30PM-09:20PM      GRN WRC

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



## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

IA-0286-1

IP

### **Poetry Workshop**

Heather Madden;

Francis Ponge wrote, "Halfway between cage (cage) and cachot (prison cell), the French language has cageot, a simple openwork container for transporting fruits that sicken at the least hint of suffocation" (trans. by Margaret Guiton). In this poetry workshop, we'll read critically, write copiously, revise fervently, imitate with abandon, and experiment with language, line, and form?all in the hopes of understanding how we can effectively transfer what we observe into the cageot of language. In addition to completing in-class and out-of-class exercises, members will produce poems for workshop sessions; engage in critical discussions of peer work; complete a collaborative presentation; and submit a final portfolio that includes: drafts and revisions of eight poems, one critical analysis, and a statement of poetic disposition. Members should bring a poem they admire to the first class meeting. Please note: the class is limited to 16 students so that each workshop member is offered individualized attention. Instructor permission is required. Please contact Heather Madden hmadden@hampshire.edu

TH 12:30PM-03:20PM

EDH 2

IA/SS-0289-1

IP

### **Poetry and Childhood**

Rachel Conrad;

In this advanced seminar we will consider questions of power, perspective, and experience regarding children and adults, examine works in poetry (primarily 20th century English and American poetry) that take up ideas about children and childhood, and explore poetry-writing in relation to thinking about children and childhood. Our goal will be to balance attention to questions about ideas with a consideration of questions about creative form. Assignments will encompass critical reading, analytic writing, and creative writing. Students will work on their own poetry writing as well as learn about methods for supporting young people's writing of poetry. Instructor Permission required.

F 09:00AM-11:50AM

FPH 101

IA-0295-1

DR PR

### **Writing the Fantastic: Science Fiction, Fantasy, Horror**

David Durham;

Robert A. Heinlein is credited for coining the term "Speculative Fiction." He wanted to distinguish his serious science fiction from the lighter fare the genre was most noted for. The term has been debated ever since, but I'd argue it defines literary works that prominently feature fantastic elements. This course will explore the concept through the reading and writing of quality genre fiction. We'll read speculative works in a variety of sub-genres. Students will respond to the texts by writing short fictional pieces. Later, each student will focus on a longer story in the genre of their choosing. Authors may include: Margaret Atwood, Paolo Bacigalupi, Elizabeth Bear, Aimee Bender, Octavia Butler, Michael Chabon, Ted Chiang, Neal Gaiman, Joe Hill, Jay Lake, Kelly Link, James Patrick Kelly, Stephen King, George RR Martin, Cherie Priest, Dan Simmons, John Scalzi, SM Stirling. Prerequisite: At least one fiction writing course. This course satisfies Division I distribution requirements. EXP, PRS, REA, WRI.

M 02:30PM-05:20PM

FPH 101

IA-0298-1

IP

### **Mysterious Fictions: writing about secrets**

Natalie Arnold;

Why are secrets so fascinating? Is every story a mystery at heart? When should the hidden remain hidden, or all truths be told? This introductory course assumes that managing the tension between the said and the unsaid can be central to any story's success. We will read stories about different styles of secrets: family secrets, unsolved secrets, terrible secrets and different kinds of characters who keep, reveal, and actively seek to discover secrets of their own or those of others. Inventing and writing about various types of secrets, class members will acquire skills for balancing the hidden and the known in stories of their own. Through focused writing exercises and short fiction assignments, students will learn to create believable characters who keep, discover, or spill secrets; and write effective scenes in which the implications of a secret are felt but not told, as well as convincing depictions of secrets revealed. Student should have taken at least one 100 or 200-level creative writing course that featured significant peer reviews/workshops. Instructor Permission Required.

W 12:30PM-03:20PM

EDH 5

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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IA/LS-0312-1 **PR**

### **Third Year Chinese II**

Chen Zhu;

Third Year Chinese II: This course will be taught by Chen Zhu, 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 Integrated Chinese Level 2 or its equivalent (approximately two and a half years of college level Chinese). The main text for the semester will be *All Things Considered: An Advanced Reader of Modern Chinese*. Emphasis will be placed equally on speaking, reading, and writing. The class will meet three times a week (Monday, Wednesday and Fridays, from 4:00-4:50; 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 Integrated Chinese Level 2 or equivalent. For any questions contact Kay Johnson (kjohnson@hampshire.edu) or Chen Zhu (czLS@hampshire.edu) via email.

MWF 04:00PM-04:50PM FPH 103

IA-0329-1 **PR**

### **Advanced Swahili for Development Policy Studies**

Agnes Kimokoti;

Reading and discussion of policy documents and issues affecting the East African countries of Tanzania, Kenya and Uganda. Topics include: education, agriculture, natural resources and economics. Taught in Swahili. Prerequisites: Swahili VI or equivalent

TH 06:30PM-08:30PM LIB B3

IA-0330-1 **PR**

### **Advanced Sculpture: Emphasis on the Figure**

Thomas Haxo;

In this course students will refine their technical and perceptual skills in response to the human form. The course will focus on the full figure allowing students to explore this challenging subject from multiple perspectives. Historical and contemporary issues and approaches to the figure will be elucidated through slide presentations, critiques, and independent research. A \$80 lab fee will cover most materials. Intermediate sculpture at the college level is recommended.

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

IA-399A-1 **IP**

### **Advanced Seminar in Writing**

Lynne Hanley, Paul Jenkins

This course is a workshop for students doing independent projects in writing poetry, fiction, and literary non-fiction. Participants are expected to present work in progress, to read and write critiques of their classmates' work, and to participate in class discussions. Both students and the instructors will assign readings for the class as a whole, and students should expect to read a wide range of published work in a number of different genres. This course is open to Division III IA (Interdisciplinary Arts) concentrators in creative writing.

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

IA-1IND-1 **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.

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.

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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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

### LEMELSON PROGRAM (LM)

LM/IA-0180-1 **DR**

#### **Design Fundamentals**

Donna Cohn;

Design Fundamentals I: This is an introductory level design class that will begin with a series of guided activities and culminate in a final independent project. Students will become familiar with a range of basic design tools and skills, such as drawing, model making and prototyping in materials such as cardboard, metal and plastic. We will also consider aesthetics, manufacturability and usability of the objects we create. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. There is a \$60 lab fee. EXP, PRS, PRJ.

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

LM/IA-0193-1

#### **Social Entrepreneurship Part II**

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 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-0237-1

#### **Appropriate Technology in the World**

Donna Cohn;

This course will look at the issues involved with design and fabrication in situations where there are limited resources. Students will engage in the hands-on study and design of technologies considered appropriate for less developed and small-scale local economies. Topics will include water quality, human powered cargo transportation, energy production, food storage and preparation, and wheelchair technologies. We will consider factors that make for successful adoption and widespread use of appropriate technologies. There is a \$60 lab fee.

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

LM/IA-0259-1 **DR**

#### **Electronics and Assistive Technology**

Stephen Banzaert;

This course will familiarize the student with some of the basic techniques of electronic design and fabrication by exploring how those techniques can be used to create assistive devices. The course will focus on developing these techniques by working on a number of projects inspired by outside partner groups and individuals. Students are encouraged to build on pre-existing devices as well as design solutions from scratch. This will be a project-based course; the majority of class time will be spent experimenting and building. Prior experience with electronics is not required, but the student should be comfortable using basic hand tools. Each student will be supplied with a course kit which will include all the necessary tools as well as a variety of common and useful electrical components. This course satisfies Division I distribution requirements. There is a lab fee of \$90. EXP, PRJ, PRS.

TH 12:30PM-03:50PM LCD CLASS

## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

### LANGUAGE STUDIES (LS)

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

#### **Elementary Spanish**

Luis Loya, Caroline Gear; 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-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-0112-1 **DR PR**

#### **Elementary Chinese II**

Kay Johnson, Chen Zhu

Elementary Chinese II: Elementary Chinese II: This course covers the second semester of beginning Chinese (LS/IA 111). It will be taught by Chen Zhu, a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by K. Johnson. The course will continue to use the Integrated Chinese textbook series and will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 2; Integrated Chinese Workbook Level 1, Part 2; Integrated Chinese Character Workbook, Level 1, Part 2. The class will meet three times a week (Monday, Wednesday 5:00-5:50, Friday 3:30-4:20) for one hour each session; there are also two one-hour drill sessions per week (Tuesday and Thursday 5:00-5:50) for a total of five class periods per week. Students who complete this class will be able to continue studying Chinese at the intermediate level at any of the other Five Colleges. Prerequisite for this class is one semester of college level Chinese or the equivalent. PRJ, MCP, PRS.

MTWTHF 05:00PM-05:50PM

FPH 103

LS/IA-0118-1 **DR**

#### **Elementary Yiddish**

Ildi Kovacs;

Yiddish was the spoken language of the Jews of central and eastern Europe for 1,000 years, and it produced a remarkable written literature. This course is an introduction to the Yiddish language from cultural and historical perspectives. We will learn the fundamentals of grammar, vocabulary and pronunciation designed for beginning conversation, reading and independent work with Yiddish texts. Prior knowledge of Yiddish, Hebrew or German helpful but not required. PRS

MWF 09:15AM-10:45AM

YBC YBC

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

LS/IA-0124-1 DR PR

### **American Sign Language Level II**

Ruth Moore;

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

TTH 12:30PM-01:50PM FPH 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-03:20PM 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-03:20PM FPH 105

LS/IA-0312-1 PR

### **Third Year Chinese II**

Kay Johnson, Chen Zhu

Third Year Chinese II: This course will be taught by Chen Zhu, 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 Integrated Chinese Level 2 or its equivalent (approximately two and a half years of college level Chinese). The main text for the semester will be All Things Considered: An Advanced Reader of Modern Chinese. Emphasis will be placed equally on speaking, reading, and writing. The class will meet three times a week (Monday, Wednesday and Fridays, from 4:00-4:50; 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 Integrated Chinese Level 2 or equivalent. For any questions contact Kay Johnson (kjohnson@hampshire.edu) or Chen Zhu (czLS@hampshire.edu) via email.

MWF 04:00PM-04:50PM FPH 103

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

### NATURAL SCIENCE (NS)

NS-0114-1 **DR**

#### **Chemicals in Your Food: The Good, the Bad, and the Indifferent**

Nancy Lowry;

There is a lot written about chemicals in our food and drink, and the word has developed a bad reputation. But chemicals in what we buy to cook and eat fit a broad spectrum - from the aromas and flavors of herbs and spices, to natural pesticides plants produce so that they might escape being eaten, to polyphenols and other antioxidants present in surprising foods, to a myriad of synthetic additives. We would all be very surprised at the listing of the hundreds of compounds present in, say, a peach, not all of which would fit into the "good" or even "indifferent" categories. This 100-level course will explore the chemicals that are present in our food and drink, critically examine how our attitudes and choices are shaped by the way media present scientific research, and allow students to conduct their own literature research on some of their favorite food and drink choices. The text will be "On Food and Cooking, the Science and Lore of the Kitchen" by Harold McGee. Each student will be responsible for three oral presentations, and three short and one long paper. PRJ, PRS, REA, WRI.

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

NS-0128-1 **DR**

#### **Understanding Cultural and Linguistic Competence as a Central Strategy to Address Health Disparities**

Richard Aronson;

Cultural and linguistic competence in public health doesn't mean being an authority on the values and beliefs of every culture. It does mean holding deep respect for cultural and language diversity, developing awareness of the ways in which culture and language shape our views of health and healing, and learning how every encounter in public health and health care is cross-cultural in nature. We explore how personal, organizational, and systemic bias contributes to health disparities, and how such understanding provides opportunities for humanizing health policy and creating health equity. The course examines cultural and linguistic conflicts that arise in efforts to improve the health of people and communities and assesses the extent to which specific programs and policies make a lasting impact on health equity. MCP, PRJ, PRS, QUA, REA, WRI.

TTH 02:00PM-03:20PM CSC 316

NS-0134/0334-1 **DR**

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

Pamela Stone;

We are inundated with questions regarding diet, wellness and longevity. Often used words and phrases such as low fat, high fiber, no carbs, sugar free, calcium rich, anorexia, obesity, bone density, and supersize me, offer complex messages to the public. The interface between nutrition and popular culture fuels the core of this course. Students will work on independent projects that test popular notions about diet and nutrition using a broad range of methodologies and will design and carry out an original project on some aspect of food, nutrition and culture. Topics in human diet and nutrition will be examined from a biocultural perspective and will include current information on growth and development, nutrition and disease processes, diet and culture, anthropology, and genetics. PRJ, PRS, QUA, REA, WRI.

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

NS-0138-1 **DR**

#### **Health in America pre- and post-contact**

Pamela Stone;

This course explores the scientific, archeological and anthropological information, as well as traditional knowledge and oral tradition, on conditions of health for indigenous people in North America prior to colonization and the changing landscape of health and identity through colonization for all post-contact. Topics will include methods used to reconstruct and understand health and diet for past peoples. In addition, a wide range of life cycle events are explored using information from ethnographic, archaeological and historic documentation to assess health and wellbeing. For example, what was it like to give birth in AD 1000 or 1700? What was it like growing up? How long did people live and what was it like to grow old? What changed in health after colonization? MCP, PRJ, PRS, QUA, REA, WRI.

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

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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NS-0151/0351-1 **DR**

### **Tree Rings and Climate Change**

Lawrence Winship;

Standing as silent sentinels, trees in temperate regions record temperature, rainfall, amount of sunlight and response to disturbance in the width of their annual growth rings. We can use the patterns of these rings as surrogate climate records for years before people recorded weather data. In this project-based course, we will first learn the techniques of dendochronology, the science of reading tree rings, including collection and preparation of samples, data collections and analysis, and the biology of tree growth. We will travel to various sites around New England and collect tree cores in stands where the climate signal is likely to be strong and where we can also find evidence of significant ecological events such as fire, logging, hurricanes and farm abandonment. 300-level students will act as team leaders for the main course projects. PRJ, PRS, QUA.

WF 01:00PM-02:20PM

CSC 3-OPEN

F 02:30PM-05:00PM

CSC 1-AGRI

NS-0157/0357-1 **DR**

### **Sustainable Water Resources**

Christina Cianfrani;

All life requires water to survive. Where do we get our water? Where does it go? Will there always be enough? How can we manage our water resources to ensure there is enough? What policies affect these decisions? This course explores these topics using a systems approach to gain an understanding of how our water resources are intimately tied with the surrounding ecosystem. Topics include the water cycle, hydrologic budgets, urban stormwater management and low impact development. Students will read and discuss primary literature, delineate watershed boundaries, compute water budgets (at the watershed level and for their own water use), and complete a group design project. Each group will develop a design for a stormwater best management practice to be located somewhere on the Hampshire campus. Designs will include: assessment of need for improved stormwater management, building layout/plan, and stormwater calculations. Groups will be required to present their final designs to the class. PRJ, PRS, QUA, REA, WRI.

MW 10:30AM-11:50AM

CSC 333

NS-0167-1 **DR**

### **Structure of Randomness**

Kenneth Hoffman;

Many events, like developing cancer or winning the lottery, are apparently random when considered individually, but often possess a great deal of predictability when studied collectively. The elaboration of this insight is one of the most far-reaching developments of the last century, an understanding of which is arguably essential for anyone trying to make sense of the data and choices thrown at us daily. A variety of random processes has also been increasingly used to analyze and create music, art, and poetry. In this course we will develop the idea of stochastic (i.e., random) models for thinking about a wide range of phenomena in the sciences, arts, and everyday life. Topics will include elementary probability theory; risk analysis; mortality tables and their uses; stochastic music; computer-generated art; elementary statistics; and Markov processes. It is designed for all students, regardless of field of interest or prior love of mathematics. Computers will be used throughout the course, but no prior experience is assumed. EXP, PRJ, QUA.

MWF 02:30PM-03:50PM

CSC 2-OPEN

NS/CS-0177-1 **DR**

### **Aliens: Close Encounters of the Multidisciplinary Kind**

Salman Hameed;

This course can be summed up as everything you wanted to know about aliens but were afraid to ask (a scientist). The course will explore the topic of extraterrestrial intelligence from the perspective of several different fields. We will look at the history of UFO sighting claims and analyze the reliability of eye-witness testimonies, explore psychological & sociological reasons behind claims of alien abductions, and analyze the current state of the search for extraterrestrial intelligence (SETI) from the perspective of astronomy and planetary research. We will also examine how film and television have shaped our view of aliens in popular culture. We will conclude the course by looking at religions that have been inspired by UFOs and extraterrestrials. REA, WRI, PRJ.

MW 10:30AM-11:50AM

ASH 111

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

NS-0198/0398-1 **DR**

### **Ever Since Darwin**

Lynn Miller;

Humans vary: some short, some tall; some fat, some thin; some prolific, some nearly or completely sterile; some clever, others dull; some successful and others failures. How much of this variation is due to variation in the genes, how much due to different environments, and how much due to developmental variation - not coded for or predetermined? Although this question has been studied ever since Darwin, many molecular biologists, geneticists, and "evolutionary psychologists" (as they term themselves), have concluded that it's all in the genes. However, no genes have been found that affect most of the variations listed above. Why have so many become so hereditarian in outlook? In this seminar we will read a tiny fraction of the recent literature on the attempts of some to "geneticize" everything from children's alleged dislike of spinach to various addictions to "brain modules" evolved on the African savannah. The principal texts are Lewontin's *The Triple Helix* and Moore's *The Dependent Gene*. All students are expected to pick a single topic of interest to them and to write a series of essays on that topic from the original literature. 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. PRJ, PRS, QUA, REA, WRI

TTH 09:00AM-10:20AM

CSC 2-OPEN

NS-0203-1

**PR IP**

### **Chemistry II**

Dulasiri Amarasiriwardena;

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

MWF 09:00AM-10:20AM

CSC 121

M 01:30PM-04:30PM

CSC 2-CHEM

NS-0207-1

### **Ecology**

Charlene D'Avanzo;

This course is an introduction to the field of ecology, including population, community and ecosystems ecology. We will apply these aspects of the discipline to pressing environmental issues such as climate change and introduced species. Students will read and present numerous research articles and conduct field research in local habitats such as the Holyoke Range, a fire community, and Hampshire's Farm Center. This class is designed for a range of students interested in ecology, environmental studies, agriculture, and conservation.

TTH 09:00AM-10:20AM

CSC 316

TH 01:00PM-04:00PM

CSC 3-OPEN

NS-0211-1

### **Climate Change: Exploring the Science and Solutions**

Robert Deconto;

An increasing body of observations gives a collective picture of a warming world and widespread changes in the different components of the climate system. Students in this course will examine the causes and impacts of past, present, and future climate change. Climate change is clearly an issue of increasing concern because of its potentially escalating and far-reaching impacts. This has brought the topic of "global warming" very much into the public eye and to the forefront of political debate. This course focuses on the science of climate change, highlighting what is known and what remains uncertain. Possible mitigation strategies for dealing with future environmental change on local, regional, and global scales will also be explored. Students will be encouraged to debate the issues actively and critically, both verbally and in writing.

TTH 02:00PM-03:20PM

CSC 2-OPEN

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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NS-0215-1

### **The Politics, Geography and Management of New England Natural Areas**

Pete Westover;

New England has a tremendous diversity of natural areas of ecological, historical, and wildlife importance. In this class students will become familiar with political and ecological issues involved with the protection and management of many of those areas. The course is designed for students interested in environmental politics, ecology, land management, and the workings of resource protection agencies. The course will include field trips and guest lectures from government and private sectors. These guests will provide on-the-ground stories from the front line about issues relating to forestry, endangered and invasive species, wind power, threats from abutting owners, development, and others. Individual and team projects will include three short preliminary papers and a more detailed final 10-page write-up and presentation focusing on a specific area or resource issue. Areas to be studied include rivers, bogs, old-growth forests, sand plains, mountain environments, and other preserved areas.

T 12:30PM-01:50PM                      CSC 202

F 01:00PM-04:00PM                      CSC 202

NS-0216-1

### **Field techniques in fisheries ecology, conservation, and management**

Jeffrey Legros;

Freshwater ecosystems and their diverse biological communities are among the most imperiled resources in the world. Among freshwater organisms, fish are perhaps the most recognizable, studied, understood, and anthropogenically important fauna. This course will combine fieldwork, site visits, hands-on lab exercises, and classroom discussions to demonstrate common practices in fisheries conservation and management. Topics will include fish identification, habitat measurement and mapping, fish tagging and tracking, fish restoration, and biological assessment of stream ecosystems using fisheries information. We will explore common themes and concepts of freshwater fisheries ecology and gain practical experience in several fisheries conservation and management field techniques. The class will take several fieldtrips to various locations throughout the Pioneer Valley, including local rivers and streams, to view and experience fisheries conservation and management first-hand.

W 02:00PM-05:00PM                      CSC 1-ECOL

NS-0221-1

### **Comparative Animal Physiology with Lab**

Cynthia Gill;

This course will cover physiology of organ systems within animal phyla with special emphasis on physiological adaptations of organisms to their environment. Topics will include osmoregulation, temperature regulation and neural, cardiovascular, respiratory, renal, digestive and endocrine function. One focus will be on cellular and molecular mechanisms common across systems and phyla. We'll also examine unique adaptations to extreme environments. Students will engage in class problems, lectures, lab exercises, and reading of text and primary science literature.

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

W 02:30PM-05:00PM                      CSC 3-PHYS

NS-0228-1

**PR**

### **Astrophysics I: Stars and Galaxies**

Salman Hameed;

This course is a calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics, and atomic physics provide a basis for understanding observed properties of stars, interstellar gas, and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors, and evolution; the interstellar medium; and the Milky Way and other galaxies. Prerequisites: one semester each of college physics and calculus.

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

NS-0240-1

### **Sex, Gender, and Evolutionary Biology**

Sarah Richardson;

Evolutionary biology is said to explain human gender roles, sexual preferences, and sex differences in behavior and cognition, including rape, monogamy, pornography, homosexuality, physical attraction, and maternal instinct. This

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course examines these and other controversial claims. We will read the scientific literature and its critiques and consider the social, historical, and ideological dimensions of evolutionary concepts of human sex and gender difference.

MW 09:00AM-10:20AM

CSC 316

NS-0248-1

IP

### **Epidemiology**

Elizabeth Conlisk;

NS 248 is an introduction to the principles and practice of epidemiology and the use of data in program planning and policy development. The course covers the major concepts usually found in a graduate-level introductory course in epidemiology: outbreak investigations, study design, measures of effect, internal and external validity, reliability, and causal inference. Assigned readings are drawn from a standard textbook and the primary literature. In addition, students read case studies and work step-by-step through major epidemiologic investigations of the past century; they also form small groups to design and conduct a small epidemiologic study on campus. The major assignments are four studies, regular response papers/worksheets on the readings, a critique of a primary paper, a poster presentation of the on-campus study, and a proposal for an epidemiologic study of their own design. Instructor permission required.

TTH 10:30AM-11:50AM

CSC 316

NS/CS-0253-1

### **Teaching Science in Urban Schools**

Laura Wenk;

The National Science Education Standards are premised on a conviction that all students deserve and must have the opportunity to become scientifically literate, but the opportunities for students in many urban schools to become scientifically literate are severely limited. These schools may have high teacher turnover, limited or non-existent laboratory facilities and equipment, dated textbooks, and few teachers who themselves have studied science or math. To provide students with the skills and concepts they need to become active participants in their own education, they need hands-on experiences, time to write and reflect, and chances to build conceptual understanding. Students in this class will work with innovative ways to teach subjects like biology, earth science, or physics with inexpensive or easy to obtain materials. They will work in teams to develop interesting projects designed to engage students in active learning with opportunities to teach public school children. This course is intended for those with prior coursework in education, science, or urban studies. The course has a community engaged learning component with a placement in Holyoke. You must have one full morning or afternoon free in order to enroll.

TTH 02:00PM-03:20PM

CSC 333

NS-0261-1

PR

### **Calculus II**

David Kelly;

This course extends the concepts, techniques and applications of an introductory calculus course. We'll detect periodicity in noisy data, and study functions of several variables, integration, differential equations, and the approximation of functions by polynomials. We'll continue the analysis of dynamical systems taking models from ecology, economics, epidemiology, and physics. We will finish with an introduction to the theory and applications of Fourier series and harmonic analysis. Computers and numerical methods will be used throughout. Regular substantial problem sets will be assigned and will constitute the heart of each student's course work. Prerequisite: Calculus in Context (or a Calculus I course).

MWF 09:00AM-10:20AM

CSC 2-OPEN

NS-0265-1

### **Statistics**

Kenneth Hoffman;

This course is an introduction to experimental design and to the descriptive and inferential statistical methods useful for the analysis of data from all fields. Brief coverage of data summary and graphical techniques will be followed by elementary probability, sampling distributions, the central limit theorem and statistical inference. Inference procedures include confidence intervals and hypothesis testing for both means and proportions using normal distributions and the t test, the chi-square test, simple linear regression, a brief introduction to analysis of variance (ANOVA), and non-parametric alternatives to standard hypothesis tests. The approach will mainly be applied and hands-on. Students will learn to read and interpret data from the literature. Excel and its variants will be used throughout for data presentation and statistical analysis.

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The heart of the course will be the student's written solutions to the 33 problem sets that will be assigned, one for almost every class.

MWF 10:30AM-11:50AM

CSC 316

NS/CS-0267-1

IP

### **Bringing Astronomy Down to Earth: The art of communicating science using electronic media**

Hugh Crowl;

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

M 06:30PM-09:30PM

ASH 126

NS-0276-1

DR

### **Elements of Sustainability**

Lawrence Winship;

How do we build a sustainable approach to human existence, often described as "providing for the needs of people today without reducing the ability to support people in the future?" What is our proper relationship to other species that share our planet? In other words, what are we trying to sustain, for whom, for how long, and at what cost environmentally and economically? And how will we know if a system is actually sustainable? Many analytical and organizational frameworks and models exist. We will assess these tools as we grapple with our ignorance of the interconnected web of physical, chemical and biological processes that make up our environment and modulate its responses to our activities. We will employ several case studies to examine these difficult issues. Teams of students will examine the available evidence, get practical experience, and develop evaluations or propose solutions. Emphasis will be placed on understanding underlying scientific principles, systems modeling, evaluating evidence, and developing solutions. PRJ, PRS, QUA, REA, WRI. This course satisfies Div 1 distribution requirements.

MW 02:30PM-03:50PM

CSC 316

NS/CS/SS-0278-1

### **Sex on the Brain: Gender, Sex and Biology**

Jane Couperus;

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

TTH 10:30AM-11:50AM

ASH 222

NS-0290-1

### **Food Microbiology**

Jason Tor;

Microorganisms are ubiquitous components of food from farm to fork. As public concerns over food safety and quality mount, the potential effects of food microbiology on human health and wellbeing are profound. Ensuring the future of food safety and quality will require critical thinking, innovative approaches, and healthy skepticism. Students will have the opportunity to foster those skills while studying the foundations of microbial growth and physiology, the role of beneficial microorganisms in food fermentation, claims associated with probiotics for promoting human health, and discussions about spoilage and the occurrence of pathogenic microorganisms in our food system.

TH 12:30PM-03:20PM

CSC B2

TH 03:30PM-05:00PM

CSC B2

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NS-0293-1 **PR**

### **Molecular Ecology**

Charles Ross;

Molecular ecology utilizes the spatial and temporal distribution of molecular genetic markers to ask questions about the ecology, evolution, behavior, and conservation of organisms. This science may utilize neutral DNA markers to understand individuals, populations, and species as a whole. For instance, "What is the population structure and phylogeography (history) of a species?" Similarly, molecular ecologists may use specific, ecologically important genes to investigate how organisms respond and adapt to their environments ("How do genetically modified organisms escape into natural environments?") We will read background and primary literature in this field to understand how molecular ecology is important in answering basic and applied questions about organisms. Students will research specific applications of this discipline and present their findings in written and oral format. Some knowledge of biology and genetics will be assumed for this class. Gene Cloning (NS 101) or equivalent is recommended for lab work.

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

F 09:00AM-11:50AM CSC 2-MOLC

NS-0318-1 **PR**

### **Complex Function Theory**

David Kelly;

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

MWF 01:00PM-02:20PM CSC 2-OPEN

NS-0325-1 **PR**

### **Math Book Seminar: Advanced Calculus**

David Kelly;

The students in this book seminar will meet formally with each other twice each week and with the instructor once a week. The text for the first months of the course is "Div, Grad, Curl and All That, An Informal Introduction to Vector Calculus," by H. M. Schey. Basic concepts of the calculus will be extended to functions of several variables in the context of electrostatics (though no physics experience is required) with studies of directional derivatives, path and surface integrals, and the title topics. Gauss' Law, Stokes' Theorem, and Green's Theorem relate these tools of vector calculus, extend the fundamental theorem of calculus, and provide powerful evaluation techniques. This course completes the standard calculus syllabus essential to physicists, astronomers, and mathematicians, and almost essential to geologists, economists, computer scientists, and statisticians. For the final week of the semester, topics may be determined by consensus. Prerequisite: At least a solid introduction to the calculus

TTHF 05:00PM-06:30PM CSC 316

NS-0334/0134-1

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

Pamela Stone;

We are inundated with questions regarding diet, wellness and longevity. Often used words and phrases such as low fat, high fiber, no carbs, sugar free, calcium rich, anorexia, obesity, bone density, and supersize me, offer complex messages to the public. The interface between nutrition and popular culture fuels the core of this course. Students will work on independent projects that test popular notions about diet and nutrition using a broad range of methodologies and will design and carry out an original project on some aspect of food, nutrition and culture. Topics in human diet and nutrition will be examined from a biocultural perspective and will include current information on growth and development, nutrition and disease processes, diet and culture, anthropology, and genetics.

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

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NS-0346-1

PR

### **Hybridization and Hybrid Zones**

Charles Ross;

Hybrids can be good (hybrid vigor) or bad (sterility). Either way, hybridization is rampant in nature, mixing genomes and leading to speciation in some cases. This class will look into the origin, history, and fate of hybrids and hybrid zones, and investigate the implications of hybridization to species, speciation, and conservation. We will read background and primary literature in this field to understand how hybridization is important in nature and how hybrid zones are useful for answering basic and applied questions about evolution and adaptation. Students will research specific applications of this discipline and present their findings in written and oral format. Some knowledge of biology, evolution, and genetics will be assumed for this class.

MW 10:30AM-11:50AM

CSC 2-OPEN

NS-0351/0151-1

IP

### **Tree Rings and Climate Change**

Lawrence Winship;

Standing as silent sentinels, trees in temperate regions record temperature, rainfall, amount of sunlight and response to disturbance in width of their annual growth rings. We can use the patterns of these rings as surrogate climate records for years before people recorded weather data. In this project-based course, we will first learn the techniques of dendochronology, the science of reading tree rings, including collection and preparation of samples, data collections and analysis, and the biology of tree growth. We will travel to various sites around New England and collect tree cores in stands where the climate signal is likely to be strong, and where we can also find evidence of significant ecological events such as fire, logging, hurricanes and farm abandonment. 300-level students will act as team leaders for the main course projects. Instructor permission required.

WF 01:00PM-02:20PM

CSC 3-OPEN

F 02:30PM-05:00PM

CSC 1-AGRI

NS-0357/0157-1

### **Sustainable Water Resources**

Christina Cianfrani;

All life requires water to survive. Where do we get our water? Where does it go? Will there always be enough? How can we manage our water resources to ensure there is enough? This course explores these topics using a systems approach to gain an understanding of how our water resources are intimately tied with the surrounding ecosystem. Topics include the water cycle, hydrologic budgets, urban stormwater management and low impact development. Students will read and discuss primary literature, delineate watershed boundaries, compute water budgets (at the watershed level and for their own water use), and complete a group design project. Each group will develop a design for a stormwater best management practice to be located somewhere on the Hampshire campus. Designs will include: assessment of need for improved stormwater management, building layout/plan, and stormwater calculations. Groups will be required to present their final designs to the class.

MW 10:30AM-11:50AM

CSC 333

NS-0365-1

### **Environmental Resources Seminar**

Christina Cianfrani;

This seminar is specifically designed for Division III students and advanced Division II students. The seminar will meet once a week to discuss various topics in environmental resources. Students will choose topics (Division II) or lead discussions about the topic of their Division III studies. This seminar will provide a forum for Division III students to present and get feedback on their Division III projects.

T 12:30PM-03:30PM

CSC 1-ECOL

NS-0366-1

PR

IP

### **Environmental Chemistry**

Dulasiri Amarasiriwardena;

This course will explore several current environmental topics with strong components in chemistry. We will put special emphasis on environmental concerns in the hydrosphere, soils, and atmosphere. Topics will include chemistry of natural waters, water pollution and wastewater treatment, toxic heavy metals and their complexation properties in soils, and inorganic and organic pollutants in the atmosphere. We will also examine energy use and its environmental consequences.

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Considerable time will be spent on learning environmental chemical analysis methods and instrumentation in environmental monitoring. These include inductively coupled plasma-mass spectrometry (ICP-MS) in trace metal analysis, infrared techniques in characterization of pollutants, chromatographic methods for separation and identification of contaminants. We will also look at sampling and sample preparation methods, the principles behind the operation of analytical instruments and elemental speciation techniques used in environmental sample analysis. This class is particularly recommended for advanced Division II and III students with interests in environmental issues. We will conduct a discovery project of local environmental interest. Class will run in seminar format. Participation in class, satisfactory work on problem sets, oral presentations of topics of environmental interest, successful completion of laboratory/field work, and project reports are required for evaluation.

TTH 12:30PM-01:50PM      CSC 121  
TH 02:00PM-05:00PM      CSC 2-CHEM

NS/CS-0384-1

### **Stress Across Cultures Seminar**

Cynthia Gill;

Stress responses are adaptive neurophysiological responses to challenging life events. The stress response and coping strategies differ among people in interesting ways, though, as a result of varying cognitive processes that influence the perception of stressors. In this course we will begin with the basic understood patterns of physiological reaction to stress and methods of measurement. We will then explore the rich primary literature on cultural and population variation in stress perception, response, and resiliency. Analyses could compare, for example, developmentally, culturally, or medically distinct populations. Students will develop topics in areas of their own interest and present primary research information to the class and as papers submitted throughout the course. This is a Culture, Brain, and Development advanced course.

M 02:30PM-05:30PM      CSC 333

NS-386I-1

**PR    IP**

### **New Ways of Knowing Integrative Seminar**

Herbert Bernstein;

From energy systems, to economic crises, to protection against terrorists; from supplying new food organisms, to war in South Central Asia; modern society turns to science for solutions. But the sciences also proliferate side-effects -- ranging from toxic military pollution, through unforeseen biological disruption, to global warming. Do we need "new ways of knowing" to address the personal/political problem of combining disciplinary excellence with social good? Participants study reconstructive knowledge and APPLY it to their own work. We read the instructor's two books and those of Foucault, Keller, etc., to help reconstruct what we each DO as knowledge workers -- our projects, concentrations and theses. The real-world efforts at ISIS (Institute for Science and Interdisciplinary Study) help launch creative discussion of our own work. Previous students commend this course for remarkable effects in divisional work, graduate school and their professional lives. Instructor permission is required. Prerequisite: some experience with critical analysis and a well-developed undergraduate field of excellence.

W 02:30PM-05:30PM      CSC 121

NS-0396-1

**PR    IP**

### **Zymurgy**

Christopher Jarvis, Jason Tor; Jason Tor

This fermentation science course is designed to familiarize students with the current topics and procedures in brewing science. This upper-level course requires previous course and laboratory work in chemistry and microbiology. The course will focus on the study of the fundamental and applied sciences related to the use of microorganisms as production and processing agents. Specifically, we will examine the technological and biochemical aspects of the brewing process, including raw materials, malting, mashing, fermentation and maturation. In addition to lectures and discussion on the readings, the course will include extensive laboratory work. Students will work in small groups on a focused research project. Prerequisites: cell or molecular biology, chemistry, microbiology or gene cloning. Instructor permission required.

F 10:30AM-05:00PM      CSC B1

NS-0398/0198-1

**IP**

### **Ever Since Darwin**

Lynn Miller;

Humans vary: some short, some tall; some fat, some thin; some prolific, some nearly or completely sterile; some clever, others dull; some successful and others failures. How much of this variation is due to variation in the genes, how

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much due to different environments, and how much due to developmental variation - not coded for or predetermined? Although this question has been studied ever since Darwin, many molecular biologists, geneticists, and "evolutionary psychologists" (as they term themselves), have concluded that it's all in the genes. However, no genes have been found that affect most of the variations listed above. Why have so many become so hereditarian in outlook? In this seminar we will read a tiny fraction of the recent literature on the attempts of some to "geneticize" everything from children's alleged dislike of spinach to various addictions to "brain modules" evolved on the African savannah. The principal texts are Lewontin's *The Triple Helix* and Moore's *The Dependent Gene*. All students are expected to pick a single topic of interest to them and to write a series of essays on that topic from the original literature. 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.

TTH 09:00AM-10:20AM

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.

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NS-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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NS-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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### SOCIAL SCIENCE (SS)

SS-0111-1 **DR**

#### **Religion and Violence in South Asia**

Vishnupad;

In this course we will focus on the processes of politicization of various religions in South Asia and its participation in the production of collective violence. We will begin with the colonial state apparatus' role in the formation of relatively rigid communitarian identities through governmental processes, and engage with the political history of communal conflict through the colonial and post-colonial period. A crucial component of the course will involve the engagement with the 1947 Partition narratives of violence, and the practices of memorialization and forgetting that has plagued the post-colonial South Asia. We will also substantially engage the Sinhala-Tamil conflict in Sri Lanka through the colonial period to the contemporary moment.

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

SS-0116-1 **DR**

#### **Queer Cases**

Flavio Risech-Ozeguera;

Until very recently, laws criminalizing consensual sex between adult same-gender partners were common in the U.S. Most states and the Federal government dictate prohibit same-sex marriage and exclude nonconforming couples and individuals from a host of social and financial benefits. And those whose gender identity is unclear or transgressive face numerous legal indignities. Legal control over sexuality and gender expression is pervasive in many ways, and many forms of resistance have emerged to challenge its normative assumptions. Public confrontations between the values of traditional sexual morality, and those of individual autonomy and equality, often take place in the legal arena. By reading key cases that reflect and shape our debates about the proper place of the State in queer people's bedrooms and lives, we will also gain basic familiarity with legal analysis and seek to understand the law as a system of power. REA, WRI

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

SS-0120-1 **DR**

#### **To Make our World Anew: Introduction to African American Studies**

Christopher Tinson;

The interdisciplinary study of African Descendants has transformed United States history and expanding global history in the process. Sometimes known as Black Studies, Africana Studies or African diasporic studies, it has also been influential in shaping the role of African Americans in the academy and beyond. How has race, gender, class and capitalism impacted the evolution of African American Studies? And, what does African American Studies tell us about the current state of the world? These questions invite a serious engagement with African American philosophies, identities and experiences. Using literature, history and music, this course will introduce students to some of the important and diverse concepts, ideas, struggles and debates that comprise African American Studies. PRS, REA, WRI, MCP

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

SS-0129-1 **DR**

#### **Gendered Bodies: Race, Sex, and the Cultures of Biology**

Jennifer Hamilton;

Using primary and secondary materials as well as documentaries and feature films, this course explores conceptualizations and representations of race and sex in various domains of scientific thought. We begin by looking at the histories of race and sex in Western science. We will examine gendered and racialized pathologies, such as hysteria and drapetomania, and consider how scientific thought intersected with larger political and economic movements. We will then move into a discussion of the uses of race and sex in contemporary biological science. Why is the pharmaceutical industry developing drugs geared toward different racial groups? How have advances in reproductive technologies challenged or reinforced our understandings of our bodies? Why and how is sexuality a key site of scientific debate? Finally, how has the genomic age reshaped (or reinforced) our understandings of race, sex, and sexuality? EXP, MCP, PRJ, PRS, REA, WRI

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



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SS-0135-1 **DR**

### **The Culture(s) of United States' Foreign Policy**

Carol Bengelsdorf, Margaret Cerullo; Margaret Cerullo

This course will provide a context for analyzing "The War on Terror." It will focus upon post-World War II US foreign policy and the cultural context in which it has been conceptualized and formulated. We will begin with a brief examination of the roots of this conceptualization, using as our text William Appleman Williams' classic study, *Empire as a Way of Life*. Here, we will explore the idea that has always been categorically rejected by mainstream US historiography: that empire lies at the very foundation of the U.S. and remains at the core of how it acts in the world. We will then proceed to look at a series of U.S. interventions in the Third World during the period that Henry Luce defined as "The American Century," concentrating on the decades long U.S. intervention in Vietnam, and examining the Gulf War of 1991. We will conclude by considering the implications of what we have been studying for understanding the "U.S. war on terror" and in specific, Bush II's current wars in Afghanistan and Iraq. MCP, REA, WRI

WF 10:30AM-11:50AM

FPH WLH

SS-0139-1 **DR**

### **Writing the Urban Experience**

William Ryan;

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

WF 01:00PM-02:20PM

GRN WRC

SS-0151-1 **DR**

### **Culture, Religion and Environmentalism**

Susan Darlington;

This course explores how cultures and religions influence theoretical and social concepts of nature and the environment. Efforts to preserve, protect and/or define natural spaces around the world shed insight into the development of the concept of environmentalism. Often equated in the global north with nature conservation and sustainable development, environmentalism takes different forms in various social and cultural settings. How people respond to environmental problems (and even how such problems are defined) can vary across class, ethnicity, geographic setting, and religious understandings. Through examining religious and cultural concepts of natural and social environments cross-culturally, diverse modes of thinking and acting will be examined through specific cases. REA, WRI, PRJ, MCP

MW 10:30AM-11:50AM

FPH 103

SS-0157-1 **DR**

### **Nuns, Saints, and Mystics in Medieval and Early Modern Europe**

Jutta Sperling;

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

TTH 09:00AM-10:20AM

FPH 106

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

SS-0159-1 **DR**

### **Citizenship, Freedom, and the Good Life**

Falguni Sheth;

We question, attempt to define and discuss different notions, and generally reflect upon what it means to lead a good life. Also, since the judicial system becomes the definitive forum in which such moral and political issues are hashed out in the U.S., we will read and reflect on several state and federal Supreme Court opinions on free speech, affirmative action, and economic justice. Readings might include works by the following authors: Plato, Aristotle, St. Augustine, John Locke, J.S. Mill, Barbara Ehrenreich, Robert Nozick, Marx, Judith Butler, Charles Lawrence, and others. REA, WRI

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

SS-0166-1 **DR**

### **Gender and Economic Development**

Smita Ramnarain;

This course examines the processes, politics and policies of economic development from a gender perspective. In the earlier modules of the course, we look into theoretical and conceptual frameworks that have guided the gender perspective in economic development over time. Later modules of the course examine the (often uneven) impact of economic development policies on men and women, and on gender relations. Among other things, the discussion will include women's work, the gendered consequences of structural adjustment, and the impact of environmental problems, conflict and globalization on gender relations. The course is appropriate for students interested in working in the area of international development in the Global South (Asia, Africa, Latin America and the Caribbean), for economics majors who would like an introduction to the growing literature on gender and development, and for women's studies majors who work in the social sciences. WRI, REA, QUA, MCP PRS.

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

SS-0174-1 **DR**

### **Creating Families**

Marlene Fried, Barbara Yngvesson; Barbara Yngvesson

This course will investigate the roles of law, culture and technology in creating families. We will focus on the ways in which systems of reproduction reinforce and/or challenge inequalities of class, race and gender. We will examine the issues of entitlement to parenthood, domestic and international adoption, and the uses, consequences and ethics of new reproductive technologies designed to help women and men give birth to biologically-related children. Questions to be addressed include: How does women's status affect their relation to reproductive alternatives? What is the relationship between state reproductive policies and actual practices, legal, contested, and clandestine, that develop around these policies? How are notions of family and parenting enacted and transformed in an arena that is transnational, interracial, intercultural, and cross-class? MCP, PRJ, PRS, REA, WRI

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

SS-0181-1 **DR**

### **History of the Global Economy**

Noah Enelow;

This course will take a broad look at the history and development of the global economy from the mercantile period to the current period of neoliberal globalization. It will begin by introducing three competing paradigms for examining the global economy: the liberal, classical Marxist, and world-systems approaches. The course will then examine four historical periods of global economic expansion in some depth. First, we will examine the mercantile era and the trading empires that characterized it. Second, we will examine the colonial export economy and the slave trade, focusing on the interactions between Europe, the Americas, and Africa. Third, we will examine the rise of the British Empire, the gold standard, and the partitioning of Africa under a nominally liberal world economy based around free trade and foreign investment. After briefly reviewing the breakdown of the gold standard, the rise of isolationist protectionism, and the period of world wars, we will conclude by examining the basic features of the contemporary period of neoliberal globalization in light of what we have learned about its antecedents. Though this course will introduce concepts from economics, no background in economics will be necessary. Required readings will consist primarily of historical and journalistic sources, with economic sources included as suggested readings. MCP, REA, WRI

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

## SPRING 2010 COURSE DESCRIPTIONS

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

SS/CS-0185-1 **DR**

### **Consuming Childhood**

Melissa Burch, Rachel Conrad

In this childhood studies course, we will explore the commercialization of childhood in the U.S. We will examine historical changes in young people's material culture and the commercial culture of play over the past 100 years, and the conceptualizations of childhood associated with these changes. We will discuss the impact of an increasingly commercial culture on children's social and cognitive development. We will also consider the use of child development research in targeting children in marketing and advertising, and children's understanding and experience of media.

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

SS/HACU-0190-1

**DR**

### **The Rise of Jewish Secular Culture**

Rachel Rubinstein, James Wald

Jewishness has always involved more than religion. Jewish identity, even in the pre-modern world, was expressed through language, work, music, food, and other cultural behaviors. Modernity brought with it even more possibilities, and a sense of radically different political, cultural, and artistic Jewish identities beyond religion began to emerge. This interdisciplinary course draws upon history, literature, political philosophy, and sociology in tracing the rise of a pluralistic, multifaceted modern Jewish culture in Europe and the U.S. from the seventeenth century into the twentieth. We begin with Spinoza, the most significant "heretical" Jewish thinker in the 17th century, and continue through the European Enlightenment, the rise of modern Jewish nationalist movements, and the emergence of secular Yiddish and Hebrew literature. Finally, we will address the crisis of Jewish modernity provoked by the Holocaust, and briefly survey secular Jewish identities today. REA, WRI, MCP

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

SS-0203-1

### **Artivism & the Social Imagination**

Wilson Valentin;

In this seminar, we will investigate the various theories of art and how artists have historically responded to the call for social change. During the semester, we will discuss various theories of art, the avant-garde, the role of artistic institutions, how artists invoke new social imaginations, and the role of artists in cultivating social change. During the term, we will also analyze how art collectives articulate numerous forms of activism while also challenge the aesthetic frameworks of various art styles. Enrolled Five College students will be graded on a pass/fail basis, unless the course is used to fulfill a requirement for a major/concentration. In those circumstances, a letter grade will be issued.

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

SS/HACU-0206-1

**DR**

### **Writing the Civil War**

Susan Tracy, William Ryan

This course will explore the questions surrounding the coming of the American Civil War, the war itself and how we have come to remember it today. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict produced: letters, journals, diaries, and autobiographies; poetry, short stories and novels; biographies and scholarly monographs and articles on various aspects of the debates surrounding the war. These forms of writing will also serve as models for student written work. Students will be expected to participate in class regularly and complete four writing assignments, three of which will be rewritten. This course meets the Division I distribution requirement. MCP, PRJ, REA, WRI

TTH 02:00PM-03:20PM EDH 5

SS-0208-1

### **Critical Bioethics**

Jennifer Hamilton;

This course provides students with an introduction to the field of bioethics from a social science perspective. Using perspectives from legal studies, ethics, anthropology, and the social studies of science, we will investigate the emergence of bioethics both as a field of inquiry and as a regulatory discipline. We will explore the historical development

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of medical research in the West as well as larger questions about the growing role of bioethics in contemporary biomedical research and clinical practice. Topics include the politics of health care; cross-cultural issues in bioethics; the globalization of clinical trials; issues of informed consent in medical research; biobanking; assisted reproductive technologies; and neuroethics.

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

SS-0209-1

### **Anthropology of Religion**

Vishnupad;

In this course we will take up various anthropological theories of religion and fundamentally engage with the question of, what we might call, the "real" of religion. Through the writings of Tylor and Frazer to Durkheim, Evans-Pritchard and Bataille to the rich ethnographic writings in the subsequent decades of 20th century we will interrogate categories such as the sacred and the profane, religious representations and rituals, shamanism, witchcraft and magic. Through the course we will also put these anthropological writings in conversation with other important philosophical and psychoanalytical writings on religion.

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

SS-0210-1                      **DR**

### **Introductory 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 105

SS-0214-1                      **DR**

### **United States Labor History**

Laurie Nisonoff;

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

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

SS-0216-1

### **Chinese Diasporic Communities in the World: Race, Empire, and Transnationalism**

Richard Chu;

This course examines the experiences of Chinese diasporic communities in Southeast Asia, the United States, and the Caribbean within the historical context of empire-building, colonization, war, transnationalism, and globalization. The period covered spans from the 1600s to the present, and focus will be given to how dominant groups attempt to localize and discipline Chinese diasporic subjects and how the latter negotiate, manipulate, and challenge such efforts. Themes include racism, transnationalism, ethnicity, gender, class, empire, and nationalism.

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

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SS/HACU-0218-1 **DR**

### **Colonization in Eye-Witness Accounts (ca. 1500-1800)**

Jutta Sperling;

As soon as Western conquistadores, missionaries, and explorers set foot in Africa, Asia, and the New World, they started to write about their experiences. In this course, we will critically examine how Europeans wrote about American "noble savages;" justified the enslavement of Africans; and wrote about South Asians through the lens of pre-conceived knowledge. We will discuss sixteenth-century protests against the Spanish genocide of Central and South Americans, seventeenth-century missionary reports from India and China, and eighteenth-century "scientific" explorations of African cultures, in addition to texts written by Inca scholars, ex-slaves, and "native" saints. This course will also introduce students to select examples of post-colonial scholarship. This course satisfies the Division I Distribution Requirements.

MCP, PRJ, PRS, REA, WRI

TTH 12:30PM-01:50PM

FPH ELH

SS-0228-1

### **African Americans and the Politics of Reparations**

Christopher Tinson;

Racial reparations have been and continue to be one of the most explosive contemporary issues. Some argue that this country's history of enslavement renders some form of reparations necessary to the quest for social justice; that understanding reparations is central to honest conversations about race and racism. Others argue that reparations for past injustices such as slavery are unfair. Still others refuse to discuss the topic altogether. This course is concerned with the historic and contemporary reparations debate as it pertains to African Americans. We will pay close attention to how historians, artists, legal scholars, political scientists, grassroots community activists and legislators have approached this issue, and gauge its relevance in our "post-racial" moment. This course satisfies first year distribution requirements.

REA, MCP, WRI,

MW 09:00AM-10:20AM

FPH 103

SS-0231-1 **DR**

### **The American School: Education in a Multicultural Society**

Kristen Luschen;

This course will examine American public education as an institution in the context of a multicultural and divided society. Students in the class will analyze of the complex and conflicting social, political and economic conditions from which educational policies and practices emerge. The organization of the readings, discussions and class projects will explore how discourses of race, ethnicity, class, gender and sexuality enliven contradictory framings of public education as both a site hope as well as a site of conflict and tension. This course will serve as a starting point for analyzing educational practices, policies, and theoretical concepts in a critical sociological manner. By addressing debates around educational funding, multicultural education, school (de)segregation, language and culture, community-school relationships, the meaning of democratic education, the regulation of bodies in school spaces, significant and on-going attention will given to how education discourses have been, and continue to be, constructed through the working of power in relationship to knowledge. Students enrolling in the course will be required to participate in a community based learning project in addition to class meetings. This course satisfies Division I distribution requirements. MCP, PRS, REA, WRI

WF 10:30AM-11:50AM

FPH 108

SS-0232-1 **DR**

### **Child Psychology: How Did I Get Like This?**

Lindsay Demers;

Have you ever wondered why a three year old doesn't get metaphors or why 9 month olds freak out when their parents leave the room? Developmental Psychology (sometimes called Child Psychology) is a field that tries to get to the bottom of these types of questions and we will do the same in this course. This course provides students with a general background in developmental psychology. Goals of the course include developing a working knowledge of developmental psychology, as well as developing skills in finding and reading research articles and in thinking and writing critically about research. Course requirements will include reading primary research articles, library research, and writing several short integrative review papers. Topics covered by the course will include the organization and development of the brain, cognition, socialization, and acculturation across childhood. This course satisfies Division I distribution requirements.

PRJ, REA, WRI

TTH 12:30PM-01:50PM

ASH 111

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(January 25, 2010)

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SS-0234-1

### **Coffeehouses, Catastrophe, and Culture: East Central Europe in a Century of Upheaval**

James Wald;

In the past century, Bohemia, Hungary, and Poland have been transformed from provinces of a multiethnic empire into a series of small successor states whose experience went from independence to Nazi occupation and communist dictatorship and back again. Today, they are members of NATO and the European Union. These three regions, with their dynamic and at times unstable population mixture of Germans, Slavs, Magyars, and Jews, embodied the tension between nationalism and cosmopolitanism, tolerance and intolerance, the persistence of tradition and the exuberance of modernity. Our course will treat the histories of the countries and cultures, the people who lived those histories and the literature, music, and art that gave voice to those tensions. In addition, we will consider the appropriation and transformation of history through memory and memorialization in the present. The course is strongly recommended for participants in a summer 2010 program in Prague and Krakow, but is open to all students.

MW 02:30PM-03:50PM

FPH 106

SS-0241-1

DR

### **Excess, Ephemera, and the "Unlivable"**

Margo Miller;

This course will introduce students to the foundational concepts of queer analysis necessary for understanding interdisciplinary work in critical theory, social thought, cultural history, literary studies, and aesthetics. Using the basic ideas of poststructuralism we will work to see topics such as resistance, rebellion, conflict, and nihilism in unconventional ways. Focusing on theory, interpretation, and criticism, we will pay special attention to how radical approaches to power and representation both coincide with queer and transgender experience and exceed categories of gender, sexuality, identity, and equal rights. Exploring the challenges of analyzing "queer" difference, defiance, and survival, we develop the critical tools required to address material history and imaginative worlds in the paradoxical context of a dominant U.S. culture where people live unlivable lives. This course satisfies Division I distribution requirements. REA WRI

TTH 02:00PM-03:20PM

FPH 106

SS-0248-1

### **Border Matters: Mexico and the United States**

Flavio Risech-Ozguera;

Anzaldúa describes the U.S.-Mexico border as a "thin edge of barbed wire...where the Third World grates against the First and bleeds." Nowhere else in the world is there such physical proximity of a post-industrial nation and a developing one. While capital and goods are freely traded between the U.S. and Mexico under NAFTA, the Mexican worker's body is the target of conflicting policies aimed at border security and securing a pliable labor supply. The economic relationship between the two nations produces deeply unequal outcomes in each, impoverishing rural Mexicans and driving northward migration, while deeply held notions of racial, ethnic and national boundaries are challenged by the growth of transnational communities on both sides of the line. Emphasizing historical analysis and contemporary theories of nationalism, governmentality, globalization, and identity, the course will challenge students to rethink the meaning of the border, the place of Mexicans in the U.S., and the role of the U.S. in Mexico.

W 06:30PM-09:30PM

FPH 105

SS/IA-0249-1

### **East African Popular Culture**

George Gathigi;

This course will examine the processes of producing popular culture and its outcomes. We will read and write about the presence of popular expression in East Africa by examining specific forms including East African hip-hop, radio and television drama, comics, and other forms of artistic expression from Kenya, Tanzania, and Uganda. We will examine how new technologies have influenced the development of popular culture, the relationship between "traditional" and "modern" forms of expression, and how popular and serious texts intersect in nationalist and gender politics. This course will incorporate Swahili language materials leading to an indirect study of the language at all levels. Knowledge of Swahili is not a prerequisite.

MW 01:00PM-02:20PM

FPH 107

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

SS-0250-1

PR

### **Critical Ethnography**

Kimberly Chang;

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

WF 10:30AM-11:50AM

FPH 105

SS-0251-1

### **Oral History: The Craft of a Historian**

Lili Kim;

How do we write about the histories and experiences of those who are not privileged to have their written words preserved and published? Oral history is one of the most important and potentially empowering tools for historians in crafting a narrative of ordinary as well as marginalized people in society, such as immigrants and migrants, whose experiences do not get documented, are not written about, and cannot be found in an archival collection. This course examines the art and politics of oral history as well as theories and methods of conducting oral history interviews. In doing so, we will explore topics such as the problem of memory, shared authority between the interviewer and the interviewee in interpretations, the art of dialogue and storytelling, and the incorporation of oral history interviews into a larger historical narrative. In this hands-on course, we will engage in the entire process of conducting and producing oral-history based histories. We will read historical works that centrally use oral history as a methodology, in addition to conducting your oral history interview project. Students will be encouraged to integrate community-based oral histories as part of their oral history project. This course is recommended for students who are interested in incorporating oral history as part of their Division II concentrations and Division III research projects.

WF 10:30AM-11:50AM

FPH 102

SS-0252-1

DR

### **Critical Issues in Asian American History**

Lili Kim;

This is a substantive as well as methodological course that examines the new scholarship in Asian American history. Through both critical analysis and research, students will engage with the latest trends and approaches to researching and writing Asian American history. The course will begin with an overview of the historiography of Asian American history up to the present. We will then critically analyze the most influential and recent cutting-edge works of Asian American history. Students will be expected to actively participate in class discussions. Assignments include oral presentations and response papers on each of the eight monographs we will read. Students will also have an opportunity to conduct their own substantial research paper (15-20 pages) on a topic of their choosing. This course is recommended for those students pursuing the Five College Asian Pacific American Studies certificate, as well as those who are advance Division II and Division III students and are wishing to conduct a major research paper in the community of other students interested in studying Asian American history and experiences. This course satisfies first year distribution requirements.

MCP, PRJ, REA, WRI

W 02:30PM-05:20PM

FPH 108

SS-0256-1

### **Framing Climate Change: Race, Gender, Inequality and the Future of the Environment**

Elizabeth Hartmann;

Climate change is one of the most important environmental, social, economic and political challenges of our time. While there is now widespread scientific agreement about its causes, considerable controversy exists over its potential effects and what measures should be taken to address it. This course will look at the competing ways climate change is framed by different actors, including governments, international agencies, energy companies, militaries, environmental movements, celebrities, politicians, and social justice activists. What rhetorical and political strategies do different actors

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employ? How is popular culture implicated? How do race, gender and economic inequalities shape vulnerabilities and responses to climate change nationally and internationally?

TTH 10:30AM-11:50AM

FPH 105

SS-0257-1

### **Islamism**

Sayres Rudy;

This seminar examines whether Islam comprises "a politics," as many presume. Does "Islam" explain protest, activism, economics, gender, nationalism, sectarianism, revolution, assimilation, or even jihad among Muslims? We begin with theories of religious identification generally and of Islamic identification specifically. Materials range across philosophy, anthropology, social science, history, and primary resources: we don't know yet which tools we need to pursue our question(s). We continue with case-studies of "Muslim politics" to apply, test, or stretch theories of identification and action. Students will write about 20 pages, either a research paper or review essays.

T 12:30PM-03:20PM

FPH 101

SS-0271-1

### **The Contested American Countryside**

Robert Rakoff;

Rural America is the site of much that defines American life and culture. Our national myths are rooted in rural experience from frontier settlement to rugged individualism to escape from the decadent city and back to the land. Our economy is built on exploitation of rural resources: soil, water, minerals, trees. Our cities continue to sprawl into the countryside, sparking dramatic change in rural populations, politics, economics, and landscapes. In this course we will examine the contested American countryside, looking for the changing meanings and realities of the rural in modern America. We will analyze the role of government and large corporations in reshaping rural areas, the continuing importance of farming and ranching, the role of extractive industries like mining and logging, the changing lives of rural men, women, and children, and the portrayal of rural topics in literature and popular culture. Students will study a range of interpretations of rural life and will undertake their own research projects. Not open to first year students.

W 02:30PM-05:20PM

FPH 101

SS-0276-1

IP

### **Making Social Change**

Stanley Warner;

How is social change accomplished? What theory of the state do we presuppose? To what extent do social movements such as civil rights, women's rights, the peace movement or the environmental movement operate within or without established political frameworks? Using the post World War II United States landscape, we will explore questions of violence or non-violence, incrementalism or revolution, centralism or decentralism, cooptation or boring from within. Students will research and present historical case studies as we seek another level of thinking about morally defensible and politically effective strategies for social change. Instructor Permission.

M 01:00PM-03:50PM

FPH 105

SS-0277-1

### **Socially Engaged Buddhism**

Susan Darlington;

How is Buddhism engaged in the world? This course explores how Buddhism is being used in Asia and the United States to address contemporary issues such as human rights, environmentalism, economic development and gender relations. Buddhist concepts such as morality, interdependence and liberation will be examined in comparison with Western ideas of freedom, human rights and democracy. We will explore how globalization and cultural traditions influence religious and cultural change as people deal with social problems. Geshe Ngawang Samten from the Central University of Tibetan Studies will join the class late spring to co-teach a section on Buddhism and modern education. A case study approach will be used to look at progressive and conservative responses to social change within their broader cultural, historical and political contexts. Prior knowledge of Buddhist studies or Asian studies is strongly recommended.

TTH 09:00AM-10:20AM

FPH 103



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(January 25, 2010)

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SS/CS/NS-0278-1

### **Sex on the Brain: Gender, Sex and Biology**

Jane Couperus;

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

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

SS-0282-1

### **The Diminished Superpower: American Foreign Policy in the Obama Era**

Michael Klare;

This course will examine the nature of violent conflict in the current era, looking not only at conventional warfare among nation-states but also at unconventional forms of warfare, including terrorism, insurgency, ethnic warfare, civil disorder, and criminal violence. The aim of the course will be to gain insight into the causes, characteristics, and consequences of contemporary conflict, with the intent of devising better preventative and ameliorative measures. Students will be expected to follow current world affairs closely and to choose a particular conflict or subset of conflicts for close inspection and analysis, reporting on their findings in class.

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

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 103

SS-0287-1

IP

### **Meeting Lacan**

Annie Rogers;

Students will learn Lacanian psychoanalysis through several experiences of working in small groups or pairs. We'll read primary and secondary literature on Lacanian psychoanalysis, including cases by Freud. Students will work in groups to create scenes in which Lacan visits Freud and advises him on a case, and perform that scene. We'll also explore Lacan's concept of desire and the Other of language through a work of literature. Finally, students will be involved in Lamb Watch at the Hampshire College Farm Center, and will write their private impressions, associations, and any dreams that refer to this experience. The idea is to learn interiority, and find an art form for it. The final project for this course is the art form and Lacanian analysis of that form, presented in a conference with visiting analysts. Previous coursework in psychoanalysis, literature or philosophy relating to Freud or Lacan, is required. Div. III students may take this course as an advanced course.

TTH 02:00PM-03:20PM                      FPH 103

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(January 25, 2010)

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SS-0288-1

### **Race: The Adventures of a Concept**

Falguni Sheth;

This course will examine a range of philosophical reflections on the concept of race in the recent history of the Western world, and then attempt to connect various early modern discourses of race to more contemporary questions of nationality and citizenship. Questions to be considered include some of the following: Why does the term "race" attain a coherence independently of the radically different assumptions we may hold about race? What does race signify? What are the implicit ways in which racial distinctions are manifested conceptually? For what is the term "race" a proxy? What are the political conditions which make race classification possible? How does the way race is framed connect to issues of citizenship, nationalist identity, and distinctions between the "we" v. the "they"? How does "race" manifest itself implicitly in other political issues, i.e. blood, kinship, community, etc., even when the term is not used explicitly? We will read selections by traditional and contemporary philosophers, historians, economists and others. Authors will include some of the following: Plato, Aristotle, Gobineau, Rousseau, Kant, Hegel, Jean-Paul Sartre, Alain Locke, W.E.B. DuBois, Hannah Arendt, Michel Foucault, Peter Schuck, David Cole, Linda Alcoff, Bernard Boxill, and others. This course will be theory-, reading-, writing-, and presentation-intensive. This course also dovetailed with an invited speaker series on race and related issues.

TTH 02:00PM-03:20PM

FPH 102

SS/IA-0289-1

IP

### **Poetry and Childhood**

Rachel Conrad;

In this advanced seminar we will consider questions of power, perspective, and experience regarding children and adults, examine works in poetry (primarily 20th century English and American poetry) that take up ideas about children and childhood, and explore poetry-writing in relation to thinking about children and childhood. Our goal will be to balance attention to questions about ideas with a consideration of questions about creative form. Assignments will encompass critical reading, analytic writing, and creative writing. Students will work on their own poetry writing as well as learn about methods for supporting young people's writing of poetry. Instructor Permission Required.

F 09:00AM-11:50AM

FPH 101

SS-0291-1

PR

### **State and Politics in Africa**

Frank Holmquist;

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

TTH 09:00AM-10:20AM

FPH 104

SS-0294-1

PR

### **Advanced Readings in Work, Gender and Development**

Laurie Nisonoff;

This is a research seminar on women, work, gender and development. We will read both classic and current readings on these topics from scholars from around the globe, and about men and women around the globe. Questions including gender and the economic crisis, the global assembly line, commodity chains, the informal economy, the care economy, migration, and the transformation of work within the household will be addressed. We will specifically address efforts to organize at many locations. Everyone will be expected to work on a research project, and to critique both the readings and one another's work. Prior experience in feminist studies, political economy, labor studies, or development studies is highly suggested.

W 09:00AM-11:50AM

FPH 106

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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SS-0295-1

### **Music of the Trans-Latin@ Atlantic**

Wilson Valentin;

Employing a Trans-Latin@/American Studies frame work, this seminar will employ interdisciplinary perspectives to analyze the complex social, historical, and cultural processes and practices that have constituted U.S. Latin@, Caribbean, and Latin American musical genres and practices. The course aims to complicate the linear narratives that comprise cultural and historical knowledge and performance practices around Diasporic Cuban, Puerto Rican/Nuyorican, Dominican, and Brazilian music and dance. Hence, we will discuss and analyze: (1) the shared cultural histories and "diasporic intimacies" between Latin@, Afro-Caribbean, Latin American and African American communities; (2) music as constituted by race, gender, geography, history and politics; (3) the overlapping historical formations across various Latin@ communities; (4) the syncretic and disjunctive elements of various musical forms ("the poetics of sound"); (5) how (trans)national and global imaginaries construct, encode, and decode the production and reception of particular musical genres (tropicalization; appropriation, etc.); and (6) critically interrogate the modernist discourses of "origins" and "authenticity." Enrolled Five College students will be graded on a pass/fail basis, unless the course is used to fulfill a requirement for a major/concentration. In those circumstances, a letter grade will be issued.

T 06:00PM-09:00PM

FPH 103

SS-0306-1

IP

### **Writing Psychoanalysis**

Annie Rogers;

This seminar is designed specifically for division III students exploring aspects of Freudian and/ or Lacanian psychoanalysis in their projects and papers. The goal of the course is to assist students writing about psychoanalytic theory in the social sciences, or using psychoanalytic theory in literature and the arts, to make original arguments that are compelling. Arguments grounded in accurate summaries of complex ideas present the unique guiding point of view of the author. Beyond the first three weeks, during which we will review central psychoanalytic texts and ideas, seminar members will construct a syllabus of readings based on their particular interests (these function as an individual reading commitment). Each student will present responses to readings in class and lead a discussion, as well as present writing in progress. The goal is to hone arguments in a psychoanalytic framework, with feedback from peers and the professor. Each student will produce a part of div. III work or a chapter length document. Prerequisites: a course on psychoanalytic theory, division III status, and a short written essay on the first day of class pertaining to the division III project.

F 09:00AM-11:50AM

FPH 103

SS-0316-1

IP

### **Social Science Division III Seminar**

Margaret Cerullo;

This Division III seminar will be organized around students' Division III Independent Study Projects. The primary reading for the course will be one another's chapters. Students will be responsible for presenting their Division III's in progress several times during the semester and for providing serious, thoughtful written feedback on one another's work. We will read a few classic texts that will be selected depending on the focus of students' work to provide a common vocabulary. These texts will be selected by the professor, with suggestions from students welcome. These will be short readings. The primary purpose of the seminar is to provide a supportive and stimulating intellectual community during the last phase of the Division III process. It will be a social science concentrators' seminar.

TH 12:30PM-03:20PM

DHM 105

SS-0397-1

IP

### **Writing about the Social: Theory in Practice**

Carol Bengelsdorf;

This seminar is designed for Division III students who are writing their independent study projects on some field within the Social Sciences. The course will center around discourses within the Social Sciences. This broad framework will facilitate exchanges between students working on various paradigms within the social and/or cultural realm. The seminar will focus upon this exchange. After we read key texts to help us develop a common vocabulary, the projects themselves, along with what students suggest in the way of additional reading, will constitute the syllabus.

W 01:00PM-03:50PM

FPH 103

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**SPRING 2010 COURSE DESCRIPTIONS**

**(January 25, 2010)**

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

SS-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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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-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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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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

Patricia Bennett;

This co-curricular course provides a hands-on introduction to the basic tools, equipment, machinery and resources available through the Lemelson Center. Students will work on a variety of projects, gaining experience with as many different skills as time allows. In addition, we will cover basic elements of design and project planning, and allow time for students to get feedback on their own ideas for personal projects. Upon completion of the course, participants will have start-to-finish experience with several projects, a working knowledge of what's available in the shop, and the skills needed to go forward with your own ideas. There is a \$60 lab fee.

M 07:00PM-09:30PM      LCD SHOP

### WRITING PROGRAM (WP)

WP-0201-1      **CCR**  
**Writing Project Workshop**

Ellie Siegel;

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

W 02:30PM-05:20PM      GRN WRC

### OUTDOOR PROGRAMS and RECREATIONAL ACTIVITIES (OPRA)

OPRA-0101-1      **CCR**  
**Beginning Shotokan Karate**

Marion Taylor;

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

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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This course is for all white belts who have completed OPRA 101. We will extend the understanding of blocking, striking and kicking techniques as well as learn more complicated kata and sparring drills. 5-College students will be graded pass/fail.

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

OPRA-0106-1    **CCR**

### **Gentle Rejuvenative Yoga**

Meredyth Klotz;

Practice the foundations of Hatha yoga; pranayama-breath, core strength, asana-posture, flow-discovering a joy and freedom of breath and movement in linking postures, as well as deep relaxation, meditation and the healing journey of balancing body, mind, and spirit. Open to all levels of practice. 5-College students will be graded pass/fail.

F 10:30AM-12:00PM                      RCC 21

OPRA-0107-1    **CCR    PR**

### **Intermediate/Advanced Yoga**

Meredyth Klotz;

Practice the foundations of Hatha yoga; pranayama, core strength, asana, rejuvenation and meditation. We will explore depth and variety of poses including arm balances, handstands, inversions, backbends and yoganidra-deep aware relaxation in service of balancing strength and flexibility, body, mind, and spirit. This class is for students who have completed a beginning course in yoga. 5-College students will be graded pass/fail.

F 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 as one is trained to blend and evade rather than conflict. 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**

Marion Taylor;

Kyudo, the Way of the Bow, has been practiced in Japan for centuries. The form of the practice is considered a type of Ritsuzen or standing Zen. It is often practiced in monasteries as an active meditation in contrast to Zazen or seated meditation. The class will concentrate on learning the seven co-ordinations or step-by-step shooting form. The target, which is only six feet away, serves the archer as a mirror in order to reflect the status of the archer's mind and spirit. 5-College students will be graded pass/fail.

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

OPRA-0116-1    **CCR    PR**

### **Intermediate Kyudo**

Marion Taylor;

This course will widen the student's understanding of the basic form of kyudo. Students will also work on shooting at a more distant target than that normally used in the beginner class. Students will expand the study of the formal seven co-ordinationns into the more extended form of Hitote. 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,

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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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 GYM

OPRA-0118-1 **CCR**

### **R.A.D.: Basic Self-Defense for Women**

Troy Hill, Marion Taylor; Marion Taylor

The Rape Agression 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 of 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. Must attend all 4 classes. Class will meet on Friday, January 29, February 5,12,19 from 1-4pm. 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 emphasize will show the contrasts and similarities of the health art and martial art. This 2 hour class is open to beginner and experienced students. During the first few classes students will be sorted into appropriate 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**

### **Beginning Whitewater Kayaking**

Michael Alderson;

This course is for students who want to learn how to whitewater kayak. No Previous experience is required, though participants must be able to swim and be comfortable in the water. Topics covered will include: a variety of strokes, basic self-rescue and safety knowledge, eddy turns, ferrying, 'river reading' and rolling the boat. This course is the same as OPRA 0124. The class will meet Wednesdays in the pool 1:30 to 2:45 pm from January 27 to March 5. After spring break the class will also go outside on Fridays 12:30 to 6:00 pm from March 26 until May 7. 5-College students will be graded pass/fail.

W 01:30PM-02:45PM

RCC POOL

F 12:30PM-06:00PM

RCC RIVER

OPRA-0124-1 **CCR**

### **Beginning Whitewater Kayaking**

Glenna Alderson;

This course is for students who want to learn how to whitewater kayak. No Previous experience is required, though participants must be able to swim and be comfortable in the water. Topics covered will include: a variety of strokes, basic self-rescue and safety knowledge, eddy turns, ferrying, 'river reading' and rolling the boat. This course is the same as OPRA 0123. The class will meet Wednesdays in the pool 2:45 to 4:00 pm from January 27 to March 5. After spring break the class will also go outside on Fridays 12:30 to 6:00 pm from March 26 until May 7. 5-College students will be graded pass/fail.

W 02:45PM-04:00PM

RCC POOL

F 12:30PM-06:00PM

RCC RIVER

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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OPRA-0126-1 **CCR PR**

### **Beyond Beginning Whitewater Kayaking**

Glenna Alderson;

This class is designed for students who have had previous whitewater kayaking experience. Students will learn advanced whitewater techniques. Prerequisites include a kayak roll on moving water and solid swimming ability. Class will meet Tuesdays in the pool from 1:30-3:00pm from 2/2/10-3/9/10, then on the river from 12:30-6:00pm from 3/23/10-5/4/10. 5-College students will be graded pass/fail.

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

OPRA-0130-1 **CCR**

### **Backcountry Navigation**

Guy deBrun;

This course will cover fundamentals of land navigation. Students will gain a thorough understanding of topographic maps, compass' and global positioning system units and how they work together. A large portion of the class time will be devoted to hands on learning and practice on campus and in the Holyoke Range State Park. The course will begin after spring break. 5-College students will be graded pass/fail.

T 03:00PM-05:00PM           RCC FOYER

OPRA-0132-1 **CCR**

### **Outdoor Adventure Sampler**

Karen Warren;

This course is an opportunity to experience the many activities that make up outdoor adventure. Students will be introduced to natural areas in the local region. In the winter, activities may include snowshoeing and cross country skiing. As spring arrives, students will canoe, sea kayak, hike, and climb. This course is an opportunity to get out each week and learn new outdoor adventure skills. 5-College students will be graded pass/fail.

TH 12:30PM-05:00PM       RCC FOYER

OPRA-0141-1 **CCR**

### **Beginning Swimming**

Glenna Alderson;

If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult swimmer to better understand and adapt to the water environment. Students will work on keeping the 'fun in fundamentals' as they learn floats, glides, propulsive movements, breath control, and personal safety techniques. Swimming strokes will include: breast, freestyle and elementary backstroke. Glenna Alderson is an American Red Cross certified instructor. 5-College students will be graded pass/fail.

TH 03:00PM-04:00PM       RCC POOL

OPRA-0145-1 **CCR**

### **Lifeguard Training**

Glenna Alderson;

This course will prepare and qualify students to become Red Cross certified lifeguards. Bearers of this card are eligible to obtain work at pools nationwide. Hampshire students successfully completing this course will be eligible for employment at the Robert Crown Center pool. To complete this course, students must practice and be tested on water entries and carries, swimming rescues, stroke work, and spinal management. Standard First Aid and Professional CPR will be included in the class format. Materials fee: \$100.00. An additional lab fee will be charged for non-Five College participants. 5-College students will be graded pass/fail.

WTH 06:00PM-08:00PM      RCC POOL

OPRA-0147-1 **CCR**

### **Trail Running**

Guy deBrun;

This course is for active runners who would like to expand their workouts to include trail running. The trails in the Mt. Holyoke Range next to campus are excellent for this purpose. An OPRA instructor with intimate knowledge of the

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trail system will lead you on a group trail run. The intensity of the runs will be determined by the groups ability with the goal of finding a suitable pace for everyone. 5-College students will be graded pass/fail.

W 03:30PM-04:30PM

RCC FOYER

OPRA-0149-1 **CCR PR**

### **Open Water SCUBA Certification**

, Project Deep;

This is an N.A.U.I. sanctioned course leading to open water SCUBA certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. There will be a fee to cover purchase of mask, fins snorkel and text. All other equipment will be provided. Pre-requisite is adequate swimming skill. 5-College students will be graded pass/fail.

M 06:00PM-09:00PM

RCC POOL

OPRA-0151-1 **CCR**

### **Top Rope Climbing**

Michael Alderson;

This class begins after Spring Break. It is for students with little or no climbing experience. Students will learn basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind using the indoor climbing wall and local climbing areas. The climbing wall will open at 3:30pm the first Thursday after January term ends which will be 1/28/10-3/11/10. All students interested in taking Beginning Climbing are encouraged to attend these sessions. This class is the same as OPRA 152. Class meets on Thursdays from 3/25/10-5/6/10. 5-College students will be graded pass/fail.

TH 12:30PM-06:00PM

RCC GYM

OPRA-0152-1 **CCR**

### **Top Rope Climbing**

Guy deBrun;

This class begins after Spring Break. It is for students with little or no climbing experience. Students will learn basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind using the indoor climbing wall and local climbing areas. The climbing wall will open at 3:30pm on Thursdays from 1/28/10-3/11/10. All students interested in taking Beginning Climbing are encouraged to attend these sessions. This course is the same as OPRA 151. Class meets on Fridays 12:30-6:00pm from 3/26/10-5/7/10. 5-College students will be graded pass/fail.

F 12:30PM-06:00PM

RCC GYM

OPRA-0156-1 **CCR PR**

### **Lead Rock Climbing**

Michael Alderson;

This class begins after Spring Break. Students should be experienced top rope climbers and competent belayers. Beginning on the indoor wall, we will cover rope management, anchors, belaying the leader and self-rescue. We will actuate this information outdoors. The goal of this course is to prepare climbers to be competent seconds for multipitch climbs and to provide instruction in lead climbing. Class will meet Tuesdays from 12:30-6:00pm starting from 3/23/10-5/4/10. 5-College students will be graded pass/fail.

T 12:30PM-06:00PM

RCC GYM

OPRA-0157-1 **CCR**

### **Mountain Biking**

Guy deBrun;

Have the urge to take your bicycle off road but lack the utilities to safely do so? Learn the basics of riding bikes with fat tires. Using the Holyoke Range as a classroom, students will ride its many trails practicing the techniques essential to safely and responsibly participate in this fun sport. Along the way, students will also learn how to make basic trailside bike repairs when needed. This course is open to all abilities and skill levels. This course will meet on Thursdays from 3/25/10-5/6/10. 5-College students will be graded pass/fail.

TH 03:30PM-05:00PM

RCC FOYER

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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OPRA-0158-1 **CCR**

### **Ice Climbing**

Michael Alderson;

New England with its cold, wet winters can be a wonderful place to climb frozen water! Students will meet once a week and travel to local cliffs to practice winter climbing skills. Primary focus will be on steep ice and mixed climbing, and the use of tool and techniques used for winter travel in the mountains. Class meets on Tuesdays 12:30pm - 6:00pm until Spring Break, 2/2/10-3/9/10. 5-College students will be graded pass/fail.

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

OPRA-0161-1 **CCR**

### **Bicycle Maintenance**

Michael Alderson;

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine tuning your bicycle? Each week students will focus on an area of the bike and learn what is required to clean and maintain that part. At the end of each class, students will have done the maintenance and be able to depart with their bike intact. At the end of this seven week class, students will have rebuilt their bike and be ready for spring weather. Class meets Wednesdays from 3:30pm - 6:00pm from 1/27/10 to 3/10/10. 5-College students will be graded pass/fail.

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

OPRA-0163-1 **CCR**

### **Winter Camping and Travel**

Guy deBrun;

Winter is an excellent time to enjoy outdoor activities. Lack of insects, less crowding and the beautiful winter landscape are a few of the things that make winter a special time for outdoor recreation. This course will cover the skills and knowledge necessary to thrive in the backcountry winter environment. Outdoor living skills, backcountry travel and winter first aid considerations will all be covered. No previous experience is required, equipment will be provided by OPRA. Class will meet Fridays 12:30pm-6pm from 1/29/10 - 3/12/10. There will also be one required week-end trip over Saturday, March 6. 5-College students will be graded pass/fail.

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

OPRA-0164-1 **CCR**

### **Beginning 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 03:30PM-04:30PM RCC BHALL

OPRA-0165-1 **CCR PR**

### **Intermediate 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 those who are physically fit 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. The class will begin after spring break and is open to students who have completed OPRA 164. 5-College students will be graded pass/fail.

WF 12:00PM-01:00PM RCC BHALL

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## SPRING 2010 COURSE DESCRIPTIONS

(January 25, 2010)

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OPRA-0174-1 **CCR**

### **Basic Fitness and Training**

Troy Hill;

Learn the principles of strength training including flexibility and weight training exercises. Develop a program based on personal goals. 5-College students will be graded pass/fail.

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

OPRA-0176-1 **CCR**

### **Strength Training**

Amanda Surgen;

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

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

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.

W 02:00PM-03:00PM                      MSC LOBBY

OPRA-0218-1 **CCR PR**

### **Outdoor Leadership**

Karen Warren;

This course addresses outdoor leadership from both a theoretical and practical perspective. Readings and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender and social justice issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, nutrition, minimum impact camping, equipment repair, and the instruction of specific wilderness activities. Two weekend outdoor trips and teaching opportunities provide experiential learning in the class. The course is designed for students who desire to teach in the outdoors. Leadership experience is helpful and previous outdoor experience is required. 5-College students will be graded pass/fail.

W 01:00PM-05:00PM                      LIB KIVA  
F 01:00PM-03:00PM                      FPH 106