

SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

Complete and up-to-date course information is available on TheHub

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-0111-1 **DR**

The Emergence of Literacy

Melissa Burch

The majority of adults are able to read fluently. However, when children learn to read, the process is dependent on a number of skills and requires a great deal of adult guidance. In this course we will discuss the cultural importance of literacy across societies and throughout childhood. We will focus on the development of the complex skill of reading, including phonemic awareness, phonics, fluency, and higher-order processes that contribute to decoding and text comprehension. Because instruction can play a determining factor in children's acquisition of literacy skills, we will study early reading materials and examine strategies that are employed in the classroom to facilitate the acquisition of these skills. Evaluation will be based on class participation, a series of short papers, and a longer final project. PRS, REA, WRI

MW 01:00PM-02:20PM ASH 221

CS-0134-1 **DR**

Brain and Cognition

Joanna Morris

The problem of explaining how the brain enables human conscious experience remains a great mystery of human knowledge. This course is an introduction to cognitive neuroscience in which we will attempt to examine the neural underpinnings of the mind's complex processes, paying particular attention to vision and language. Cognitive neuroscience incorporates elements of physiological psychology, neuroscience, cognitive psychology and neuropsychology. In this course we will become familiar with the tools of research used in cognitive neuroscience and with questions that motivate researchers in the field. REA, WRI

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

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-0154-1 **DR**

Application-Oriented Database Theory

Jeffrey Butera

Databases are ubiquitous in society -- there are few websites, applications or devices you encounter on a daily basis that aren't tied to a database. This course will examine the history and theory of databases starting with E.F. Codd as "the father of relational databases" from his groundbreaking work published in 1970 through the current state with the "usual suspects" (mysql, oracle, MSSQL) coupled with some less known players (Unidata/Universe, Cache', OpenQM,

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jBase...) This is not a course in mysql. This is a course where we'll play and plan on getting our hands dirty. Students will be expected to do reading/research on assigned topics and presenting them in class for discussion. Likewise, students should be prepared to use some of these databases and objectively look at their merits as well as shortcomings. PRJ, PRS, QUA

M 04:00PM-06:30PM

ASH 126

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

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

MW 10:30AM-11:50AM

ASH 126

CS/NS-0177-1 **DR**
Aliens: Close Encounters of a 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 and 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

T 06:30PM-09:30PM

ASH 111

CS-0179-1 **DR**
Field Methods in Animal Behavior
Sarah Partan

This class will emphasize research methods for observing, coding, and analyzing animal behavior. We will practice behavior sampling and recording techniques on both domestic animals at the farm and wild animals in the campus woods. Students will carry out independent team projects on a species in the Hampshire woods and we may design and conduct a class study on the communication behavior of a local species such as crows or squirrels. We will examine how to summarize, analyze, and present data. Papers and presentations will be due for each project. Students will be required to learn graphical techniques for presenting data as well as statistical techniques for calculating inter-observer reliability scores. PRJ, QUA

W 09:00AM-11:50AM

ASH 222

CS-0202-1 **PR**
Philosophy of Mind
Laura Sizer

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 mental features such as thoughts, sensations, emotions and consciousness can emerge out of the physical: the activities of our brains and bodies. We will consider some historical responses to these issues, but will focus on contemporary philosophy of the mind. We will discuss the approaches of behaviorism, functionalism, mind-brain identity theory and embodied cognition to these issues. Student will write a series of short papers and one longer paper. Prerequisite: This course assumes a familiarity with the methods of philosophical inquiry and analysis and it is recommended that students have one prior course in philosophy or psychology.

MW 10:30AM-11:50AM

ASH 221

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CS-0204-1 **DR**
The Philosophy of Time
Jonathan Westphal

A philosophical exploration of the nature of time. What is time? In what way does it exist? What is psychological time? Is time absolute, or a relation between events? Does it make sense to say that it flows and moves, or that it can literally speed up or slow down? How is it possible to measure time? Does it have a direction, or is it the same in all directions? How good are the arguments against the reality of time? Is there a coherent conception of eternity? Readings from classic and contemporary sources. This course satisfies Division I distribution requirements. MCP, PRS, REA, WRI
MW 04:00PM-05:20PM ASH 222

CS-0205-1 **DR**
Social Development
Melissa Burch

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

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

CS-0222-1 **PR**
Pixelbending: Under the Hood of Modern Filmmaking
Christopher Perry

With an affordable digital camera and simple editing software, anyone can be an image maker. But what does it take to be an image master? How does one take control over the images and films one makes rather than ceding it to the engineers of the software and hardware? This course is designed for students who seek mastery over the digital images they create, capture, edit, and/or distribute. The class will expose the foundational core that hides behind the interfaces of digital imaging and filmmaking technologies but which is crucial to using them with precision and finesse. Topics that may be covered include digital image representation, compression/decompression (codecs), frame rate changes, compositing, matting, tracking, color correction, color grading, and more. Prerequisite: an evaluation/passing grade from least one digital media production class (film, video, animation, photography)

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

CS-0227-1 **PR**
Mobile Computing: Building Applications for Handheld Devices
Paul Dickson

Mobile devices are becoming more prevalent and the demand for applications that can run on these mobile devices keeps growing. This course will focus on the strengths and limitations of mobile devices. Students will explore these topics through the conception and creation of applications for the iPhone/iPod Touch architecture. By the end of the semester, all students will be developing iPhone applications and testing them on devices. This course will be hands on and project based. Prerequisite: Students are required to have at least one semester of college-level programming in a high-level programming language. This course satisfied Division I distribution. PRJ

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

CS-0230-1
Social Cognition
Joanna Morris

The field of social cognition encompasses the study of the cognitive processes underlying social judgment, thought, and behavior. How do we explain our own and others' behavior? How do we develop and maintain our self-concepts of the kind of people we are? What role do our self-concepts play in guiding our interpretations of the world and other people? How do we make judgments about the characteristics of ourselves and other people? How do we figure out what other people are thinking and feeling? Why do we remember what we do about others and ourselves? What is the relationship between thinking and feeling? Students will be expected to read and critically analyze articles from the professional scientific literature. This course satisfies Division I distribution requirements. REA, WRI

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W 01:00PM-03:50PM

ASH 111

CS-0233-1

The Hampshire Learning Project

Steven Weisler

This course will develop an approach to investigating the impact of a Hampshire education on Hampshire graduates as they make their way in the world. Our goal will be to develop both quantitative and qualitative methods appropriate to the study of how college experience influences the lives of alumni. Students participating in this course will have an opportunity to gather and analyze data that will inform the "'Non Satis Scire' Learning Project," an ongoing research project designed to understand the ways in which Hampshire encourages its students to become contributors to society, effective global citizens, and creative, life-long learners well-prepared for life after college. Readings will be drawn from literature in Education, Psychology, and Anthropology. Students will have ample opportunity to analyze complex qualitative and quantitative data sets and will assist in developing and implementing interview protocols and focus sessions with Hampshire students, faculty, staff, or graduates.

MW 10:30AM-11:50AM

ASH 111

CS-0234-1

DR

Sound Patterns of Language: Phonetics and Phonology

Mark Feinstein

Phonology and phonetics are concerned with the role of sound in human language. Phonetics investigates the physical and biological aspects of speech. Phonology is the study of the mental representation and cognitive organization of knowledge about linguistic sound structure. In this course we investigate the rich diversity of sound systems in the world's languages, from both points of view. This course satisfies Division I distribution requirements. REA, QUA

TTH 10:30AM-11:50AM

ASH 221

CS-0237-1

DR

Literature and Cognition

Daniel Altshuler

Literature is discourse. It has intricate and fascinating structure that reveals how the human mind works. In the last thirty years, considerable progress has been made in cognitive psychology, artificial intelligence, linguistics and philosophy of language in the study of discourse interpretation. The goal of this class is to learn a theory of discourse interpretation that we can then apply to texts written by influential Russian authors (looking at the original and the translation). For the final project, students will be encouraged to look at texts in a language with which they have had some previous exposure. Although previous exposure to a language other than English is a plus, it is not a requirement to take this course. QUA, PRJ, REA, WRI

MW 01:00PM-02:20PM

ASH 112

F 01:00PM-02:20PM

ASH 111

CS-0240-1

DR

Designing Curriculum for Learning in Formal and Non-Formal Settings

Laura Wenk

In the current political climate, schools are pressed to teach a curriculum that is a mile wide and an inch deep. Yet evidence from cognitive psychology shows that such a curriculum does not result in conceptual understanding or the acquisition of higher order thinking. In addition, much important learning is taking place in after-school and alternative settings. In this course students learn how to develop curriculums that help young people become capable of critical thinking and engaging deeply in learning opportunities. Each student develops a curriculum unit on a topic of their choice. In addition, students get some practice teaching. This course is designed for Division II and III students who are interested in teaching in formal or non-formal settings or who are developing curriculum as part of their independent work. This course satisfies Division I distribution requirements. REA, PRJ

TTH 12:30PM-01:50PM

ASH 222

CS-0246-1

DR

Adolescent Development

Jane Couperus

Adolescence is often thought of as a time of great change and upheaval as children navigate the transition into adulthood. Raging hormones, changing social expectations and relationships, and developing autonomy all contribute to

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this tumultuous time. This course will examine the biological, cognitive, and social changes that occur during adolescence to develop a better understanding of this unique period of development. Using psychological as well as neuroscience and social science literatures the course will examine adolescence through multiple perspective to develop a well rounded picture of this developmental period. Students will be asked to read primary literature in psychology and neuroscience as well as from other relevant fields such as anthropology and sociology. Requirements will include short papers throughout the semester as well as a major research project. This course satisfies Division I distribution requirements. PRJ, REA, WRI

MW 01:00PM-02:20PM

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. Students in this course should have some previous academic background in psychology prior to enrollment. Prerequisite: Must have at least one prior college course in psychology.

TTH 02:00PM-03:20PM

ASH 222

CS-0279-1 **IP**

Cognition and Behavior in Domesticated Animals

Mark Feinstein

Domesticated animals -- agricultural livestock such as sheep, cattle, pigs and chickens, as well as companion animals like dogs and cats -- are of deep importance to human society. The primary focus of the course is on how domestication shapes the mental and behavioral characteristics of these animals. We also explore related issues in human-animal interaction, animal welfare and agricultural practice. Learning, socialization, biological development and evolution are central themes; in addition we undertake some comparative discussion of the wild counterparts of domesticated animals, explore the nature of feralization, and look at cases (like the elephants) which raise questions about how domestication is defined. This course satisfies Division I distribution requirements. Instructor permission required. PRJ, QUA, REA

TTH 02:00PM-03:20PM

ASH 221

CS-0305-1 **PR**

Seminar: Brainstorming the Future of Animal Multimodal Communication Research

Sarah Partan

The field of multimodal communication in animals (communication involving more than one sensory system) is in its infancy. Practitioners in the field are excited about it and looking for good directions to take their research programs. In this upper-level seminar we will read current literature on cutting-edge studies in this field and brainstorm suggestions for future directions. We will review both theoretical and empirical research in this area, focusing on studies that compare across taxa, and research that integrates multiple levels of analysis (e.g. behavioral work that also studies underlying mechanisms). Students will present and discuss research articles in the format of a graduate level seminar, and will write a literature-based review. This will provide an opportunity for students to learn how to come up with good research questions, which should be particularly useful for Division III students who plan to go to graduate school, or for upper level Division II students who are looking for good Div III ideas. The class is appropriate for Division III students and upper level Division II students who have an interest in the scientific study of animal behavior (including human communication behavior), and have taken some coursework in this area. Prerequisite: at least one course in animal behavior, human ethology, behavioral ecology or related field.

T 09:00AM-11:50AM

ASH 222

CS/NS-0308-1 **PR**

Evolution, Islam and Modernity

Salman Hameed

This seminar course will look at the way Muslims across the globe are negotiating the relationship between Islam and modern science. We will, in particular, focus on the way evolutionary biology is received in various parts of the Muslim world and what can that tell us about the interaction between culture, politics, religion, and science. Students will be expected to do research as part of the class and present their findings at the end of the semester. Countries to be

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discussed in the class include, but are not limited to, Egypt, Indonesia, Iran, Malaysia, Pakistan, Turkey, Tunisia, Kazakhstan, and the Muslim diaspora in Europe and in the United States. Prerequisite: One class in Middle Eastern history or Middle East sociology, or Islam.

M 02:30PM-05:20PM

ASH 221

CS-0311-1 **PR**

Research in Artificial Intelligence

Lee Spector

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

TH 12:30PM-03:20PM

ASH 126

CS-0313-1 **PR**

Brain and Cognition II: Electrophysiological Methodologies

Jane Couperus

This course is an upper-level research seminar designed for students who wish to learn electrophysiological techniques and how to apply those techniques to answer research questions in the domain of cognitive psychology and cognitive neuropsychology. In this years course students will help design a study of attention, run participants, and analyze the data. Additionally, they will have the opportunity to develop an original research project from conception through piloting participants. Course requirements will consist of reading primary research articles, designing, and executing an event related potential (ERP) research project. The class will cover all elements of setting up an ERP research project and we will focus on both the theory of electrophysiological research techniques as well as practical aspects of developing and running a research project. Prerequisite: Some background in cognitive psychology, cognitive science, neuropsychology, or neuroscience would be helpful.

MW 02:30PM-03:05PM

ASH 222

CS-0325-1 **PR**

Truth and Meaning

Steven Weisler

This course provides an introduction to the theory of meaning for advanced students. We will explore topics such as ambiguity, intensionality, the nature of meaning and truth, and the relationship between psychology and meaning. We will work through An Introduction to Montague Semantics by Dowty, Wall, and Peters, and finish up by reading Montague's classic essay "The Proper Treatment of Quantification in Ordinary English." The course requires weekly problem sets and abundant class participation. Prerequisite: a course in philosophy or linguistics.

M 02:30PM-05:20PM

ASH 111

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

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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HUMANITIES, ARTS and CULTURAL STUDIES (HACU)

HACU-0101-1 DR

Chorus

Elaine Ginsberg

The Chorus is a performing ensemble in which students will learn skills of choral singing and sight-singing. They will be exposed to a wide variety of choral literature through rehearsal and performance, including a cappella and accompanied music, medieval through 20th century, ethnic, world music and folk. Several performances are given throughout the year, both on campus and off, including The 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

EDH 2

HACU-0104-1 DR

Drawing I

J. Matthew Phillips

This course will introduce students to the fundamentals of perceptual drawing. Students will become familiar with material and technical issues inherent to drawing. Students will work from the still life, masterworks, the figure, and the landscape. Students will use the editing and revising of their work as an essential component of the creative process. Throughout the course we will consider numerous approaches to making drawings including the Cubist's use of collage and Sol Lewitt's conceptually based method of drawing. We will also familiarize ourselves with how drawing is being used in the work of contemporary artists through a trip to a gallery or museum. Class meets for six hours a week and the course demands a minimum of six hours a week of outside work. This course is required for students wishing to do advanced work in drawing, painting, and sculpture. Lab fee required. EXP, PRJ, PRS, REA

MW 01:00PM-03:50PM

ARB STUDIO 2

HACU-0108-1 DR

Introduction to Media Production: A Lens on Social Action

Julien Rosskam

This production and theory course will introduce students to basic video, photographic and new media techniques and to a diverse range of critical texts on digital and media theory, film theory and the ethics of representation. Production work will include photo and video essays, and a data visualization project (using Processing). At the crux of our inquiry will be the use of media/art for social action. Students will consider who they are in relation to what they are representing, as well as how each medium frames their subject differently. There is a lab fee of \$50 charged for the course. EXP, MCP, PRJ, REA, WRI

TH 09:00AM-11:50AM

JLC 120

HACU-0118-1 DR

A Course Not Just About Bob Dylan: Tributaries in American Music

Martin Ehrlich

This is a class that travels across the expanse of American music with Bob Dylan's work as a significant spoke in the wheel. A central theme will be looking into diverse traditions of song, both personal and topical. With critical readings and critical listening, we will look to connect individual voices within and across cultural traditions. Listening logs and response papers will be part of the class. Each student will present a final project that maps his/her take on these narratives.

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No musical background is required, though the defining of a musical sensibility is one of the goals of the class. Bob Dylan: He's not much of a songwriter, but he sure can sing.

MW 02:30PM-03:50PM

MDB RECITAL

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 culture, by dissecting specific examples from contemporary photography, film, new media and other visual media that problematize visibility. The implications of new models of spectatorship and visual literacy will also be considered. REA, WRI, PRS, PRJ, MCP

M 02:30PM-05:20PM

FPH 105

HACU-0141-1 DR

The Novel in the United States, 1900-45

Michele Hardesty

A friend of ours, a fairly clever person, and by no means lacking in common sense on common subjects, has the craze in his head that he will someday write a great American novel. So begins the 1868 Nation editorial in which John W. DeForest first named the central, yet perpetually unachieved, benchmark for national literary creation: the Great American Novel. In this course, we will examine the novel genre in the United States in the first half of the twentieth century, considering what it means for a novel to be "great" as well as what it means for a novel to be "American." This course is designed to offer an introduction both to modern U.S. literature and to literary studies more broadly. The goals of this course are twofold: first, to develop a close cultural, historical, and literary understanding of a selection of novels; second, to write critically and analytically about these texts. Authors will include Edith Wharton, Jean Toomer, Anzia Yezierska, John Dos Passos, William Faulkner, Zora Neale Hurston, Richard Wright, and Americo Paredes. REA, WRI

TTH 12:30PM-01:50PM

FPH 106

HACU-0142-1 DR

Representing Reality: The Literature of Kleist and Kafka

Alicia Ellis

This course will focus on the writings of Heinrich von Kleist (1777-1811) and Franz Kafka (1883-1924) as representatives of a new critical idiom that emerged in German literature at the turn of each of their centuries. We will pay close attention to the style of the authors' prose including generic conventions, figurative language, delineation of character and narrative ambiguity. Additionally, short texts by Georg Buchner, E.T.A Hoffmann, Thomas Mann and Rainer Maria Rilke will enhance our analysis of Kleist and Kafka. Possible themes for exploration: the function of the juridical; the importance of dreams and memory; representations of the social world, urban space and the "modern" man; the search, often futile and absurd, for truth and knowledge; epistemic dread and alienation. Knowledge of German is not required. This course requires mandatory weekly discussion board posts, frequent short writing assignments and active class participation. PRS, REA, WRI.

MW 10:30AM-11:50AM

FPH 104

HACU/IA-0151-1 DR

Making Dances: Introduction to Dance Composition

Daphne Lowell

In this dance composition course students will be introduced to the processes and materials of dance-making. They will practice composing, describing, analyzing and interpreting choreography. Through movement exploration and structured improvisations students will learn ways to generate movement and craft it into composed studies. They'll also study examples of professional dance from a range of styles, and present their own composition exercises for review. Integral to this work will be the examination of their expectations (What is dance? What do I want to see in a dance?), and a push to identify and broaden personal movement styles and preferences. Out of class they will create assigned composition etudes, study the work of some master artist, and write analyses of professional works. Although concurrent

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study of dance technique is strongly advised, no previous experience in dance is required. Concert tickets expense. EXP, PRJ, PRS, REA

MW 10:30AM-11:50AM

MDB MAIN

HACU-0162-1 DR

Innocence, Interrogated: Reflections on the Problem of Innocence

Joshua Milstein

We are accustomed to thinking of innocence as synonymous with saintliness, benevolence, and moral purity--but innocence can be destructive as well. As the British novelist, Elizabeth Bowen, writes: "The innocent are so few that two of them seldom meet--and when they do, their victims lie strewn all around." This course will focus on representations of this other, more ominous strand of innocence. Literature will be our primary focus here, though we will make periodic excursions into theology, philosophy, and film. Possible authors include Fyodor Dostoevsky, Henry James, Nathaniel Hawthorne, Bowen, Roberto Bolano, J.M. Coetzee. PRS, REA, WRI

MW 01:00PM-02:20PM

EDH 5

HACU-0164-1 DR

World Religions: Text, Canon, Tradition

Alan Hodder

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

MW 10:30AM-11:50AM

EDH 4

HACU/NS-0173-1 DR

Sex, Science, and the Victorian Body

Lise Sanders, Pamela Stone

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, the impact of the industrial revolution, maternal morbidity and mortality, and other topics relating to women's reproductive health, in addition to reading novels, poetry, and prose by major Victorian writers, among them the Brontes, the Rossettis, Collins, Hardy, Swinburne, and Wilde. The writings of Freud, Foucault, and other theorists, as well as writings in the natural and biological sciences, will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. This course satisfies the distribution requirement for Division I. Learning goals: REA, WRI, PRS, PRJ (and in addition for those doing Division I in NS QUA).

TTH 10:30AM-11:50AM

FPH 108

HACU-0179-1 DR

Ancient Greek and Indian Drama

Robert Meagher

The aim of this course is to provide an introduction to the dramatic traditions and texts of classical Greek and classical Sanskrit theater. From the classical Athenian corpus, selected tragedies by Aeschylus, Sophocles, and Euripides, as well as comedies by Aristophanes and Menander, will be considered in depth. From the classical Indian tradition, we will read works by Bhasa, Kalidasa, and Shudraka. Special attention will be paid to the historical context of each play and to considerations of staging, ancient and modern. MCP, PRJ, REA, WRI

TTH 10:30AM-11:50AM

FPH 102

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

Complete and up-to-date course information is available on TheHub

HACU-0184-1 **DR**

Latino/a Culture and Literature: Latinidad

Norman Holland

What is Latinidad? How has it formed historically? How was and is it manifest in cultural practices and expression in the United States? How is the "Latinization" of U.S. popular culture being felt in various U.S. regions and cities today? In exploring these complicated questions, the course provides an introduction to the history of cultural expression of Mexican Americans, Puerto Ricans, and other U.S. Latina/os. We will survey how Latino/as came to understand themselves as members of specific ethnic communities and of a pan-"Latino" community, and in particular how this membership has been expressed through cultural practices and creative expression. MCP, REA, WRI

MW 02:30PM-03:50PM

EDH 5

HACU-0187-1 **DR**

The Body in Contemporary Philosophy

Monique Roelofs

This course studies contemporary philosophical questions about the body: What is the significance of the corporeal interdependence we sustain with others and the world? What part does it play in creating bodily boundaries and spatial orientations? How do discipline, technology, and commerce shape bodies? In what ways is the body linked to language and other aesthetic idioms? To affect and materiality? How is the body used to signify intersecting forms of difference, such as those of race, class, gender, sexuality, ability? And how do these differences signify the body? What is at stake in distinctions between human and nonhuman bodies? Why do some senses seem to be more closely affiliated with the body than others? What conceptions of power, hierarchy, and sociality do our figurations of the body imply? Readings by de Beauvoir, Fanon, Foucault, Kristeva, Irigaray, Davis, Butler, Grosz, Oyewumi, Korsmeyer, Alcoff, Chow, Weiss, Braidotti, Ahmed, Yancy, and others. MCP, PRJ, PRS, REA, WRI.

TTH 10:30AM-11:50AM

FPH 105

HACU-0191-1 **DR**

Yiddish Literature and Culture

Rachel Rubinstein

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

Learning Goals: MCP, REA, WRI, PRJ

MW 10:30AM-11:50AM

YBC YBC

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. PRJ, REA, WRI

MW 01:00PM-02:20PM

FPH 101

HACU-0194-1 **DR**

Literature and Psychoanalysis

Mary Russo

This course examines the relationship between psychoanalysis and literature by focusing on Freud's concept of the "uncanny" as it appears in his famous essay of the same name, and as it emerges in literary examples in the nineteenth and

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twentieth century. Freud himself drew on the work of E.T.A. Hoffman, whose "Sandman" features mysterious strangers, a mechanical doll, family romance, and madness. In the course of the semester, literary texts may include Hoffman's story, "The Sandman," Dostoevsky's *The Double*, Henry James's "The Turn of the Screw" and Toni Morrison's *Beloved*, and selected fiction by Angela Carter. In addition, we will examine the aesthetic categories related to the uncanny, such as the grotesque, the horrific and the abject and trace the development of genres like the gothic and the ghost story in literature and film. PRJ, PRS, REA, WRI

TTH 12:30PM-01:50PM

FPH 105

HACU-0196-1 DR

Painting Foundations: Collective Painting and Drawing

Daniel Schrade

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. Drawings will often be produced in tandem with paintings in order to illuminate visual ideas. We will work with oil paint, acrylic paint and various drawing materials. Students will create individual work and collectively prepare large-scale canvases, later used as an experimentation field to stress color theory, effective visual organization and discourse regarding collective visual productions. This course will develop from individual representational set-ups towards collective, abstract work. Regular class critiques will assist 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. Museum visit. Lab Fee \$40.

MW 01:00PM-03:50PM

ARB STUDIO 1

HACU-0199-1 DR

Division I Independent Projects in Humanities and Cultural Studies

Lise Sanders

This course is intended as a research- and writing-intensive seminar for second-semester Division I students interested in pursuing independent projects in the humanities, broadly conceived, but focusing on the analysis of primary texts (e.g., literature, still and moving images, new media). During the first half of the semester, we will establish a foundation in readings selected from among canonical and recent texts in cultural theory and criticism. The second half of the semester will focus on the process of developing a substantial independent research project in five stages: prospectus, annotated bibliography, detailed outline, draft and revision. Peer review workshops will be a key component of the course, complemented by library research sessions and instruction in effective argumentation. Interested students should bring a one-page proposal to the first class meeting. It is expected that students will have taken a prior 100-level Humanities or Cultural Studies course. Learning goals: REA, WRI, PRS, PRJ.

TH 12:30PM-03:20PM

FPH 103

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 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 simple structures and investigate ways of developing content, including basic printmaking. As your skills progress, we move into more complex bindings, culminating with an independent project. The core of the course is hands-

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on learning, supplemented by field trips to local binderies and book collections. Lab Fee \$75. This course meets the Division I distribution requirement. MCP, PRJ, REA, WRI

M 01:00PM-03:50PM

EDH 3

HACU-0206-1 **DR**

North American Slavery: Resistance and Revolt

Susan Tracy, McKinley Melton

Slavery existed as an institution from the seventeenth through the nineteenth centuries in both the North and the South. As it evolved into a racial system of forced labor and social and political oppression, it nevertheless engendered an African American culture of resistance that occasionally ignited revolt. This class will concentrate on African American slave culture and will consider the historical and literary legacy of several of the more prominent slave revolts including the 1739 Stono Rebellion in South Carolina, the 1822 Denmark Vesey Charleston Fire Scare, the 1831 Nat Turner Rebellion in Southampton County Virginia and the 1839 Amistad Mutiny. This course satisfies Division I distribution requirements. WRI, REA, PRS, MCP, PRJ

TTH 02:00PM-03:20PM

FPH 105

HACU-0209-1 **PR**

Video I: Black Vision/Queer Looks

Kara Lynch

Video I is an introductory video production course. Over the course of the semester students will gain experience in pre-production, production and post-production techniques as well as learn to think and look critically about the making of the moving image. We will engage with video as a specific visual medium for expression, and we will apply black studies + queer theory and practice as a lens and sounding board in relation to issues of representation, spectatorship, identification, practice and distribution. Projects are designed to develop basic technical proficiency in the video medium as well as the necessary working skills and mental discipline so important to a successful working process. Final production projects will experiment with established media genres. Readings, screenings, In-class critiques and discussion will focus on media analysis and the role of technology in image production. There is a lab fee charged for the course. Prerequisite: 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent). Lab Fee \$50

T 09:00AM-11:50AM

JLC 131

TH 07:00PM-09:00PM

JLC 120

HACU-0209-2 **PR IP**

Video I: Black Vision/Queer Looks

Kara Lynch

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T 09:00AM-11:50AM

JLC 131

TH 07:00PM-09:00PM

JLC 120

HACU-0210-1 **PR**

Film I

Abraham Ravett

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

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produced in 16mm format. Video formats plus digital image processing and non-linear editing will also be introduced. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. There are weekly evening screenings or workshops. Prerequisite courses include a 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent and must be completed and not concurrent with this course.) NOTE: Enrolled or top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster. Lab Fee \$50.

W 09:00AM-11:50AM JLC 131
W 07:00PM-09:00PM JLC 120

HACU-0210-2 PR IP

Film I

Abraham Ravett

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W 09:00AM-11:50AM JLC 131
W 07:00PM-09:00PM JLC 120

HACU-0211-1 PR

Still Photography Workshop I: Analog

Kane Stewart

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.

TH 09:00AM-11:50AM JLC 131

HACU-0211-2 PR IP

Still Photography Workshop I: Analog

Kane Stewart

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.

TH 09:00AM-11:50AM JLC 131

SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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HACU-0212-1 **DR**

Sites and Citations of the City

Karen Koehler, Mary Russo

This course will explore interactions of text, image, and architecture in a series of urban settings from a variety of chronological periods. We will cover a wide range of places--from Buenos Aires to Rome to Berlin and Shanghai. We will seek to explore synaesthetic formal connections between different art forms and structures, while at the same time exploring the significance of specific cultural, linguistic, social, and political histories. A major course objective is the development of group study, research and presentational skills. Together and in small group formats, we will compare discipline-based knowledge of the city as a material and imaginative locus of culture. This course satisfies the Division I Distribution requirement. PRJ, PRS, REA, WRI

W 01:00PM-03:50PM FPH 102

HACU-0216-1 **PR**

Intermediate Modern Dance IV

Cathy Nicoli

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

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

HACU-0219-1 **DR**

Poetry as Translation--Borders and Bridges

Polina Barskova

Activities for this course will include lectures/discussions on the theory of translation stressing specific problems of working with different languages, cultures, poetic traditions, and cognitive studies agendas (including theoretical utterances ranging from Goethe and Lomonosov in the XVIII century to Benjamin, Valery, Nabokov, and Brodsky in the XX century); Regular critics/close discussions of the participants, translations, following their work in progress; Students' regular consultations with their language mentors; Invited guest workshops. Students must demonstrate intermediate proficiency in a world language. This course satisfies the Division I Distribution requirement. PRJ, REA, WRI

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

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

Buddhist Life Writing

Maria Heim

From the biographies of Gotama Buddha to the autobiographies of western converts, life writing plays a central role in teaching Buddhist philosophy, practice, history, and myth. This course explores the diverse forms and purposes of Buddhist life writing in the literary and visual cultures of India, Tibet, Thailand, China, Japan, and the USA. Reading the lives of eminent saints and laypersons, charismatic teachers, recluses, and political activists, the course aims to broaden understanding of how Buddhists have variously imagined the ideal life. We will pay particular attention to how literary and cultural conventions of genre guide the composition of lives, how life writing is intimately related to interpreting sacred spaces, and the performative aspects of oral and visual life narration. This course satisfies Division I distribution. WRI

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

HACU-0238-1 **DR**

Myths of America

Rachel Rubinstein

This course investigates the imaginative, mythic, historical, and aesthetic meanings of "America," from its earliest incarnations through the mid-nineteenth century, and the ways in which the "national imaginary" has continually been challenged, shaped and pressured by the presence of radical and marginal groups and individuals. We will read both major and unfamiliar works of the colonial, revolutionary, early republic and antebellum years, and examine how these works embody, envision, revise, and respond to central concepts and tropes of national purpose and identity. Our conversations will address the spiritual and religious underpinnings of American nationhood; exploration, conquest, and nature; notions of individualism, progress, improvement, and success; race, ethnicity, class, and gender; alternative nationalisms and

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(2-1-11)

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communities. This course is ideal for students seeking to ground and fortify their study of nineteenth and twentieth century American literature, history and culture. Fulfills Distribution Requirements, Learning Goals: PRJ,REA,WRI

TTH 10:30AM-11:50AM

FPH 103

HACU-0239-1 **PR**

Jazz Improvisation 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 Ornette Coleman 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-0247-1 **DR**

Voice and Visibility: African Americans and the Power of Spoken Word

McKinley Melton

While the immediate focus of this course will be directed toward the contemporary Hip Hop and Spoken Word Movements, we will engage the contemporary moment as part of an African American cultural legacy that is built upon a bedrock of oral tradition. We will consider the significance of orality in crafting and cultivating the forms, styles, and content of African American cultural expression. Examining oral expressions that range from music to public speeches, this course positions the spoken word as central to understanding the complex issues of identity, culture, and politics that shape the African American presence in American society. This course satisfies the Division I distribution requirement.

REA, WRI, PRS, MCP

TTH 12:30PM-01:50PM

EDH 2

HACU-0249-1

Philosophies of Modern & Contemporary Art

Christoph Cox

This course will examine the ways that 20th-century philosophers and theorists have approached the art of their time, and the ways that modern and contemporary art illuminate and ground philosophical thought. Via writings by philosophers, theorists, and artists, we will traverse a selected history of 20th-century art guided by a selected history of 20th-century art theory. The course will survey artistic practices such as modernism, postmodernism, conceptualism, minimalism, and relational aesthetics and will examine critical approaches such as formalism, psychoanalysis, poststructuralism, and deconstruction. Students will be responsible for researching and presenting works of art for class discussions. Readings by Heidegger, Foucault, Deleuze, Derrida, Badiou, Greenberg, Fried, Foster, Krauss, Bhabha, Enwezor, and others.

TTH 10:30AM-11:50AM

EDH 4

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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HACU-0250-1 **IP**

Intermediate Studio Projects: From Motherwell to Basquiat and Mehretu

Daniel Schrade

Students will focus on contemporary issues in painting and drawing, using the works of Robert Motherwell (1915 - 1991), Jean-Michel Basquiat (1960 - 1988) and Julie Mehretu (1970 -) as a brace to define the time period in which this course will be settled. The goal of this course is to explore more advanced problems in studio arts, with emphasis on guiding students to develop ideas and critically investigate methods for personal expression. Project orientated assignments are designed to create a body of work on an intermediate level. Readings and one paper on an artist to be assigned will be required. Fieldtrips. Field trips \$25

W 09:00AM-11:50AM

ARB STUDIO 1

HACU-0252-1 **IP**

Advanced Film/Video Workshop II: Imag(in)ing Transgender

Julien Rosskam

In this hybrid theory and production course students will be introduced to foundational film theories (Mary Ann Doane, Robin Wood) that relate to how gender and bodies are represented. Additionally we'll explore trans theories (Susan Stryker, David Valentine, Jay Prosser), that relate to larger ideas of what bodies even are, how we define and categorize them, and whether or not film/video can do justice to the trans/gender-variant/intersex body. Prerequisite Film I or Video I. Instructor permission required. There will be weekly screenings for this class. There is a Lab Fee of \$50.

W 09:00AM-11:50AM

JLC 120

T 07:00PM-09:00PM

JLC 120

HACU-0254-1 **IP**

Still Photography Workshop II: Advanced Digital Printing

Jacqueline Hayden

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.

F 10:30AM-12:30PM

JLC 131

F 01:30PM-02:20PM

JLC 131

HACU-0262-1

Contemplative Dance/Authentic Movement

Daphne Lowell

This course will be an in-depth study of Contemplative Dance/Authentic Movement. This practice offers a new dance paradigm, one that works to awaken an integrated bodymind in individual practitioners and to develop a conscious community of investigators. The deceptively simple practice of inviting the bodily aspects of self to initiate movement or stillness leads to a range of ramifications. It cultivates self-authority, authenticity and originality, an appreciation for diversity within and without, compassion, and powers of observation. It opens pathways to imagination, intuition and thought. Most importantly, it reclaims the body from the West's attempts to subjugate, control and marginalize it. It is a movement practice for everybody: no previous dance experience or special physical skills are required. Studio practice will be augmented by reading and discussion about the form's history, and about issues it raises for such endeavors as performance, art-making, education, somatic studies, and ritual. Tickets \$20

MW 04:00PM-05:50PM

MDB MAIN

HACU-0264-1 **PR**

Tonal Theory I

Roman Yakub

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

MW 01:00PM-02:20PM

MDB RECITAL

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(2-1-11)

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HACU-0268-1 **IP**

Making History or Producing Non-Fiction in Film and Video

Joan Braderman

If anthropology is fundamentally, in the words of Margaret Mead, a discipline of words," then documentary, is, most fundamentally, a discipline of visual representation?it calls for an ethics of responsibility, an aesthetics of film form, and a politics of representation."--Bill Nichols, "Documenting the Documentary." "What 'truth' does a 'documentary' reveal? The answer is far simpler than it might seem. The "truth" revealed is that someone or something turned on a camera somewhere and light was inscribed in an electronic or digital signal or on nitrate. These marks in light may resemble something familiar -- but it is always a new space made by the light so imprinted or registered on its new plane. Once this light, this so-called "image" has been ripped out of time by the camera, it exists only as an abstract etching, imitating the light of its source." "Toward the Essay Film," by Joan B. Reading about non-fiction, analyzing and comparing fiction with non-fiction works and making films and videos, we will explore the above ideas and others, especially those related to the specific filmmaking processes and stages of production when working on location. Students must have some background in film or videomaking in the context of a course and will be expected to produce original works in these mediums. Instructor permission required. Lab Fee \$50.

T 12:30PM-03:20PM JLC 120

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

HACU-0269-1

Japanese Cinema

Abraham Ravett

I think that to find what is real one must look very closely at one's world, to search for those things which contribute to this reality which one feels under the surface. These are few and one uses them to create. These are the core around which the world moves, the axis around which it turns...To be an artist means to search for, find, and look at these things; to be an artist means never to avert one's eyes.--Akira Kurosawa "I want to portray a man's character by eliminating all the dramatic devices. I want to make people feel what life is like without delineating all the dramatic ups and downs. "-- Yasujiro Ozu "My films do not treat sensational events or, for that matter, contain much drama. Depicted are images of everyday Japan and the daily lives of its people."--Sumiko Haneda This course will involve a detailed study of the Japanese cinema. It will highlight works in the dramatic narrative, documentary and experimental traditions. The films screened will use the past to explore the meaning of the present, examine the relationships within families, investigate formal issues in cinematic construction and attempt to articulate broader social issues within Japanese society. Class will meet once a week for two hours and fifty minutes plus additional time for second screenings. Participants will be asked to complete a series of papers plus a final project based on class discussions, film screenings, and assigned readings.

F 09:00AM-11:50AM JLC 120

F 01:00PM-03:00PM JLC 120

HACU-0271-1

Dancing Motown: Rhythm & Blues, Soul & Funk

Constance Hill

Here is a social and political history of Rhythm & Blues in the 1960s that takes you from your seat to (dancing in) the street. In the classroom, we will learn about the evolution of R&B from its roots in the jump blues of Louis Jordan, blues-jazz fusions of Johnny Otis, electric blues of Muddy Waters, blues-gospels of the Staple Singers, and soulful doo-wops of the Five Royales to a style of soul music that reached the height of popularity in the 60s with Motown Records in the "Motor City" of Detroit. There, songs like Martha Reeves and the Vandellas' "Dancing in the Street" became not only infectious and buoyant party songs but reflective of the politically and racially-charged environment of black urban communities across the country in the wake of the Civil Rights Movement. In the studio, we will combine basic tap steps and social dance moves into back-up chorus routines in the style of Cholly Atkins, the legendary rhythm tap dancer who, as house director of Motown Records in that decade, devised cool-stepping moves called vocal choreography for the Supremes, Temptations, Four Tops, and Gladys Knight and the Pips. Class routines will be rhythmically succinct but simple enough for each class to a complete routine for such tunes as Aretha Franklin's "Respect" and Mary Wells' "You Beat Me to the Punch." There will also be an R&B History and Singing Lab in which students learn back-up harmonizing singing style that engages with the lyrics while (like the vocal choreography) remaining cool, relaxed and in control. Open

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

Complete and up-to-date course information is available on TheHub

to dance, music, theatre concentrators and all others wishing to refine their rhythmic sensibilities and move with grace and style. Tap dance shoes required.

TTH 10:30AM-11:50AM

MDB SMALL

W 07:00PM-09:00PM

MDB SMALL

HACU-0273-1 **PR**

Music Journalism for Radio

Rebecca Miller

In this hands-on production course, we will learn the basics of producing music for public radio. We'll first learn the basics of radio journalism with reference to music pieces, including reporting, recording, scriptwriting, production, and the effective use of ambient sound and music. Students will then use the medium of radio to present an array of music related pieces, including short features, album reviews, and longer documentaries in a style consistent with public radio. Students will gain a working knowledge of computer sound software (Pro Tools) and sound editing techniques. Weekly reading assignments will help us think critically about issues of representation, cultural appropriation, and music ownership; listening assignments will draw from the wide range of music programming heard on public radio today. Students can borrow mini-disc recorders and other equipment from Media Services; students should be prepared for additional course expenses, up to about \$40. Prerequisites: Open only to Div II and DIV III students. Required coursework in one or more of the following: media production, ethnomusicology/anthropology, writing.

W 01:00PM-03:50PM

LIB B3

HACU-0274-1 **PR**

The Black Atlantic

Alicia Ellis

The point of departure for this seminar is The Black Atlantic: Modernity and Double Consciousness, Paul Gilroy's 1992 study of black identity in Europe and in the "New World". The specificity of the modern political and cultural formation I want to call the Black Atlantic can be defined, on one level, through [a] desire to transcend both the structures of the nation state and the constraints of ethnicity and national particularity. These desires are relevant to understanding political organizing and cultural criticism. They have always sat uneasily alongside the strategic choices forced on black movements and individuals embedded in national and political cultures and nation-states in America, the Caribbean, and Europe (19)." What sort of cultural forms emerge as distinctively 'Black Atlantic'? What sorts of personal, communal, and even national identities are still possible after Black Atlantic critique? This course formulates a response to these two questions through an engagement with Africana intellectual history and its construction. In addition to Gilroy's work, we will read from a range of critical traditions which include fiction and cultural, political, and philosophical theory -- Baldwin, Bhabha, Braithwaite, Carby, DuBois, Eze, Fanon, Glissant, Hall, Lamming, Philips, Spillers, Walcott, Wynter and Young. This course is reading and theory intensive which requires active class participation. This course is limited to advanced Division II students who have substantial literature experience.

T 12:30PM-03:20PM

ASH 111

HACU-0277-1

Contemporary Australian & New Zealand Cinema

Eva Rueschmann

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

W 02:30PM-05:20PM

FPH 106

M 06:30PM-09:30PM

FPH ELH

HACU-0278-1 **IP**

Still Photography Workshop II: Image and Text

Lorne Falk

From journalism and documentary photographic practices to poetic captioning, autobiographical and narrative texting, words and images have long been wedded together in singular and multi-directional marriage. In this course we

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SPRING 2011 COURSE DESCRIPTIONS

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will examine and work with and through a variety of word and image configurations, which together we might call the 'double-vision.' William Blake, the great English poet-painter, wrote in another context, 'May God us keep from Single Vision & Newtons sleep.' An eccentric then, Blake has become a precursor to our latter-day modernism's hybrid forms. To step into the space of many contemporary artists' work is often 'to enter a melange of images, words, and objects that play off each other.' Dick Higgins, a Fluxus artist, poet, and composer, calls such work Intermedia, which shall be our name for what we make as well. 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: Still Photography Workshop II or its equivalent. Instructor permission required.

T 12:30PM-03:20PM

JLC 131

HACU-0281-1 **PR**

Paradoxes of the Aesthetic: From Schiller to the Present

Monique Roelofs

In his 1794 letters, Friedrich Schiller describes a culture-building process that issues in an ethical and political form of play and freedom, which he describes as "the aesthetic state." Paradoxically, his last letter appears to admit the failure to actually realize this condition. How does philosophy from German idealism through the twenty-first century address this paradox and related tensions, such as those between liberation and constraint? Briefly situating Schiller with respect to Winckelmann, Kant, Hegel, and the conditions of the literary market and nation-formation engaged in his work, this course studies his ideas about reality, semblance, history, the integration of rationality and materiality, Bildung, freedom, and enlightenment. We will read Schiller in conjunction with literature, images, and films, as well as texts by, among others, Benjamin, Adorno, De Man, Kristeva, Morrison, West, Mignolo, Ranciere, Bhabha, Buck-Morss, and Enwezor. Prerequisites: Two theory or humanities courses.

TTH 02:00PM-03:20PM

EDH 4

HACU-0282-1 **PR**

Theory/Practice: Immediate Site--Time-Based Media Installation

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.

M 07:00PM-10:00PM

JLC 131

HACU-0286-1

Faulkner and Morrison: Fictions of Identity, Family and History

L. Brown Kennedy

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

MW 10:30AM-11:50AM

FPH 105

HACU-0288-1

Reconstructing Modernity: Art, Architecture, War, Trauma

Karen Koehler

This course will examine the art, architecture, and design of Europe and the U.S. in the aftermath of the physical destruction and psychic devastation of World War II and the Holocaust. For many artists, architects and designers in the 1940s and 50s, it was essential that they address the sense of helpless tragedy that confronted and confounded them. After the war, this nihilistic vision infected and transformed the once-utopian visions of modernity. Attempts at re-writing the

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history of modernism, redefining political culture with a new urban consciousness and literally rebuilding the post-War world will be among the themes explored. We will consider: artists such as Wols, Dubuffet, Beuys, Klein, Bourgeois, Pollock, Rothko, and Newman; artists' groups such as CoBrA, and the Situationists; architectural organizations such as Archizoom, Archigram, and the Congrès internationale d'architecture moderne (CIAM); films such as "Roma" and "The Third Man"; photographers such as Cartier Bresson and Bourke White; as well as schools such as Black Mountain College, the Ulm School, and the New Bauhaus in Chicago. The response of artists to WWII will be positioned against the philosophy and critical theory of Benjamin, Debord, Sartre, Weil, Adorno, Gramsci, and Arendt. We will conclude with a discussion of contemporary Holocaust memorials and memorialization. Students in this capstone course will be expected to write a series of essays, to give group and individual presentations, and to write a final paper based on rigorous research. Prerequisite: any course in the history, art history, philosophy, or literature of the 20th century.

T 12:30PM-03:20PM

FPH ELH

HACU-0289-1 **PR**

Mystics and Texts

Alan Hodder

No issue in the comparative history of religion dramatizes the challenges of cross-cultural study of religious phenomena more than what is referred to as "the problem of mysticism." Is the mystic a kind of lone ranger of the soul whose experience reveals and confirms the transcendental unity of all religions, or are the experiences of mystics entirely predetermined by the mystics' respective contexts of history, tradition, language, and culture? What is the relation between the mystic's "interior" experiences and what he or she writes about them? In this course we will undertake a comparative study of "mystical" and scriptural texts representing Christian, Hindu, and Buddhist traditions within the framework of modern and contemporary critical contributions to the history, psychology, and philosophy of mysticism. Among the mystics and texts considered are: The Cloud of Unknowing, Julian of Norwich, Teresa of Avila, selected Upanishads, the Bhagavad Gita, Mirabai, Ramakrishna, Milarepa, and Dogen. Prerequisite: at least one course in the study of religion or philosophy.

TTH 12:30PM-01:50PM

EDH 4

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. We will consider the resonance and currency of the bioapparatus in relation to the cyborg, the posthuman, and bionics. 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 105

HACU-0296-1 **PR**

Symbolists and Decadents

Polina Barskova, Sura Levine

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

W 02:30PM-05:20PM

FPH WLH

HACU/SS-0297-1

Producing Youth Culture

Rebecca Miller, Kristen Luschen

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SPRING 2011 COURSE DESCRIPTIONS

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This course will examine youth culture and performance. We will explore these topics through an integrated approach, focusing on the dynamics between educational, socio-cultural, and developmental perspectives. This course will emphasize field methodology, requiring students to either conduct an independent, ethnographic project that researches some aspect of youth and performance or to participate in an collaborative research project with local middle schoolers. Readings will explore the intersections of scholarship across identity, popular culture, music, youth studies, educational studies, and ethnography. Designed for Division II or first semester Division III students, this seminar will encourage the exchange of ideas, writing, and research experiences among students; each will present their work several times during the semester.

TH 12:30PM-03:20PM

FPH ELH

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. Lab Fee \$50

W 06:00PM-09:00PM

JLC 131

HACU-0301-1

Reinventing American Transportation: Beyond Gas-Guzzler Remedies

Robert Goodman

Today's focus on getting rid of the gas-guzzling car masks much deeper and more troubling impacts of the automobile. They involve the land guzzling of urban sprawl, the time guzzling of traffic congestion, and the life guzzling of motor vehicle accidents. No matter how fuel-efficient we make our cars, we won't be able to drive our way out of these problems. In fact, producing such vehicles, without making other changes could actually make things worse, since this will simply continue to increase sprawl, congestion, and accidents. Addressing these problems will require an entirely different approach to the design of our cities and transportation systems. This seminar course will explore through discussions, readings, and research, ways to develop less car-dependent human settlements and transportation systems in the U.S. It will include examining high-speed trains, bus rapid transit, car sharing, transit villages, and other ideas being used and experimented with here and in other countries. The approach is based on the idea that transforming city and transportation design in the world's most car-dependent country could create a global model for change. The course will emphasize clear analysis, innovative ideas, and participation in class discussions. There will be a number of short exercises and each student will choose a term-long project.

TTH 02:00PM-03:20PM

EDH 2

HACU-0302-1

PR

Milton in Seventeenth Century Context: Authority, Exploration, Choice

L. Brown Kennedy

Focused by a semester-long reading of Milton's epic poem, "Paradise Lost," this seminar will think about some of the major intellectual and social controversies--philosophic, political, religious, scientific, familial/sexual, economic--that roiled the middle decades of the Seventeenth century in England and the new North American colonies, as well as on the Continent. We will read Milton alongside a selection of texts by, among others, Bacon, Hobbes, Descartes, Shakespeare, Donne, Marvell, Elizabeth Carey, Oliver Cromwell, Amelia Lanyer and various Ranters and Levelers. Sometimes described as the beginning of the modern world, this period saw in England: an attack on the legitimacy of monarch and

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Church, violent Civil War, changes in family structure and a small explosion in writing by women, the imaginative as well as practical impact of the discoveries of Galileo, Newton and Harvey, increased encounters with non-European peoples, along with the articulation of ideas of overseas expansion, trade, and what will become manifest destiny--topics we can explore as we work our way through Milton's poem, reading it first with close attention to its language and structures. Prerequisite: This upper-level seminar is designed for students with college-level background in literature, history, philosophy or related fields.

T 12:30PM-03:20PM

FPH 103

HACU-0303-1 **PR**

Contemporary Musical Practices

Daniel Warner

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

MW 10:30AM-11:50AM

MDB RECITAL

HACU-0304-1 **IP**

Advanced Painting

J. Matthew Phillips

Students will be given various studio-based problems designed to enrich their knowledge of both formal and conceptual issues of painting. In class, we will work from the figure, interior, and the landscape. We will explore how color, value, mark, and surface combine to make visual meaning and describe time, form, and place. Most assignments will require the production of original paintings. However, several projects will emphasize complex color mixing and color theory. We will also learn painting techniques such as glazing, and scumbling. Throughout the semester, you will be expected to produce an independent body of work that integrates class concepts. The goal will be to expand how you approach painting and better elucidate the ideas within your own work. We will work with oil paint, producing large-scale works on canvas and panel. We will take at least one trip to New England area galleries and museums to see the work of contemporary artists. We will also have several additional class meetings on either Tuesday nights or Fridays. This course is intended for upper level Div. II and Div. III art concentrators. Prerequisites: Painting I, Painting II, and Drawing I. Lab Fee and Instructor Permission required.

W 09:00AM-12:49PM

ARB STUDIO 2

HACU-0307-1 **IP**

Advanced Design + Media Lab: Art, Architecture and Environment

Thomas Long

This course is open to second year Division II and Division III students and Five College seniors completing or anticipating advanced architectural or other design studio projects. The Advanced Design + Media Lab course provides a structured and critical creative environment for students to explore, experiment and design in both an individual and collaborative studio setting. In this course, students will develop their own individual design projects, identifying their own approach, scope and thesis, then executing their creative acts throughout the semester. As a concentrator's course, students will be expected to engage in both the creative challenges presented by the course while working on their own independent semester-long projects. This course is highly interdisciplinary in nature, yet designed for students developing projects in physical arts, graphic design, interactive design, industrial design, environmental design, architecture and urban planning. 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. This course requires substantial out-of-class studio work and commitments to a rigorous schedule of production, culminating in a collective exhibition at the end of the semester. Students must have an individual project in mind or in progress at the start of the term. For non-Hampshire students, students should have an established work methodology and taken several studios in art or architectural design. Instructor Permission Required. Priority for acceptance will be given to upper-level students.

TTH 09:00AM-11:50AM

EDH 3

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HACU-0330-1 **IP**

American Studies: Theory and Practice

Michele Hardesty

This seminar is intended for advanced Division II and Division III students whose concentration relates to notions of American identities and/or to the study of U.S. history, culture(s), and society. The course will have two emphases. First, we will read theoretical, critical, and/or scholarly texts important to the formation of American Studies as an interdisciplinary field, from the early studies of "symbol and myth" (e.g. L. Marx's Machine in the Garden, Slotkin's Gunfighter Nation), to more recent studies focusing on ethnic studies, transnationalism and the cultures of U.S. imperialism (e.g. Kaplan's The Anarchy of Empire in the Making of U.S. Culture, essays from Rowe's Post-Nationalist American Studies); additionally, invited scholars from Hampshire and the Five Colleges will discuss with us their approaches to American Studies. Second, students will develop and carry out a substantial research project and class presentation that both responds to our theoretical readings and furthers the goals of each student's concentration. Prerequisite: Previous work in American Studies or related discipline. Division II and III students only. Field Trip.

W 02:30PM-05:20PM

ASH 221

HACU-0331-1 **IP**

Computer Music 2

Daniel Warner

This course will focus on a wide range of topics in sound synthesis and music composition using the MAX/MSP/JITTER program. Students will undertake projects in interactive MIDI composition, algorithmic composition, additive and subtractive synthesis, waveshaping, AM/FM synthesis, and sampling. Other topics to be covered include SYSEX programming, sound analysis, theories of timbre, and concepts of musical time. Prerequisite is HACU290 Computer Music 1 or equivalent course. Instructor's permission required.

TH 12:30PM-03:20PM

LIB B3

HACU-0399-1 **IP**

Film/Photography/Video Studies Seminar

Baba Hillman, Jacqueline Hayden

Film/Photography/Video Studies Seminar: 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. The course will include discussions of post-graduate options and survival skills including tips on 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. Instructor permission required.

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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SPRING 2011 COURSE DESCRIPTIONS

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INTERDISCIPLINARY ARTS (IA)

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

Elementary Spanish

Luis Loya

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 sixty percent of the requirement for credit. Topics of study are based on assignments from the course textbook, *Vistas*, 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 Daniel Cuenca, dcuenca@hampshire.edu

MW 04:00PM-06:20PM FPH 103

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, *Vistas*, and the students' experiences. This class focuses on speaking and using Spanish. Classroom attendance and participation count for sixty 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 EDH 2

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

Elementary Chinese II

Kay Johnson

Elementary Chinese II: This course covers the second semester of elementary Chinese (LS/IA 111). It will be taught by Yunyun Fang 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 or on the Hampshire Summer program in Hefei. Prerequisite for this class is one semester of college level Chinese or the equivalent. M, T, W, Th, F 5-5:50

MTWTHF 05:00PM-05:50PM FPH 104

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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IA-0114-1 **DR**

Where Are The Dressing Rooms? Exploring Space for Performance

Peter Kallok

Designers, choreographers, and performers frequently face a traditional empty space or, as is often the case, face a nontraditional space and then question how to "fill" or design within it. What elements help create the functionality and appropriateness of a performance space? We will explore a variety of spaces, western, non-western, traditional, non-traditional, and the "performers" who use or have used them. We will then focus on design elements such as scenery, lighting and costumes and examine the many ways these elements serve the text and/or vision of a performance piece within these spaces. This course satisfies Division I distribution requirements. EXP, PRS, PRJ

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

IA-0115-1 **DR**

Everyone's a Critic

Talya Kingston

This course will explore the possibilities and purposes for writing about live performance. Students will read different styles of criticism and arguments about the critic's role in contemporary American theatre. At the heart of the course is attendance at 7 live performances. Upon seeing the performances, students will be expected to write reviews and often have opportunities to speak to and interview the artists involved. Students should expect to be confronted with a wide variety of performance genres which will enable them to broaden their artistic vocabulary, sharpen their written voice and engage with the theatrical community within the five colleges and beyond. Students should expect to spend approximately \$60 per student in field trip costs, tickets, etc. This course satisfies Division I distribution requirements. PRS WRI

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

IA-0120-1 **DR**

Sculpture Foundation

Nathaniel Cohen

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

TTH 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-0147-1 **DR**

Devised Theatre: Creating and Performing Original Performance Material

Jaclyn Pryor

The focus of this course is creating and performing original performance material. Students will learn a variety of approaches for generating new work, including autobiographical writing, found text, improvised movement, object work, and adaptation. Students will create work in the studio setting as well as in alternative spaces on campus, paying particular attention to the relationship between the performing body and the natural/built environment. We will also look at the ways in which race, gender, sexuality, and other embodied identities affect the meaning of our performances. Throughout the semester, we will look at various contemporary models for inspiration, including the work of Anna Deavere Smith, Ann

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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Carlson, Suzanne Lacy, Daniel Alexander Jones, the SITI Company, and Split Britches. This course satisfies Division I distribution requirements. REA, WRI, EXP, PRS, PRJ, MCP. :

MW 02:30PM-03:50PM

MDB MAIN

IA/HACU-0151-1

DR

Making Dances: Introduction to Dance Composition

Daphne Lowell

In this dance composition course students will be introduced to the processes and materials of dance-making. They will practice composing, describing, analyzing and interpreting choreography. Through movement exploration and structured improvisations students will learn ways to generate movement and craft it into composed studies. They'll also study examples of professional dance from a range of styles, and present their own composition exercises for review. Integral to this work will be the examination of their expectations (What is dance? What do I want to see in a dance?), and a push to identify and broaden personal movement styles and preferences. Out of class they will create assigned composition etudes, study the work of some master artist, and write analyses of professional works. Although concurrent study of dance technique is strongly advised, no previous experience in dance is required. EXP, PRJ, PRS, REA, WRI

MW 10:30AM-11:50AM

MDB MAIN

IA-0157-1

DR

Teaching Art to Children

Jana Silver

This course will explore methods of teaching art to children in grades k-12. We will plan lessons and units of study in both art and art integration while learning theoretical and practical approaches relevant to the teaching of visual arts. Working in groups and individually students will apply creative and critical thinking to explore structured and experimental approaches to teaching art. This is a hands-on class, which will include art teaching observations and exploration of art teaching methods. Teaching Art to Children is recommended for anyone with an interest in teaching K-12 general education or art education. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, PRS, REA

MW 10:30AM-11:50AM

FPH 103

IA-0161-1

DR PR

Living For Tomorrow

Jill Lewis

What critical and creative tools can we explore to develop sexual safety education that is vivid and engaging? What does it mean to question gender norms in different cultural contexts? How can we design initiatives that involve young people actively in questioning gendered sexual behaviors that reproduce risk and damage and enable them to stem HIV/AIDS epidemics? We will look at cultural texts to explore how gender is culturally scripted, with particular emphasis on masculinity, sexual safety and formations of heterosexuality, then take these issues into context of the HIV epidemic. The course draws on instructor's experience building gender-focused HIV prevention initiatives in many different cultures. It includes participatory learning and designing creative input for educational action that can stimulate critical literacy about the gender and sexual safety among young people. Please note - primarily for Division I students. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, PRS, REA, WRI.

MW 10:30AM-11:50AM

LIB KIVA

IA/LS-0201-1

PR

Intermediate Spanish I

Samira Artur

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, Imagina, as well as students' own experiences. Emphasis is placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for sixty 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 107

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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IA/LS-0202-1 **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, *Imagina*. As in IA/LS 201, focus will be placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for sixty 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 104

IA-0206-1
Writing A Child's Voice for Theatre: Plays for Middle Schoolers
Natalie Sowell, Ellen Donkin

This course is designed to explore the nuances of writing TYA (theatre for young audiences) plays for children ages 10-14. We will begin by researching early adolescent development in order to write plays respectful of this often underserved audience. We will be exploring adult plays with child characters, and contrasting these with plays specifically written for young audiences including the work of Kia Corthorne, James Still, Suzan Zeder, and Jose Cruz Gonzales. As we explore each play we will be looking at structure, content, character relationships and form. We will adapt young adult and children's literature to play script format. Finally we will move into writing original work and crafting corresponding workshops/forums to add depth to the theatre experience. Observation of and interaction with children at local schools will inform us and serve as inspiration for the creative process. This course satisfies Division I distribution requirements. EXP, MCP, PRJ, REA, WRI.

MW 01:00PM-02:20PM FPH 107

IA-0209-1 **IP**
Introduction to Creative Writing
John Clayton

Intro to Creative Writing: Fiction: This course is designed as an introduction to writing stories, but will be useful for anyone writing personal essays, memoir or drama. We will begin with short scenes, first based on life in your family, and then on any material you wish. No "genre" fiction (science fiction, fantasy, horror, etc.). I want you to write what's close to you 'what you' know but in ways you don't know you know it. You'll be writing exercises, scenes, and complete stories. You'll also be reading wonderful stories or passages in novels. The exercises and reading will acquaint you with specific techniques for building a scene dramatically, making a scene come alive through details and language, experiencing through a character's consciousness, finding voice, etc. In class, we'll workshop some of your writing, and I'll meet with you individually. Interested students must attend the first class meeting. Instructor Permission.

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

IA-0212-1
Formative narratives in times of a pandemic: human conundrum and HIV realities
Jill Lewis

This course explores ways we have come to understand, imagine and respond to HIV and AIDS. Attentive to issues surfacing internationally, we will examine realities framing HIV in different parts of Sub-Saharan Africa and African American communities in the US. The aim is to excavate complexities of political, economic, religious and cultural visions that have prevailed, and explore how attitudes and beliefs about gender and sexuality affect engaging with HIV effectively. Films will be a key focus for exploring representations of HIV at particular times in particular places. Students will build portfolios of short papers and undertake collaborative research focused on particular angles of the challenges in building innovative and creative responses to HIV prevention. The course is at the Division II level. Students working with arts and social action are particularly welcome (- and men students - who, internationally, tend to shy away from HIV issues - they need you!).

MW 04:00PM-05:20PM FPH 107
M 07:00PM-09:00PM FPH 108

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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IA-0229-1 **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.

MW 01:00PM-03:20PM

ARB SCULPT

IA-0236-1 **IP**

The Practice of Literary Journalism

Michael Lesy

The Practice of Literary Journalism: 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. 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 103

IA/LM-0238-1 **IP**

Social Entrepreneurship: Developing Your Own Socially Responsible Enterprise

Megan Briggs Lyster

This course will largely be dedicated to the "what" and "how" of social entrepreneurship as students engage in the creation of "micro-enterprises" (small scale entrepreneurial projects focused on achieving local social impact). Through readings, course activities, and independent projects, students will explore social entrepreneurship and its impact on society as we create collaboratively designed micro-enterprises. Participants in this course will be expected to be actively involved in the process of developing these enterprises, both in class and independently, and to research relevant material on social enterprise to contribute to the general course knowledge base. This course is geared toward students who have a strong interest in social enterprise creation and perhaps have had some experience with it. Instructor permission required - please contact instructor with any questions or to set up a time to meet.

TTH 02:00PM-03:20PM

LCD 113

IA/SS-0242-1 **DR**

Critical Pedagogy in Action

Natalie Sowell, Kristen Luschen

Critical pedagogy is a mode of teaching and learning in which students and teachers as co-learners endeavor through personal contextualization, critical analysis and dialogic engagement to actively identify and challenge the paradigms of oppression that affect us both in and outside the classroom. One of the fundamental tenets of critical pedagogy is that of "praxis" an ongoing reflective approach to taking action which, according to critical pedagogue Paulo Freire, involves engaging in a cycle of theory, application, evaluation, reflection and then back to theory. Social transformation is the product of praxis at the collective level. In this course we will explore theoretical work on alternative, radical, and liberatory education including the writings of Paulo Freire, Bell Hooks, Henry Giroux, and Parker Palmer. Concurrently we will plan and implement practical teaching exercises utilizing various forms of creative expression (visual art, poetry, drama, movement, etc.) thus striving to connect theory with practice. Interested students should have some experience working with children or youth. This course satisfies Division I distribution requirements. PRJ, PRS, EXP, MCP

TTH 10:30AM-11:50AM

FPH 107

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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IA/LM-0247-1 **DR PR**

Renewable Energy, Art and Design

Colin Twitchell

Ever wonder if art and utility could be combined to ease the world energy situation, help the environment and create something beautiful? In this course we will try to answer this question by exploring the intersection of renewable energy, art and design. Using smaller projects to build a basic understanding of art and design as they relate to, and intersect with renewable energy, the course will build towards a significant final project intertwining all three areas. Guest speakers and critiques in relevant areas of renewable energy, art and design will round out the course. Though not required, it will be helpful to students interested in taking this course to have some prior experience with sculpture or utilitarian design and/or renewable energy. There is a \$60 lab fee. This course satisfies Division I distribution requirements. This course is DART related. QUA, EXP, PRS, PRJ

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

IA/SS-0249-1 **DR**

East African Popular Culture

George Gathigi

This course will examine the processes of producing popular culture and its outcomes in East Africa. 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. This course satisfies Division I distribution requirements.. EXP, PRS, PRJ, MCP.

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

IA-0258-1 **IP**

Who's Telling This Story: Point of View for Fiction Writer

Nathalie Arnold

Understanding the limits, possibilities, and the complexity of point of view is an essential skill for writers of fiction. This reading and workshop course will introduce members to the capacities, drawbacks, and benefits of various kinds of literary point of view. Through focused writing exercises, intensive reading of contemporary U.S. and international fiction told in different modes, members will acquire a facility for discussing the construction of fictional work as well as practical experience in using a variety of points of view. Most importantly, members will refine their ability to read as writers, mining published work for technical insights and guidance. Students interested in this course **MUST** attend the first class meeting.

W 06:30PM-09:20PM EDH 4

IA/LM-0259-1

Electronics and Assistive Technology

Stephen Banzaert, Donna Cohn

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. There will be extended lab hours on Thursday afternoons. This course satisfies Division I distribution requirements. There is a lab fee of \$90. EXP, PRJ, PRS.

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

IA-0264-1 **PR**

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

Michael Lesy

This course will study the United States, 1935-1943, using an array of primary and secondary visual and written sources. These sources will include: (1) One hundred and forty-five thousand black and white images made of the

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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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. This course DOES NOT satisfy Division I distribution requirements.

MW 09:00AM-10:20AM

FPH 102

IA-0265-1

PR

The Axe and the Sewing Machine: Methods of RE-membering (as Activism) in the Face of Dismemberment

Aracelis Girmay

What can the practice of writing teach us about the earth? Our bodies? Our histories? Families? Language? In this class, we will consider the ways in which the practice of reading and writing poems engages with memory, research, and loss. We will explore the implications of reading and writing in the context of silence, severance, and catastrophe (both personal and public). Among our patron saints and guides will be: the goddess Isis, Adrienne Rich, Ernesto Cardenal, Elizabeth Alexander, Audre Lorde, Roque Dalton, Hilhne Cixous, Joy Harjo, Anna Akhmatova, Bhanu Kapil, and Robert Hayden. Pre-requisite of at least one college level creative writing workshop. In this class we will follow the college workshop model to generate new work that will develop through a series of investigations, revisions, and peer critiques. Over the course of the semester, writers will: -write five 2-3 page responses to readings -memorize and recite two poems - develop a writing portfolio -analyze one of their own poems in the context of memory as activism. This course satisfies Division I distribution requirements. EXP, MCP,REA, WRI.

T 12:30PM-03:20PM

EDH 1

IA-0270-1

PR

Poetry and Political Imagination

Aracelis Girmay

In his introduction to Poetry Like Bread, Martmn Espada writes: Poetry of the political imagination is a matter of both vision and language. Any progressive social change must be imagined first, and that vision must find its most eloquent possible expression to move from vision to reality. Any oppressive social condition, before it can change, must be named and condemned in words that persuade by stirring the emotions, awakening the senses. Thus the need for the political imagination. In this course, we will study aspects of the relationship between poetry & the political landscapes of the 20th & 21st centuries. We will read essays, poems, letters, & manifestos by a wide assortment of writers including: Bhanu Kapil, Gwendolyn Brooks, Adrienne Rich, Audre Lorde, Pablo Neruda, Harold Bloom, Roque Dalton, Wallace Stevens, Nguyen Duy, Carolyn Forchi, & Mahmoud Darwish. Their words will guide us into a deeper investigation of the historical & potential effects of poetry in relation to perspective & social change. Over the course of the semester, students will be expected to write five 2-3 page response papers, memorize and recite a poem, conduct an oral presentation on an aspect of poetry & the political imagination, & participate in creative writing experiments & workshops that will help us explode, construct, & re-explode our notions of the political poem. This course satisfies Division I distribution requirements. EXP, MCP,REA, WRI.

TH 12:30PM-03:20PM

EDH 1

IA-0275-1

Documentary Drama

Talya Kingston

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

MW 10:30AM-11:50AM

EDH 2

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(2-1-11)

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IA-0284-1 **PR**

Special Projects in Drawing: Division II

William Brayton

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

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

IA/LM-0288-1

Appropriate Technology in the World II

Donna Cohn

This course, which is a continuation of IA/LM 237, Appropriate Technology in the World, 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 113

IA-0293-1 **PR**

Design Driven Performance-Works

Peter Kallok

Working collaboratively and individually, students will undertake a series of design exercises as they work toward shaping performances that are inspired by design ideas. Traditionally, theatre directors, playwrights, or actors take the lead in creating performed projects. What happens when designers initiate theatrical work? How can design speak to an audience? How does design develop narrative, tension, and conflict? We will examine methods of using design elements that can carry an audience and sustain engagement. We will also explore how design ideas can spark the development of devised work involving performers. Throughout the semester we will survey the work of selected artists while analyzing how they mix traditional theatre design forms (sound, lighting, costumes, scenery, props) with new media and technology. With the assistance of classmates, students will develop and ?perform? individual pieces inspired by their own design visions. A previous course in theatre design, video, film, photography, or sculpture required.

TTH 12:30PM-03:20PM EDH 19

IA-0296-1 **IP**

Division II Projects in Fiction Writing

Nathalie Arnold

This reading and workshop course is for Division II students in their last semester, whose concentration or anticipated Division III work includes fiction-writing. We will read contemporary U.S. and international fiction, writers' differing accounts of the virtues of literature, and several contemporary texts on grammar and usage. Students will set their own writing goals for the semester; each student will have two pieces workshopped by the whole class. This course aims to give students experience in designing their own projects, responding to contemporary literature and the ideas of published writers with a view to articulating students' own concerns, and strengthening students' understanding and mastery of grammar and language. By the end of the course, students should be fully prepared to undertake a successful Division III in fiction.

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

IA-0297-1 **PR**

Video Art in the 21st Century

John Slepian

To quote artist and critic Catherine Elwes, "video is the default medium of the 21st Century." Today video screens and projections are everywhere from cell phones to the sides of buildings, and video has become one of the most prominent

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(2-1-11)

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media in museum and gallery exhibitions. In particular, screens and projections are a prominent component of much contemporary sculpture and installation. Throughout this course, we will study not only the history of video as gallery art form, but also some of its most important themes, including: structuralism and the form of the moving image, depictions of the body and space, video as a representation of culture and gender, and digital imaging. Readings will include works by theorists Sergei Eisenstein, Laura Mulvey, Marshall McLuhan and Lev Manovich. We will look at the work of artists Joan Jonas, Martha Rosler, Vito Acconci, Bill Viola, Mariko Mori and Matthew Barney, among others. Mostly importantly, this is a studio critique course. During the semester students will create a number of screen-based and video installation works. Prerequisites: Some experience with basic video production and editing tools (your home camera and iMovie are fine) and at least one studio art course in any medium.

TTH 12:30PM-03:20PM

ARB STUDIO 1

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

Third Year Chinese II

Kay Johnson

This course will be taught by Y. Fang, 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 *Discussing Everything Chinese* (Vol. 1 & 2). Emphasis will be placed equally on speaking, reading, and writing. The class will meet three times a week (Monday, Wednesday and Friday 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) via email.

MWF 04:00PM-04:50PM

FPH 104

IA-0341-1 **PR**

Advanced Sculpture

Nathaniel Cohen

This course provides students with conceptual, theoretical, technical, and historical information and experiences in sculpture at the advanced level. Materials including clay, wood, steel, lightweight concrete and found objects will be incorporated within a series of compounding assignments culminating in a lengthy independent project. The primary issues surrounding sculptural objects and installations in contemporary art will be addressed. Readings, research projects, slide lectures, visiting artists and group critiques will provide a theoretical and experiential framework for the development of independent work at the upper Division II and Division III levels. A lab fee of \$80.00 will cover the cost of most materials. At least one of the following IA sculpture courses: Sculpture Foundation, Sculpture Tutorial, or Object and Environment.

TTH 01:00PM-03:20PM

ARB SCULPT

IA-0399-1 **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.

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IA-2IND-1

Independent Study - 200 Level

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

SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

Complete and up-to-date course information is available on TheHub

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

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IA-3IND-1

Independent Study - 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 2011 COURSE DESCRIPTIONS

(2-1-11)

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LEMELSON PROGRAM (LM)

LM/IA-0238-1 **IP**

Social Entrepreneurship: Developing Your Own Socially Responsible Enterprise

Megan Briggs Lyster

This course will largely be dedicated to the "what" and "how" of social entrepreneurship as students engage in the creation of "micro-enterprises" (small scale entrepreneurial projects focused on achieving local social impact). Through readings, course activities, and independent projects, students will explore social entrepreneurship and its impact on society as we create collaboratively designed micro-enterprises. Participants in this course will be expected to be actively involved in the process of developing these enterprises, both in class and independently, and to research relevant material on social enterprise to contribute to the general course knowledge base. This course is geared toward students who have a strong interest in social enterprise creation and perhaps have had some experience with it. Instructor permission required - please contact instructor with any questions or to set up a time to meet.

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

LM/IA-0247-1 **DR PR**

Renewable Energy, Art and Design

Colin Twitchell

Ever wonder if art and utility could be combined to ease the world energy situation, help the environment and create something beautiful? In this course we will try to answer this question by exploring the intersection of renewable energy, art and design. Using smaller projects to build a basic understanding of art and design as they relate to, and intersect with renewable energy, the course will build towards a significant final project intertwining all three areas. Guest speakers and critiques in relevant areas of renewable energy, art and design will round out the course. Though not required, it will be helpful to students interested in taking this course to have some prior experience with sculpture or utilitarian design and/or renewable energy. There is a \$60 lab fee. This course satisfies Division I distribution requirements. This course is DART related. QUA, EXP, PRS, PRJ

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

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

Electronics and Assistive Technology

Stephen Banzaert, Donna Cohn

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. There will be extended lab hours on Thursday afternoons. This course satisfies Division I distribution requirements. There is a lab fee of \$90. EXP, PRJ, PRS.

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

LM/IA-0288-1

Appropriate Technology in the World II

Donna Cohn

This course, which is a continuation of IA/LM 237, Appropriate Technology in the World, 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 113

SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

Complete and up-to-date course information is available on TheHub

LANGUAGE STUDIES (LS)

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

Elementary Spanish

Luis Loya

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 sixty percent of the requirement for credit. Topics of study are based on assignments from the course textbook, Vistas, 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 Daniel Cuenca, dcuenca@hampshire.edu

MW 04:00PM-06:20PM FPH 103

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, Vistas, and the students' experiences. This class focuses on speaking and using Spanish. Classroom attendance and participation count for sixty 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

Elementary Chinese II: This course covers the second semester of elementary Chinese (LS/IA 111). It will be taught by Yunyun Fang, 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 or on the Hampshire Summer program in Hefei. Prerequisite for this class is one semester of college level Chinese or the equivalent. M, T, W, Th, F, 5-5:30

MTWTHF 05:00PM-05:50PM FPH 104

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

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

Complete and up-to-date course information is available on TheHub

LS/IA-0201-1 **PR**
Intermediate Spanish I
Samira Artur

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, *Imagina*, as well as students' own experiences. Emphasis is placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for sixty 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 107

LS/IA-0202-1 **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, *Imagina*. As in IA/LS 201, focus will be placed on accuracy in speaking and writing in Spanish. Attendance and classroom participation count for sixty 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 104

LS/IA-0312-1 **PR**
Third Year Chinese II
Kay Johnson

This course will be taught by Y. Fang, 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 *Discussing Everything Chinese* (Vols. 1 & 2). Emphasis will be placed equally on speaking, reading, and writing. The class will meet three times a week (Monday, Wednesday and Friday 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) via email.

MWF 04:00PM-04:50PM FPH 104

SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

Complete and up-to-date course information is available on TheHub

NATURAL SCIENCE (NS)

NS-0112-1 **DR**
Puzzles and Paradoxes
David Kelly

It has been argued that puzzling is as intrinsic to human nature as humor, language, music, and mathematics. Zeno's paradoxes of motion and the liar and heap paradoxes ("This sentence is false," "Does one grain of sand change a non-heap into a heap?") have challenged thinkers for centuries; and other paradoxes have forced changes in philosophy, scientific thinking, logic, and mathematics. We'll read, write, and talk about the Riddle of the Sphinx, the Minotaur's Maze, the Rhind papyrus, Pythagorean mysticism, Archimedes' wheel, Fibonacci's rabbits, Durer's magic square, Konigsberg's bridges, Lewis Carroll, Sam Loyd, E.H. Dudeney, Mvbius's band, Maxwell's Demon, Schrodinger's cat, Hempel's raven, the theorems of Kurt Godel and Kenneth Arrow, the Loony Loop, Rubik's cube, the Prisoner's Dilemma and the unexpected hanging, Russell, Berrocal, Christie, Escher, Borges, Catch-22, Sudoku, Gardner, Coffin, Kim, Smullyan, and Shortz. Recreational mathematics will pervade the course, and we'll grapple with irrationality, pigeonholes, infinity, and the 4th dimension. We'll discover, create, classify, share, enjoy, and be frustrated and amazed by lots of visual illusions, mechanical, take-apart, assembly, sequential, jigsaw, word, and logic puzzles. We'll hone our problem-solving skills and consider the pedagogic and social value of puzzles. Armed with examples and experience, we might find some possible answers to "what makes a puzzle 'good'?" and "why do people puzzle?" This course satisfies Division I distribution requirements. QUA, PRJ, PRS, WRI

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

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

NS-0114-1 **DR**
Chemicals in Your Food
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. This course satisfies Div I distribution requirements.

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

NS-0120-1 **DR**
Complementary Medicine: Science, History, and Practice
Helaine Selin, Emily Maiella

Health involves all aspects of our lives. The mind, body, spirit, and environment all interact to influence a person's sense of wellbeing. High-quality health care must support the whole person. There are many terms used to describe approaches that are not considered conventional Western medicine. Complementary and alternative medicine (CAM) is a group of diverse medical and health care systems, practices, and products that are not presently considered to be part of biomedicine. While some scientific evidence exists regarding some CAM therapies, for many there are important unanswered questions that can be answered through well-designed scientific studies. Working individually and in small groups, we will identify questions to pursue by reading and critiquing the primary scientific literature. The acceptance of these therapies is influenced by politics, history, personalities, and even their effectiveness. We will carefully evaluate some of these alternative therapies by examining their successes and failures. REA, WRI, QUA, PRS, PRJ, MCP. This course fulfills Division I distribution requirements. Limit: 40

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

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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NS-0123-1 **DR**

Human Biological Variation

Pamela Stone

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

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

NS-0144-1 **DR**

Hormones and Disease

Cynthia Gill

Explore the healthy function of the endocrine system and consider, in contrast, hormone diseases such as diabetes, thyroid hormone deficiency and hypercortisolism. There are lifestyle and environmental factors believed to cause failures of endocrine function, but the supporting evidence is widely debated or absent. We'll consider the strength of scientific evidence for mechanisms of endocrine disease development. The endocrine system releases hormones designed to have wide and long-lasting effects on the body. Hormones regulate, for example, growth, brain development, metabolism, reproduction and energy storage. In this course, students will examine endocrine function at the molecular, cellular, organ system and whole body levels. Sample topics could include: endocrine disruptors and sex change in animals, nutrition correlates with diabetes development, cultural differences in disease rates, or possible links between hormones and neuropsychological disorders. Students will analyze the primary scientific literature, do in-class experiments, write analytic papers, and develop an independent paper they will present to the class on a topic of their choosing. Learning goals: PRJ, PRS, QUA, REA, WRI. This course satisfies Division I distribution requirements.

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

NS-0145-1 **DR**

Earth and Life through Time

Steven Roof

Humans are recent tenants on an ancient Earth. Understanding Earth's remarkable history is enlightening yet humbling. Earth's history provides a critical lens for evaluating modern environmental science issues of our modern world. In this course, we will travel through time to study the evolution of Earth from its fiery beginning over 4.5 billion years ago to the present day. We will explore the physical and biological evolution of Earth and gain an appreciation for Earth as a series of complex systems that interact dynamically and holistically. We will also learn how geologists reconstruct Earth history and as well as predict the future. Local fieldtrips will highlight billions of years of Earth history in the Connecticut River Valley. This course will be valuable for anyone who is concerned about the future of Earth and its tenants. Learning goals: REA, WRI, QUA, PRJ. This course satisfies Division I distribution requirements.

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

NS/HACU-0173-1 **DR**

Sex, Science, and the Victorian Body

Lise Sanders, Pamela Stone

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, the impact of the industrial revolution, maternal morbidity and mortality, and other topics relating to women's reproductive health, in addition to reading novels, poetry, and prose by major Victorian writers, among them the Brontes, the Rossettis, Collins, Hardy, Swinburne, and Wilde. The writings of Freud, Foucault, and other theorists, as well as writings in the natural and biological sciences, will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. This course satisfies the distribution requirement for Division I. Learning goals: REA, WRI, PRS, PRJ (and in addition for those doing Division I in NS QUA).

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

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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

Aliens: Close Encounters of a 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. This course satisfies Division I distribution requirements.

T 06:30PM-09:30PM

ASH 111

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* (2000), Lewontin's *It Ain't Necessarily So* (2001), and McCabe & McCabe's *DNA: Promise and Peril* (2008). All students are expected to participate in the seminar, to write three essays from the original literature on a particular topic of interest to them, 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. Learning goals: PRJ, PRS, QUA, REA, WRI. This course satisfies Division I distribution requirements.

TTH 10:30AM-11:50AM

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, solubility, oxidation-reduction reactions, electrochemistry, and reaction rates. We will also put emphasis on application of those chemical principles to environmental, biological, industrial, and day-to-day life situations. Problem sets will be assigned throughout the semester. The laboratory will consist of two project-based labs and some laboratory exercises. Basic laboratory skills, chemical instrumentation techniques, and the use of computers in the chemistry laboratory will be emphasized. Class will meet three times a week for one hour and twenty minutes and one afternoon a week for lab. Prerequisite: successful completion of Chemistry I. Instructor permission required

MWF 09:00AM-10:20AM

CSC 121

M 01:30PM-04:30PM

CSC 2-CHEM

NS-0205-1

Physics II

Frederick Wirth

Physics II is a calculus-based physics course that covers thermodynamics, statistical mechanics and electromagnetism at a basic level. Project-like labs look at the thermodynamics of Nitinol, building circuits with operational amplifiers and measuring environmental electric fields.

TTH 12:30PM-01:50PM

CSC 3-OPEN

TH 02:00PM-04:30PM

CSC 3-PHYS

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SPRING 2011 COURSE DESCRIPTIONS

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NS-0207-1

Ecology

Charlene D'Avanzo

This course is an introduction to the very different ways ecologists approach the study of natural systems. Topics covered include factors limiting populations of species, how plant and animal species interact, and ecosystem-scale studies such as nutrient cycles. A basic ecology text plus numerous classic papers will focus our lectures and discussions. Many classes will include application of ecology to environmental topics such as disturbances (fire, hurricanes), introduced species and species loss, and water pollution. In the laboratory section of this course, students will design and carry out several field-laboratory projects in, for example, a forested habitat (the Holyoke Range), a fire community, or agricultural systems. The course will emphasize cooperative group work and student presentations. Class will meet for one hour and twenty minutes twice a week, plus an afternoon lab. Class size is limited due to van usage.

MW 10:30AM-11:50AM CSC 316
M 01:30PM-04:30PM CSC 3-OPEN

NS-0208-1 **DR**

Rare Species Conservation

Noah Charney

In this course, we will explore the biology and social context of conserving rare species. Among other topics, we will discuss conservation genetics, threats to biodiversity, types of rarity, techniques for protecting endangered populations, perspectives of different stakeholders in conservation efforts, and recent controversies over endangered species laws. Class work will entail student presentations, readings in scientific literature, writing a proposal to change the listing status of a rare species, classroom discussions, field exercises on campus and field trips off campus. Class size is limited due to van usage. Learning goals: PRJ, PRS, QUA, REA, WRI. This course satisfies Division I distribution requirements.

W 01:00PM-05:00PM CSC 1-ECOL

NS-0212-1

Organic Chemistry I

Rayane Moreira

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

MWF 10:30AM-11:50AM CSC 3-OPEN
W 01:00PM-05:00PM CSC 2-CHEM

NS-0221-1

Animal Physiology

Cynthia Gill

This course will cover physiology of organ systems within animal phyla with special emphasis on physiological adaptations of organisms to their environment. 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. Knowledge of basic biology and chemistry is not required but is recommended. Students will engage in class problems, lectures, and reading of text and primary scientific literature.

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

NS-0227-1 **DR**

Is There Life on Mars?

Jason Tor

In order to understand whether life could have existed on Mars in the past or even today, we will explore the natural history of Mars and attempt to correlate it to the nature of life as we know it. Students will explore some of the

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early beliefs about Mars and progress on through to modern exploration of its surface. We will ask a variety of questions, such as: What are the characteristics of life? What are the environmental limitations to life on Mars? What is the future of Mars exploration? What is the potential for a human visit and habitation of Mars? Students in this class will primarily explore the scientific research literature on the subject as it evolved over the last century, but we will also use it to critique contemporaneous views existing within the realm of science fiction literature and film. Film screenings in the evenings are required. QUA, REA, WRI. This course satisfies Div I distribution requirements.

TH 02:00PM-05:00PM ASH 111
TH 07:00PM-09:00PM ASH 112

NS-0241-1

Evolutionary Biology

Charles Ross

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

TTH 02:00PM-03:20PM CSC 2-OPEN

NS-0242-1

DR

Digital Scientific Imaging

Lawrence Winship

High-resolution CCD and CMOS cameras connected to fast, cheap computers have revolutionized the use of images in biological research. New fluorescent probes based upon proteins from jellyfish and sea anemones offer biologists a rainbow of possibilities when exploring living cells. Researchers follow changes in cellular structure and chemistry in both space and time leading to breakthroughs in fields as diverse as cancer treatment and biofuels. In this course we will learn the principles behind micro- and macroscopic imaging techniques, as well as apply what we learn to real research problems. We will become skilled with several Open Source image capture and analysis software programs, such as Micromanager, ImageJ, and R. Class will meet twice per week for seminar and project work. This course satisfies Division I Distribution Requirements. PRJ, QUA, REA, WRI

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

NS-0250-1

Immunology

Berri Jacque

The immune system is perhaps the most malleable and adaptable system in the body. In recent years immunology has largely replaced pathology in medical institutions because dysfunctions of the immune response are at the heart of most human diseases including cancer, autoimmunity, allergy, and infections. Utilizing the power of the immune system has allowed people to protect themselves from deadly diseases through vaccination and most modern pharmaceuticals are derived from immune cells. This course will explore immune responses, with an emphasis on human disease.

F 01:00PM-04:00PM CSC 2-OPEN

NS-0258-1

DR

Extremophiles

Jason Tor

From the upper atmosphere to the deep subsurface of Earth microorganisms are ubiquitous. While the most familiar are found in our temperate surroundings, arguably the most fascinating microorganisms live in the environments we typically regard as inhospitable to life, such as Antarctic ice, boiling deep-sea vents, saline evaporative pools, and rivers of acid. These "extremophiles" are found thriving where very little non-microbial life exists. In this course, we will explore their lifestyle and survival mechanisms, consider the clues they offer about the origin of life on Earth as well as the potential for life to exist elsewhere in the solar system. By considering topics in microbial ecology, diversity, physiology, and biogeochemistry, we will ultimately question what it means to be extreme and ponder the limits to life. QUA, REA, WRI. This course satisfies Div I distribution requirements.

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

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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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-0262-1

Biochemistry

Jason Tor

Biochemistry is the study of the molecules and chemical reactions of life. Considering the vast diversity of living organisms, one might also expect them to be composed of significantly different biomolecules, and to use unique mechanisms for obtaining energy and communicating different biological information. To the contrary, the principles and language of biochemistry are common to all life: in general, the same chemical compounds and the same metabolic processes found in bacteria exist in organisms as distantly related as whales. To fully appreciate life, people should consider their biochemistry. Classroom topics will include the structure and function of proteins and carbohydrates, metabolism and bioenergetics, but will not include nucleic acids. Prerequisite: none, but Organic Chemistry is desirable.

TTH 09:00AM-10:20AM

CSC 316

NS-0265-1

Introduction to Statistics and Experimental Design

Brian Schultz

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

MW 02:30PM-03:50PM

CSC 2-OPEN

NS-0268-1

Introduction to Geographic Information Systems and Natural Resource Management

Steven Roof

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

TTH 10:30AM-11:50AM

CSC 316

TH 01:00PM-04:00PM

CSC 316

NS-0276-1

Elements of Sustainability

Frederick Wirth

Even if we have answers for the basic questions raised by the problem of sustainability there are still many approaches to determining a proper course of action. The viewpoints of LCA, the "ecological footprint", and "Natural

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Capitalism" each provide a standard against which to measure any particular program of change or development. We are presently challenged to make policy judgments of vital importance, to develop technologies and systems that increase sustainability, and to design and present these things in ways that ensure widespread adoption. In this course we will employ several case studies to examine these difficult issues. Emphasis will be placed on understanding underlying scientific principles, evaluating evidence available from the technical and scientific literature, and developing innovative approaches and solutions.

WF 01:00PM-02:20PM

CSC 3-OPEN

NS-0294-1

Sustainable Agriculture and Organic Farming

Brian Schultz

This course is a broad introduction to the practices of sustainable agriculture and organic farming. It includes experience in the field combined with study of the underlying science and technology of several key agricultural topics, as well as some more economic/political aspects. We will focus on sustainable and/or organic methods that minimize the use of nonrenewable resources and the associated pros and cons. Coursework will include activities and assignments at the Hampshire College farm and nearby farms/groups, as well as short papers, problems, and options for independent work in particular areas. In class topics also include readings, discussions, and assignments aimed at understanding sustainable practices in general. For example, we will study problems with pest control and how to manage pests given their life cycles and ecology, basic aspects of soil and soil erosion, how animals fit into sustainable schemes of production, winter greenhouses, maple sugaring, crop and farm diversification, the concerns about buying local vs. imported and/or organic food, labor and energy issues, and more.

TTH 02:00PM-03:20PM

CSC 1-ECOL

NS-0299-1

Learning Activity Projects

Lynn Miller, Rayane Moreira

Learning Activity Projects: Students in Learning Activity Projects compile lists of learning activities based on their independent work during the semester. Each student will write a title, description and self-evaluation for every learning activity to be officially recognized for Learning Activity Projects credit. The student must also secure a signed evaluation of the work, written by someone familiar with both the subject matter and her/his course of study. The subjects of the learning activities need not be restricted to a particular discipline, school of thought, or arena of creative work. Students are encouraged to collaborate with others in their courses of study, for example, by joining student-led Experimental Program in Education and Community (EPEC) courses or informal learning groups.

NS-0303-1

Ecological Genetics

Charles Ross

Ecological genetics lies at the interface of ecology, evolution, and genetics. This discipline concerns the genetics of ecologically important traits (those traits that relate to fitness and adaptation) and primarily focuses on phenotypic variation and evolution. This course will provide a foundation for how and why traits such as cryptic coloration in butterflies persist and what variations in mice populations allow some individuals to survive the winter. We will read background and primary literature in this field to understand how ecological genetics 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.

TTH 10:30AM-11:50AM

CSC 202

NS/CS-0308-1 **PR**

Evolution, Islam and Modernity

Salman Hameed

This seminar course will look at the way Muslims across the globe are negotiating the relationship between Islam and modern science. We will, in particular, focus on the way evolutionary biology is received in various parts of the Muslim world and what can that tell us about the interaction between culture, politics, religion, and science. Students will be expected to do research as part of the class and present their findings at the end of the semester. Countries to be discussed in the class include, but are not limited to, Egypt, Indonesia, Iran, Malaysia, Pakistan, Turkey, Tunisia,

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Kazakhstan, and the Muslim diaspora in Europe and in the United States. Prerequisite: One class in Middle Eastern history or Middle East sociology, or Islam.

M 02:30PM-05:20PM

ASH 221

NS-0317-1 **PR**

Modern Algebra

Kenneth Hoffman

The language and tools of modern algebra--groups, rings, fields, vector spaces, etc.--have evolved in the 160 years since the death of Galois and Abel to the point where they now pervade nearly all branches of mathematics, as well as other fields as diverse as quantum mechanics, crystallography, coding theory, and some branches of linguistics. We will spend roughly three-fourths of the course developing the basic concepts and theorems, and one-fourth on applications to other areas inside and outside of mathematics. Those who have completed the Linear Algebra course or who have had a year of math above the level of introductory calculus should be adequately prepared; all others should check with the instructor. Regular substantial problem sets will be assigned and will constitute the heart of the course work. Prerequisite: three semesters of Calculus; preferably Linear Algebra.

MWF 02:30PM-03:50PM

CSC 202

NS-0333-1 **PR IP**

Analytical Chemistry

Dulasiri Amarasiriwardena

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

TTH 12:30PM-01:50PM

CSC 121

TH 02:00PM-05:00PM

CSC 2-CHEM

NS-0342-1 **PR**

Advanced Topics in Plant Biology

Lawrence Winship

Ever since the evolution of oxygenic photosynthesis, plants and their algal progenitors have been the main source of reduced carbon, e.g., food, for the consumers and decomposers of our planet. With the advent of fossil fuel technology, humans now capture enough calories to sustain over 6 billion people. As we face the prospect of less abundant oil and gas, some are proposing that plants might make up the difference as biofuels, feedstocks and carbon dioxide scrubbers. Is this a realistic plan? Past efforts to increase food production (Green Revolution) certainly led to increased yields, but only at the cost of increased fossil fuel inputs and social disruption. We will soon have complete DNA sequences for most of our major crops. Are we on a path to a more just, more sustainable set of technologies in plant science? In this course we will take a critical, in-depth look at emerging technologies in plant science. We will meet in one long session per week so that we can supplement our readings with lab projects. Readings will be drawn primarily from the research literature, based upon the interests of students in the class. Prerequisite: some background in biology and/or chemistry is required.

F 01:00PM-05:00PM

CSC 121

F 01:00PM-05:00PM

CSC 1-AGRI

NS-0367-1 **PR**

Origins of Life

Rayane Moreira

The question of how life began is an interdisciplinary problem with chemistry at its core. In this course, we will examine the most developed and popular theories of life's origins, including the "RNA World", the "Iron-Sulfur World", and the earlier coacervate theory of Oparin and Haldane. We will approach the "metabolism first vs. genetics first"

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conundrum from both a general and a detailed chemical perspective, plumbing the mechanistic organic chemistry of life's most basic constituents and processes and how they might have arisen in Earth's early environment. We'll draw from a variety of texts and primary sources, including chemist Christian DeDuve's "Blueprint for a Cell", philosopher Iris Fry's "Emergence of Life on Earth", physicist Freeman Dyson's "Origins of Life", and reviews and research papers of Stanley Miller, Leslie Orgel, Frances Crick, and Gunther Wächtershäuser. Prerequisite: Organic Chemistry I. Basic college-level background in cellular biology strongly recommended.

TH 12:30PM-03:30PM

CSC 202

NS-0390-1

PR

Selected Topics in Global Women's Health

Elizabeth Conlisk

The goals of this Mellon Language Learning course are twofold. The first is to introduce students to key issues in global women's health with a focus on Central America. Topics will span the lifecycle and will be drawn from the fields of infectious disease, reproductive health, nutrition, chronic disease and health policy. Most readings will come from the medical and epidemiologic literature though attention will also be given to the political, economic and social factors that weigh heavily on health. The second goal is to advance students' knowledge of Spanish by integrating Spanish materials into the syllabus. A central text will be the health care manual, "Where There is No Doctor For Women," which is available in both Spanish and English. The course is not intended to be a language course per se, but one that reinforces existing skills and inspires students to pursue further study and practice. Prerequisite: at least two semesters of prior Spanish instruction.

W 02:30PM-05:30PM

CSC 121

NS-0396-1

PR IP

Zymurgy

Christopher Jarvis

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 09:00AM-05:00PM

CSC B2

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 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* (2000), Lewontin's *It Ain't Necessarily So* (2001), and McCabe & McCabe's *DNA: Promise and Peril* (2008). All students are expected to participate in the seminar, to write three essays from the original literature on a single topic of interest to them, and to lead one seminar. During the seminar we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Students enrolled at the 300 level are expected to help the 100 level students with their work. Instructor permission required.

TTH 10:30AM-11:50AM

CSC 2-OPEN

NS-IIND-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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SPRING 2011 COURSE DESCRIPTIONS

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SOCIAL SCIENCE (SS)

SS-0106-1 **DR**

Gender & Economic Development in a Globalizing World

Lynda Pickbourn

This course is designed to provide an overview of the processes, politics and policies of economic development through a gender lens. The course will begin with an introduction to alternative approaches to economics and to economic development, focusing on the neoclassical and feminist approaches, and on the theoretical frameworks that have shaped the gender perspective in economic development. The course will also examine the impacts of economic development policy on men and women and on gender relations in Africa, Asia and Latin America, in the context of a globalizing world economy. Special topics will include women's unpaid labor, women in the informal sector; the household as a unit of analysis; the gendered impacts of structural adjustment, neoliberal economic policies and economic crisis; the feminization of migration flows and the global labor force, and the implications of these trends for economic development. WRI

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

SS-0127-1 **DR**

Interpreting the "Movement:" Civil Rights and Black Power Struggles of the Late Twentieth Century

Amy Jordan

How do we interpret the Civil Rights and Black Power Movements of the post WWII era? What role do journalist, activists, and scholars play in shaping how we remember the past? How do African-American communities give meaning to the "Movement"? Do we understand the "movement" in terms of understanding the leaders, determining the nature of the political climate, or by examining community traditions? When do we begin our exploration---in the 1950s, 1960s or perhaps sooner? Does the emergence of newly independent nations in Africa and Asia shape activist conceptions of civil rights, human rights, violence, nonviolence, citizenship or nation building? How do the discourses and struggles of the 1960s animate our understanding of social change today? Can studying the modern Civil Rights Movement help us to understand discourses of morality and family values in use today? The questions we ask about the past, tell us something about what we hope to gain from our inquiries. During the semester, students will have an opportunity to examine primary documents and engage in the kind of thinking processes that scholars who chronicle social movements do. We will explore movement papers, such as the Mississippi Free Press, Black Panther or Triple Jeopardy. This course will introduce students to historical research methodologies and strengthen students' ability to construct historical narratives. REA, WRI, PRS

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

SS-0139-1 **DR**

Writing the Urban Experience

William Ryan, Carlos McBride

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

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

SS-0141-1 **DR**

Postcoloniality & South Asia

Vishnupad

Postcoloniality in the context of South Asia emerges as an epistemic trope not only challenging the settled narratives of colonial historicism, but also the available readings of postcolonial times in South Asia. We will think through the implications of such critical re-readings for how the immediate past is organized and the ways in which the notions of sociality and identity (along the lines of class, race, gender, religion and caste) might potentially be inflected and re-animated. We will in due course ask if the categories and frameworks proffered by the postcolonial school of thought are adequate and efficacious in responding to the political and socio-cultural challenges South Asia finds itself immersed in the present moment. Learning Goals: MCP, PRJ, PRS, REA, WRI

MW 02:30PM-03:50PM FPH 103

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SS-0143-1 **DR**

Buddhism and Society in Asia

Susan Darlington

This course will examine how the beliefs and practices of Buddhism adapted to and influenced Asian society and their religious cultures. Rather than defining Buddhism strictly as a scriptural religious philosophy, this course will move beyond canonical boundaries and focus on historical and contemporary practices. Topics of examination include temple economy, spirit healing, clerical marriage, role of women, Buddhist ritual, body immolation, nationalism, practical morality, and the relationship between monastic community and laity. WRI, REA, MCP, PRJ

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

SS-0150-1 **DR**

Fighting Over the Facts: History as Debate

James Wald

Many people have learned and are accustomed to thinking of history as an authoritative account of the past, based on indisputable facts. Scholars of history, by contrast, understand history as a matter of contested and evolving interpretation: debate. And they argue not just over the interpretation of facts, but even over what constitutes a relevant fact. This course will use some representative debates to show how dynamic the historical field is. Topics may include: Did women have a Renaissance? How did people in early modern France understand identity? Why did eighteenth-century French artisans find the torture and slaughter of cats to be hilarious rather than cruel? Were Nazi killers who committed genocide motivated by hatred or peer pressure? Are European Jews descended from medieval Turks rather than biblical Hebrews? Students will come to understand how historians reason and work. In so doing, they themselves will learn to think historically. REA, WRI

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

SS-0156-1 **DR**

Rights and Rogues in the Middle East

Sayres Rudy

This course will provide an empirical and theoretical (normative and explanatory) basis for an evaluation of human rights and public activism in the Middle East. We will examine the emergence especially of Islamist movements across exclusionary and inclusive political systems as the appropriate context for critically engaging rights discourses under the "war on terror," the "peace process," and arguments concerning neo-colonialism. Discussion seminar. Three review essays required, or research paper with permission. MCP, PRJ, PRS, REA, WRI

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

SS-0171-1 **DR**

Empires & Citizenship: Postcoloniality and Puerto Rican Communities

Wilson Valentin-Escobar

In this course we explore the historical antecedents of globalization and empire formation in the Americas, with a particular emphasis on Puerto Rico's unique position in the Atlantic world. Drawing from a wide array of disciplinary perspectives, including sociology, history, political science, cultural studies and literature, this seminar analyzes Puerto Rico and its Diaspora in a global context. Starting from the Spanish conquest through the U.S. invasion, and the mass migration of Puerto Ricans after World War II into the U.S., we examine how the scattered Puerto Rican nation developed in relation to European and U.S. expansion. We begin with the emergence of the transoceanic movement of peoples and commodities to examine how ordinary Puerto Ricans became involved in the global economy and how their social and historical experiences overlapped with other racialized/colonized communities during the 19th and 20th centuries. We also consider how local and global processes shaped social movements, anti-colonial struggles, transnational initiatives, Diaspora narratives, and cultural/aesthetic agency. MCP, PRJ, PRS, REA, WRI

T 06:30PM-09:30PM FPH 107

SS-0176-1 **DR**

Writing World War II

William Ryan, Aaron Berman

World War II defined an era and transformed the lives of all who endured it. In doing so, the war has become a growing source of personal, literary, and scholarly narratives, the evolution of which will comprise the subject matter of this course. The stories we tell provide clues to the meanings we have attached to the politics and experience of the war, and the resulting social transformations within the United States. We will draw widely from journalists, scholars, novelists,

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artists, and participants, and we will certainly consider whose stories are heard and why. But we also intend to study these writings as human productions in their own right. What do they teach us about the method of history and craft of writing? We hope to identify authorial choices and, ultimately, incorporate what we learn into our own analytical and creative historical writings. EXP, MCP, PRS, PRJ, REA, WRI

TTH 02:00PM-03:20PM

FPH 102

SS-0181-1 **DR**

Economic History of Global Capitalism

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. WRI

MW 01:00PM-02:20PM

FPH WLH

SS-0202-1 **DR**

Social Movement and Political Space in Latin America

Sayres Rudy

This course will introduce and explore conceptual-analytical categories of ideology, territory, action, subjectivity, and state in the study of social-political mobilization in Latin America. Discussions focusing on Central and South American cases will take up the conditions and constraints of political activities in urban and rural settings, given domestic and global socio-economic resources. We will study landless peasant activism, liberation theology, opposition parties, ?left? regimes, and militant mobilizations as the politics of land/city, core/periphery, country/slum, and so on. Advanced discussion seminar. Research paper required. This course is suitable for first year distribution requirements. MCP, PRJ, PRS, REA, WRI

M 09:00AM-11:50AM

FPH 106

SS-0207-1

South-South Economic Relations

Omar Dahi

The last fifteen years have witnessed a resurgence in political and economic cooperation among the developing nations of the South. This course examines recent changes in the international economy, with a special focus on South-South relations. Some questions we will consider are: What will be the impact of the rise of Third World Capitalism on the global economy? What will the global economy look like when we emerge from the current financial crises? Does South-South cooperation hold the promise of an alternative model to neo-liberal globalization or is it best thought of as unity against Northern hegemony? How has colonialism previously and economic liberalization more recently changed the structure and pattern of trade among developing countries? In the course we will trace the historical patterns of trade among developing nations since the colonial era and then look closely at South-South cooperation in the post-WWII period.

M 01:00PM-03:50PM

FPH 102

SS-0210-1

Introduction to Economics

Noah Enelow

This course provides an introduction to economics from a multi-dimensional, political economy perspective. We will examine the historical evolution and structure of the capitalist system, distinguishing it from other economic systems that have preceded it, such as feudalism, and existed alongside it, such as state socialism. We will also critically examine the theories that have been developed to explain the operation of this system: traditional (neoclassical) microeconomics,

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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. No prerequisites.

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

SS-0212-1

The Politics of Abortion in the Americas

Cora Fernandez-Anderson

The Americas have been characterized by the strictness of its abortion laws. Abortion is legal in only a few countries while in some it is criminalized even when the mother's life is at risk. This course introduces students to the politics of abortion in the Americas. Some of the questions we will consider are: what role have women's movements played in advancing abortion rights? What has mattered most for the movements' success, their internal characteristics or external forces? Has the way the movement framed the demand for the right to abortion mattered? Has the increase in the number of women in positions of power made a difference? What about the coming to power of leftist governments? How have the Catholic and Evangelical churches influenced policies in this area? We will answer these questions by exploring examples from all across the region through primary and secondary sources.

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

SS-0215-1

Critical Ethnography: Got Reflexivity?

Judith Carmona

This critical ethnography course will push us to address issues of power, privilege, researcher intentionality, positionality, and reciprocity when conducting ethnographic studies. The course centers social justice and equity principles and community-based and engaged methods, and the literature, discussion and class activities are structured to question the assumptions, values and methods used in traditional qualitative research. Although certain concepts and topics may generate discomfort, tension, and/or challenge us, the purpose of the readings and the goal of the course requirements are to interrogate, among other things, issues of race, gender, class, and other identities when designing and conducting qualitative research and in our use of qualitative methods in particular. You must come prepared with a statement about your individual qualitative research project.

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

SS-0216-1

Framing Blackness: African Americans and Mass Media in the 20th Century

Christopher Tinson

In the 1970s artist Gil Scott Heron announced, "the revolution will not be televised." In the 1990s critic bell hooks observed a direct relationship between oppressive images via mass media and the maintenance of global white supremacy. And today, professor Jared Ball writes, "all that is popular is fraudulent." This course takes these perspectives into serious consideration while exploring the complex relationship between African Americans and the function of mass media in the United States in the twentieth century. Using an African American Studies interdisciplinary framework that incorporates political history as well as popular culture, this course begs the question of how media influences the perception of Black people in the U.S. and the world. Importantly, this course will also look at contemporary visionary efforts to challenge dominant stereotypic images of African Americans and communities of color in the media and their participation in current media justice efforts. This course satisfies Distribution Requirements. MCP, PRJ, PRS, REA, WRI

TTH 06:30PM-07:50PM FPH ELH

SS-0217-1

Hybrid Identities, Authentic Selves

Kimberly Chang

This course explores two related concepts—hybridity and authenticity—that underlie many present-day struggles over cultural identity and representation. The former calls attention to the multiplicity of social identities that vie for recognition within a person, while the latter emphasizes what is unique or essential to the self. While the hybrid is often charged with being inauthentic or fake, claims to authenticity are frequently criticized for being exclusive or reactionary. How do we negotiate among multiple and often contending identities? When do we feel the need to claim an authentic

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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self? What are the pressures to do so and what purpose do such claims serve? We will read across disciplinary perspectives?including history, philosophy, psychology and literature?and explore these questions through both analytical and creative forms. While the ?mixed race? experience will be the primary lens for the course, we will interrogate the ways that racial categories intersect with other axis of difference in the making of selves, identities, and communities. This course satisfies Distribution Requirements. EXP, MCP, REA, WRI

TTH 10:30AM-11:50AM

FPH 101

SS-0225-1

Introduction to Queer Studies

Jaclyn Pryor

This course will provide an introduction to queer studies, tracking its emergence and developments since the 1990s, as well as its relation to prior debates in lesbian and gay studies, feminism, and postcolonial theory. That is, we will focus on recent developments in queer theory, queer activism, and cultural production, and read them alongside background and foundational texts, debates, and social movements. We will consider both theory and culture to be our ?primary texts.? We will begin by reading the recent issue of *Social Text*, ?What?s Queer About Queer Theory Now?? (Eng, Halberstam, and Muqoz), move through central theories and debates in the field, and examine recent cultural production?including queer films, television, and performance?as sites of resistance and critique. Topics covered include: mass culture and subcultures; representation and visibility; migration and diaspora; trauma; transgender theory; HIV/AIDS; grief and loss; religion and sexuality; queer temporalities; queer space/place; marriage; and human rights.

MW 10:30AM-11:50AM

FPH 107

SS-0226-1

Culture Through Crime

Barbara Yngvesson

This class will use the techniques of ethnography as a lens for examining fiction about crime and its detection, and stories about crime as a lens for examining the boundaries of a culturally-based moral order. Drawing on detective novels, ethnographies, journalism, and film, we will explore the ways that conventions of detective fiction and ethnography highlight the complex relation between what is understood to go on in the ?real world? and its written or filmic representation. In particular, we will focus on the ambiguous roles of the detective and the ethnographer, whose efforts to figure out ?what is going on? may unsettle conventional understandings of morality, law, crime, justice, and truth.

TTH 12:30PM-01:50PM

FPH 101

TH 02:00PM-03:20PM

FPH 101

SS/HACU-0230-1

DR

Buddhist Life Writing

From the biographies of Gotama Buddha to the autobiographies of western converts, life writing plays a central role in teaching Buddhist philosophy, practice, history, and myth. This course explores the diverse forms and purposes of Buddhist life writing in the literary and visual cultures of India, Tibet, Thailand, China, Japan, and the USA. Reading the lives of eminent saints and laypersons, charismatic teachers, recluses, and political activists, the course aims to broaden understanding of how Buddhists have variously imagined the ideal life. We will pay particular attention to how literary and cultural conventions of genre guide the composition of lives, how life writing is intimately related to interpreting sacred spaces, and the performative aspects of oral and visual life narration. This course satisfies Division I Distribution Requirements. WRI

MW 01:00PM-02:20PM

FPH 108

SS-0235-1

DR

Environmental Justice in the Age of Climate Change

Susan Darlington

The impacts of climate change go far beyond global warming itself. This course will critically examine how climate change -- and the attention it holds -- affects social justice issues. Key questions we will explore include: What is climate change? Does climate change disproportionately affect the poor? Does the world's concern about climate change take away from more localized social and environmental issues, including environmental racism, and urban issues such as pollution, unhealthy and unsafe neighborhoods? The effects of disappearing islands in Alaska (Shishmaref, home to a Native Alaskan community), the South Pacific (including Tuvalu, the first nation threatened with submersion), and the Maldives in the Indian Ocean raise complex examples of social inequalities. These cases will be compared with New Orleans during and after Katrina. Alongside these cases tied with climate change, the course will investigate the rise of

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environmental racism and environmental justice in the United States, and parallel cases worldwide. This course satisfies Division I distribution requirements. WRI,REA,MCP,PRJ

MW 02:30PM-03:50PM

FPH 107

SS-0239-1

Oral History Theory and Method: Power, Agency, and History 'from Below'

Wilson Valentin-Escobar

The purpose of this seminar is to discuss, theorize, and understand the importance of oral history (the recording of life experiences) for silenced communities alienated from prevailing historical discourse. Oral history forces us to look at history from 'below,' to acquire 'new ways of seeing,' and to delineate new epistemologies. Some of the questions that will guide the course include: Who makes history? Why have certain individuals been studied while others ignored? How does this shape the production of knowledge, our understanding of the past and the analysis of experience? Why have the meanings of particular events been diminished? How do particular identities complicate the writing and interpretation of history? How does colonialism shape historical knowledge? How does historical memory affect the reading of the past? Utilizing sample interviews as a point of departure, students are also expected to conduct oral history interviews and crystallize them within a historical framework that applies to a research project of their choice. This course is a continuation from the fall course and restricted to students who enrolled in the fall.

W 06:30PM-09:30PM

FPH 104

SS-0241-1

PR

Writing and Talking about the Nazi Regime: Constructing Memory and History in Personal and Public Accounts

James Wald

The tragic experience of the 'Third Reich' produced an outpouring of autobiographical writing. It is natural to want to privilege these personal accounts, and yet they represent subjective choices, and both their literary form and historical accuracy must withstand scholarly scrutiny. Students will investigate the processes of (re)constructing the self through both primary sources and theoretical and critical literature. We will analyze whether and how the reflexive approach of questioning the reliability of memories is based on a shifting perception and understanding of the present and the past. Against this background, we will discuss and compare literary and historical definitions of the concept of truth. Because many of the core autobiographical texts are available only in German, and the existing English translations do not always convey the full range of nuances and cultural references, the class will be bilingual. Students will learn that facility in the original language is the gateway to experience, analysis, and meaning. Prerequisite: completion of or concurrent enrollment in third-semester/intermediate German (or evidence of equivalent competence)

TTH 05:30PM-06:50PM

FPH 108

SS/IA-0242-1

DR

Critical Pedagogy in Action

Natalie Sowell, Kristen Luschen

Critical pedagogy is a mode of teaching and learning in which students and teachers as co-learners endeavor through personal contextualization, critical analysis and dialogic engagement to actively identify and challenge the paradigms of oppression that affect us both in and outside the classroom. One of the fundamental tenets of critical pedagogy is that of "praxis" an ongoing reflective approach to taking action which, according to critical pedagogue Paulo Freire, involves engaging in a cycle of theory, application, evaluation, reflection and then back to theory. Social transformation is the product of praxis at the collective level. In this course we will explore theoretical work on alternative, radical, and liberatory education including the writings of Paulo Freire, Bell Hooks, Henry Giroux, and Parker Palmer. Concurrently we will plan and implement practical teaching exercises utilizing various forms of creative expression (visual art, poetry, drama, movement, etc.) thus striving to connect theory with practice. Interested students should have some experience working with children or youth. This course satisfies Division I distribution requirements. PRJ,PRS,EXP,MCP

TTH 10:30AM-11:50AM

FPH 107

SS-0244-1

Reading, Writing and Citizenship: African-American

Amy Jordan

The fight for equity in education is one of the most critical and enduring themes in the African American struggle to fully exercise their citizenship rights. This course will explore the ways in which local African American communities fought to create educational spaces for their children and for future generations. The class will begin with the dynamic struggle of Boston's African American community to desegregate public education during the pre-civil war decade and

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(2-1-11)

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trace the varied strategies of educational leaders to broaden educational opportunities through the Reconstruction, Jim Crow and Civil Rights/Black Power eras. Readings will uncover hidden strategies for strengthening the academic programs in segregated Black schools, and increasing access to secondary and post secondary education available to Black students. The second half of the course will explore more overt strategies for educational advancement, such as the student led boycotts of the 1950s and 1960s and local campaigns to shape the desegregation process. By exploring a range of critical perspectives on black educational history as well as primary sources, students will begin to identify specific research questions and develop their own research agenda. This course will require students to become familiar with resource materials found in the library research databases and in the W.E. B. Dubois Special Collection located at UMASS.

MW 04:00PM-05:20PM

FPH 102

SS-0248-1

Border Matters: US and Mexico

Flavio Risech-Ozeguera

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 108

SS/IA-0249-1 **DR**

East African Popular Culture

George Gathigi

This course will examine the processes of producing popular culture and its outcomes in East Africa. 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. This course satisfies Division I distribution requirements. EXP, PRS, PRJ, MCP.

MW 01:00PM-02:20PM

FPH 103

SS-0263-1

Patriot(ic) Acts: Law and the Production of Difference

Flavio Risech-Ozeguera, Falguni Sheth

This course will examine the production of categories of legal "others" through the "normalizing" discourses that undergird the marginalization of certain populations that are construed as threatening and dangerous. We will read court opinions and statutes that attempt to define, contain, discipline and justify surveillance of categories of persons such as the undocumented worker/migrant, the queer, the racialized and the "terrorist." Readings in legal and political theory will help us deepen our understanding and help us develop critical stances.

TTH 02:00PM-03:20PM

FPH 108

SS-0265-1 **DR**

The American Encounter with Arab Nationalism

Aaron Berman

The American encounter with Arab nationalism spanned the entire twentieth century. Arab nationalism and the American empire developed on the same timetable and influenced each other in subtle but profound ways. The United States at the dawn of its age of empire was far more aware of events in the Middle East than we generally realize today. As American global interests mushroomed, understanding the political developments in the Middle East became a necessity. However, several factors impeded the American understanding of Arab nationalism. Ethnocentrism and an American brand of Orientalism would make it hard for Americans see the real peoples of the Middle East, not the imagined inhabitants of

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the Holy Land. Even more importantly, Americans would never be able to grapple with the meaning of Arab nationalism without considering the challenges of yet another brand of nationalism, Zionism. In 1908, Zionism and nascent Arab nationalism first encountered each other on the American scene. Their continued encounters would shape political and intellectual developments in the United States and the Middle East for the hundred years that followed. That century is the focus of this course. Specific topics we will explore include the Turkish Revolution of 1908, Woodrow Wilson's response to Arab nationalism in the wake of World War I, World War II and America's response to the creation of the Arab League and the rise of Nasserism in the early Cold War, as well as the American response to Palestinian nationalism. We will also look at the efforts of the Arab Americans in the United State to influence United States foreign policy and public opinion. This course satisfies Distribution Requirements. WRI

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

SS-0267-1

Rethinking Security in an Age of Climate Change

Michael Klare, Elizabeth Hartmann

This course will examine how climate change and resource competition present dangers to world security as well as opportunities to rethink the very meaning of security beyond the interests of powerful corporations and the nation-state. Does resource scarcity necessarily lead to conflict, or can it help induce social and technological change? Topics include struggles over oil and other vital resources; U.S.-Chinese geopolitical competition; the politics of population and international migration; the environmental impacts of war and militarism; the resource implications of growing world urbanization; the successes and failures of intergovernmental agreements on climate change; and the capacity of social movements to forge an alternative global agenda for peace, equity and the environment.

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

SS-0268-1

Anthropology of the Capital

Vishnupad

Marx over a century ago recognized the ontologically nomadic character of capital and its innate ability to organize political and social structures around its requirements. While the times of high capitalism required the nation-states and organization of labor regimes around notions of asceticism, austerity and logic of deferral, the contemporary moment insists on immediacy of jouissance and consumption. In this course we will engage these two distinct moments of capitalist history, and the framing of sociality within it; in the process we will we will preponderantly invoke the category of risk (and the notions of subject of risk) to think through the immense deterritorialization that marks the times we find ourselves in. Aside from engaging the texts in classical political economy we will invoke poststructuralist, psychoanalytical and ethnographic writings.

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

SS-0276-1

Politics of Power and Resistance in Africa.

Susan Thomson

This course is designed as both a theory and practice course for students who want to do fieldwork in Africa. The focus is on getting students to think about sources of political power beyond the state to study how power relations are experienced and reproduced from a variety of subject positions. We will study different forms of power, including language, symbolic and ritual, hegemony, resistance, social movements, with detailed readings of ethnographic studies of power, drawing mostly from anthropology, with some examples from political science and sociology. The course will also include an Institutional Review Board component to get students thinking about their own submissions to the Board in advance of their Div III (or senior year) research projects.

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

SS-0281-1

Imagining Mental Illness: Making a Case for a Measure of Abnormality

M. Lourdes Mattei

This course will introduce the students to ideas and controversies related to the concept of abnormality/normality in psychology. In order to discuss and explore these concepts, we will present an overview of contemporary diagnostic categories as described in the DSM-IV-TR, the diagnostic manual used in the field of mental health. The course will emphasize the social and historical context for our culture's ideals and assumptions about mental illness. In order to reflect

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on the experience(s) of mental illness, films, case studies, and memoirs will be included. This is an advanced course in Hampshire's Culture, Brain and Development Program.

T 09:00AM-11:50AM

FPH ELH

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 102

SS/HACU-0297-1

Producing Youth Culture

Kristen Luschen, Rebecca Miller

This course will examine youth culture and performance. We will explore these topics through an integrated approach, focusing on the dynamics between educational, socio-cultural, and developmental perspectives. This course will emphasized field methodology, requiring students either conduct an independent, ethnographic project that researches some aspect of youth and performance or to participate in an collaborative research project with local middle schoolers. Readings will explore the intersections of scholarship across identity, popular culture, youth studies, educational studies, and ethnography. Designed for Division II or first semester Division III students, this seminar will encourage the exchange of ideas, writing, and research experiences among students; each will participant present their work several times during the semester.

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FPH ELH

SS-0299-1

China Project Seminar

Kay Johnson

This workshop is for students interested in carrying out an in-depth research project on China. Each student will choose a topic on modern China and spend the semester conceptualizing, researching and writing a substantial paper on this topic. Each student will take responsibility for organizing at least one class on their chosen topic. Throughout the semester students will share their research with each other and read drafts of each other's work. The course is suitable for those preparing to go on or just returning from the Hampshire College China Exchange program and is also appropriate for Division III students as an Advanced Learning Activity. Division I students will be mentored by more advanced students as well as by the teacher. Various issues about doing research in China and writing across cultures will be discussed during the semester. Some background in the study of China is required. The course meets once a week, Weds. 7-9 pm. Individual meetings with the instructor will also be scheduled periodically.

W 07:00PM-09:00PM

FPH 103

SS-0305-1

IP

Writing (Against) Culture: A Division III Seminar

Kimberly Chang

This course is for Division III students who are in their final semester and whose projects are based on ethnography, interviewing, oral history, community-engaged research, and other participatory methodologies. The course will be organized around students' Division III projects and will focus on writing as a critical juncture in the research process when questions of interpretation and representation loom large. We will begin by considering some interpretive strategies and writing choices that may help students find the forms needed to write within and across the communities that comprise their Division III. Students will be responsible for presenting their Division III work-in-progress several times during the semester and for providing thoughtful written feedback on one another's work. Along the way, we will read several texts (to be selected based on the focus of student work) that exemplify forms of writing to which we aspire.

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W 02:30PM-05:20PM

EDH 4

SS-0315-1

IP

Arendt, Foucault, and Agamben: The Trajectory of the Human Condition

Falguni Sheth

The Trajectory of the Human Condition: Hannah Arendt, Michel Foucault, and Giorgio Agamben represent three poignant spaces in Western 20th century philosophy, with regard to the political, the ontological, and the juridical, and the racial. In this course, we will put the three in conversation with each other on some of the following topics: the human condition, biopower, citizenship, politics, sovereignty, citizenship, the exception, the law. By instructor permission only. To be eligible for enrollment in this course, students must have done well in four philosophy courses. There will be a reading and 5 page writing assignment due the first day of seminar. Please email instructor if you are interested in joining.

T 09:00AM-11:50AM

FPH WLH

SS-0316-1

IP

Social Science Div III Seminar

Robert Rakoff

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.

W 02:30PM-05:20PM

FPH 105

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 2011 COURSE DESCRIPTIONS

(2-1-11)

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CO-CURRICULAR COURSES (CCR)

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

LEMELSON PROGRAM (LM)

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

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

MF 01:30PM-03:20PM LCD 114

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

Women's Fabrication Skills: 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. This course is intended for students who identify as women. There is a \$60 lab fee.

M 07:00PM-09:30PM LCD 114

OUTDOOR PROGRAMS and RECREATIONAL ATHLETICS (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 08:30PM-10:00PM RCC 21

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

This course is for all white belts who have completed OPRA 101. 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-0105-1 **CCR**
Gentle Rejuvenative Yoga, Section 2
Meredyth Klotz

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Practice the foundations of Hatha yoga; pranayama-breath, core strength, asana-posture, and 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. This covers the same material as OPRA 0106. 5-College students will be graded pass/fail.

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

OPRA-0106-1 **CCR**
Gentle Rejuvenative Yoga
Meredyth Klotz

Practice the foundations of Hatha yoga; pranayama-breath, core strength, asana-posture, and 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.

W 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.

W 09:00AM-10:30AM RCC 21

OPRA-0108-1 **CCR PR**
Intermediate/Advanced Yoga, Section 2
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. This class is identical to OPRA 0107 5-College students will be graded pass/fail.

M 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: The Way of the Bow
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 mediation 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

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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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 Hitote. Prerequisite: OPRA 115 5-College students will be graded pass/fail.

TTH 05:15PM-06:45PM

RCC 21

OPRA-0117-1 **CCR**

Iaido: The Art of the Japanese Sword

Marion Taylor

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

TTH 02:00PM-03:20PM

RCC GYM

OPRA-0118-1 **CCR**

R.A.D.: Basic Self-Defense for Women - Section 1

Amanda Surgen, Troy Hill

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 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 from 1:00 to 400 on Friday, January 28, February 4,11,18. This is the same as OPRA 119. 5-College students will be graded pass/fail.

F 01:00PM-04:00PM

RCC 21

OPRA-0119-1 **CCR**

R.A.D.: Basic Self-Defense for Women - Section 2

Troy Hill, 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 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 from 1:00 to 400 on Friday, 25, April 1,8,15. This is the same as OPRA 118. 5-College students will be graded pass/fail.

F 01:00PM-04:00PM

RCC 21

OPRA-0121-1 **CCR**

T'ai Chi

Rob Zilin

T'ai Chi is an enjoyable exercise which gives a feeling of exquisite mental calm and emotional ease. T'ai Chi does not strain your joints or ligaments, but actually heals them and teaches your body to move with perfect efficiency. T'ai Chi will not strain your heart or circulatory system, but is a gentle and effective tonic to your heart. T'ai Chi is especially beneficial to the functions of your internal organs and builds up your body from the inside out. T'ai Chi has it's origin as a valid martial discipline. Our emphasis will be 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 06:30PM-08:30PM

RCC 21

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SPRING 2011 COURSE DESCRIPTIONS

(2-1-11)

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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 1:00pm to 2:20pm 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 01:00PM-02:20PM

RCC POOL

F 12:30PM-06:00PM

RCC RIVER

OPRA-0124-1 **CCR**

Beginning Whitewater Kayaking, Section 2

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 2:30pm to 3:50pm from January 26 to March 4. After spring break the class will also go outside on Fridays 12:30 to 6:00 pm from March 25 until May 6. 5-College students will be graded pass/fail.

W 02:30PM-03:50PM

RCC POOL

F 12:45PM-06:00PM

RCC RIVER

OPRA-0126-1 **CCR**

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 2:00pm to 3:20pm from 2/1/10-3/8/10, then on the river from 12:30-6:00pm from 3/22/10-5/3/10. 5-College students will be graded pass/fail.

T 02:00PM-03:20PM

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

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SPRING 2011 COURSE DESCRIPTIONS

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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 swimming rescues, stroke work, and spinal injury management. Standard First Aid and Professional CPR/AED 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-07:30PM

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 trail system will lead you on group trail runs. The intensity of the runs will be determined by the group's ability with the goal of finding a suitable pace for everyone. The class will begin after spring break and meet 3:30 to 4:30 on Wednesdays from 3/23/11 until 5/4/11. 5-College students will be graded pass/fail.

W 03:30PM-04:30PM

RCC FOYER

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. All students interested in taking Beginning Climbing are encouraged to attend indoor wall sessions. This course is the same as OPRA 151. Class meets on Fridays 12:30-6:00pm from 3/25/11 to 5/6/11. 5-College students will be graded pass/fail.

F 12:30PM-06:00PM

RCC GYM

OPRA-0156-1 **CCR**

Lead Rock Climbing

Michael Alderson

This class begins after Spring Break. Students should be experienced top rope climbers and competent belayers. 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

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lead climbing. This class may be taken as a continuation of OPRA 157. Class will meet on Tuesdays from 12:30-6:00pm from 3/22/11 until 5/3/11. 5-College students will be graded pass/fail.

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

OPRA-0157-1 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 tools and techniques for winter travel in the mountains. This class can be used as prerequisite for OPRA 156. Class meets on Tuesdays 12:30pm - 6:00pm until Spring Break, 2/1/11-3/8/11. 5-College students will be graded pass/fail.

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

OPRA-0158-1 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. This course is open to all abilities and skill levels. The course will begin after spring break and meet on Thursdays from 3/24/11 to 5/5/11. 5-College students will be graded pass/fail.

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

OPRA-0161-1 CCR

Bicycle Maintenance

Michael Alderson

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine tuning your bicycle? Each week students will focus on an area of the bike and learn what is required to clean and maintain that part. At the end of each class, students will have done the maintenance and be able to depart with their bike intact. At the end of this seven week class, students will have rebuilt their bike and be ready for spring weather. Class meets Wednesdays from 3:30pm - 6:00pm from 1/26/11 to 3/9/11. 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 1/28/11 - 3/11/11. There will also be one required week-end trip. 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

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OPRA-0165-1 **CCR**

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 03:00PM-04:00PM

RCC BHALL

OPRA-0173-1 **CCR**

Strength and Conditioning

Troy Hill

This class will utilize various techniques to improve one's strength and conditioning without the use of weights. All experience levels are welcome. The class is especially good for those interested in improving strength for sports. Five college students will be graded pass/fail.

MWF 10:30AM-11:50AM

RCC GYM

OPRA-0174-1 **CCR**

Basic Weight Training

Troy Hill

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

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. The course will also include conditioning on the track using various workouts involving speed ladders, and agility drills. 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, then this is the class for you. Students will work on the basic skills of basketball, such as dribbling, passing, shooting, rebounding and defense. Students will also spend time focusing on the rules of the game and playing. 5-College students will be graded pass/fail.

TTH 03:00PM-04:00PM

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**

Outdoor Leadership

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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 105