

Fall 2017 Course Descriptions

CS-0105-1 **Web Page Design and Implementation: Web Pages for Everyone**

Professor: Jaime Davila

Students in this course will be exposed to the process of designing and creating web pages, following some of the most commonly used technologies used in real-life scenarios: HTML, JavaScript, and Cascading StyleSheets (CSS). Successful students will therefore learn both how to build web pages and how to create simple programs. The course will begin by exposing students to the process by which a web client and a web server talk to each other, and where the different pieces necessary for this communication are located. We will then move to building web pages, focusing both on web page look and feel as well as the underlying code. No previous computer programming experience is assumed.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: ASH 126

CS-0114-1 **Introduction to Philosophy**

Professor: Laura Sizer

Philosophy is a method of inquiry that helps us reflect on our own condition, our relationships with each other, and the nature of the world around us through the careful investigation of concepts such as mind, freedom, morality, and justice. It is also a mode of analysis and criticism that allows us to examine the structure and soundness of our ideas and arguments. This class will introduce you to some of the classic questions in philosophy, as well as the methods of inquiry philosophers use to examine them. Topics may include arguments for the existence of god, the nature of persons, the problem of free will, and the nature of mind. A series of shorter and longer papers will be required.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: ASH 222

CS-0142-1 **Innovations for Change: Problem Solving for the Future**

Professor: Sarah Partan, Jana Silver

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include both large lectures and breakout working groups. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Instructor Permission: No Satisfies Distribution: ADM, MBI, PBS This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: FPH WLH

CS-0164-1 **Memory Systems**

Professor: Melissa Burch

Memory is not pudding, it is an elephant - while pudding is the same throughout, you cannot generalize across different types of memory. In this course we will discuss the many types of memory we use daily, from remembering the name of a new acquaintance, a favorite concert, or even how to ride a bike. We will explore the constructive nature of memories and how they may change over time as well as how memory capabilities develop over the life course. We will also discuss the neurological underpinnings of memory. However, students do not need to have a background in neuroscience. In addition to reading scholarly research and participating in demonstrations of the various forms of memory and their properties, students will be expected to write a series of brief papers throughout the semester and a larger final research proposal.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: MW 09:00AM-10:20AM

Location: ASH 222

CS-0174-1 **Computer Animation I**

Professor: Chris Perry

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

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

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

Location: ASH 126

CS-0181-1 **Women in Game Programming**

Professor: Ira Fay

This course is designed to give students a strong introduction to computer programming, with an emphasis on programming games. No prior programming experience is necessary. As the title reveals, this course particularly invites self-identified women, though all interested students are of course welcome! We will consider (and hopefully impact) the current gender imbalances in the professional world of game development. The course will include guest interviews with notable women in game programming. By the end of the course, successful students will be able to write programs of moderate difficulty and use C# and Unity to implement computer games. As a course that can provide a solid foundation for further computer science courses, this class will expose students to variables, conditionals, loops, functions, comments, and object oriented programming concepts. For more information, see irafay.com/classes.

Instructor Permission: No Satisfies Distribution: ADM, MBI This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: ASH 126

CS-0183-1 **Bilingualism: Cognitive and Linguistic Aspects**

Professor: Joanna Morris

This course will focus on the acquisition of two or more languages by both children and adults. We will look at how two or more languages are represented in the mind of an individual and attempt to elucidate the mental processes that allow individuals to produce and understand sentences in each language. Questions that we will consider include: Who is considered bilingual and what are the criteria for 'knowing' a language? How does bilingualism influence linguistic and cognitive development? How does the cognitive system cope with the need to develop efficient processing mechanisms for two or more different languages and maintain separate access and representational mechanisms for each language? How is language is represented in the bilingual brain?

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

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

Location: ASH 221

CS-0194-1 **Environmental Education: Foundations and Inquiries**

Professor: Timothy (Tim) Zimmerman

In this introductory course, students will explore the history, practices, career options, and problems of environmental education - educational efforts promoting an understanding of nature, environmentally responsible behavior, and protection of natural resources. Shifts in environmental education research foci, relationships to current and past environmental challenges (e.g., air pollution, species loss, climate change), and differences between U.S. and international efforts will be discussed. We will compare and contrast topics such as education for sustainable development, environmental education, conservation education, environmental behavior change, ecoliteracy, and interpretation. Students will be exposed to three lines of inquiry: critical pedagogy, educational research and experiential learning. In addition to assigned readings, students will choose a line of inquiry and follow that line of inquiry to: 1) design, in teams, an environmental education intervention and 2) write an individual paper on a topic of interest to the student related to environmental education.

Instructor Permission: No Satisfies Distribution: MBI, PCSJ This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: RWK 108

CS-0207-1 Infant and Child Development

Professor: R Rosenberg

This course will explore the major phenomena, methods, theories, and findings of developmental psychology, especially as they apply to infancy and early-childhood. Topics covered include biological foundations, prenatal development, perceptual, cognitive, motor, social, and emotional development, language acquisition, intelligence, attachment, parenting, and gender. Issues related to education, family, and social policy will also be discussed. Throughout the course we will practice assessing and critically analyzing developmental theories, research methodology and findings, and applications developed by developmental psychologists and made available through professional and popular media. These skills will ultimately help to provide you with a scientific basis for making decisions you may face as an informed citizen, voter, policy-maker, educator, and/or parent. Prerequisite detail: Minimum one prior Psychology course in the Cognitive Science Department. (Or college-level Introductory Psychological Science or Cognitive Science course at another institution.)

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: Yes

Time: TTH 02:00PM-03:20PM

Location: ASH 221

CS-0216-1 Animal Behavior 1: Theory and Fieldwork

Professor: Mark Feinstein

This is the first of a two-course sequence exploring the main theoretical ideas and methods of ethology, the scientific study of animal behavior. In this first semester we explore the functional and evolutionary bases of animal behavior and cognition, exploring topics such as social behavior, foraging, territoriality and communication. Students will also learn and put into practice some of the ways that ethologists observe, record and measure behavior outdoors in the natural world. The main reading and discussion material for the course will be drawn from the first half of John Alcock's textbook, Animal Behavior, supplemented by journal articles from the professional scientific literature. Several summary/critique papers on the journal articles will be required, and a full-length term paper on a species and research topic of the student's choosing. The final project will be presented to the whole class either orally or in a poster session. Subsequent enrollment in the second semester of the sequence is encouraged but not required.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: WF 01:00PM-02:20PM

Location: ASH 222

CS-0223-1 **Foreign accent**

Professor: Daniel Altshuler

When you meet a non-native speaker for the first time, you are immediately confronted with their accent. This often leads to questions like "Where are you from?", as well as ethnic and racial profiling (often not conscious). Despite the fact that we are constantly in contact with foreign accents and speak in a way that is foreign to others, we rarely ask how particular accents come about and why we are so drawn to them. Many can and want to simulate a British accent or that of a Russian spy. And many simulate foreign accents without even knowing it, e.g. when singing along or reciting lines from a movie. How do we do it? What are the implications? The aim of this course is to elucidate these questions through the study of linguistic theory. No prior background in linguistics is assumed.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: RWK 202

CS-0245-1 **Cognitive Science: Minds, Brains, & Intelligent Machines**

Professor: Neil Stillings

All students in the cognitive, neural, and psychological sciences should be familiar with certain key concepts. This course surveys these central ideas to give students the vocabulary needed to approach the research literature without being intimidated by a barrage of technical terms and to hold intelligent conversations with other students and faculty members who are interested in matters of mind, brain, and machine. Readings in the course will be drawn from books and journals in the field. Students will complete a series of essay assignments concerning the concepts covered in the course. There will be no final project. Students are expected to spend at least six to eight hours a week outside of class time working on the reading and writing assignments. Prerequisite: At least one prior course in psychology, linguistics, computer science/AI, neuroscience, philosophy, anthropology, or animal behavior. First-year students who meet this prerequisite are eligible. The course satisfies Division I distribution requirements.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: Yes

Time: TTH 02:00PM-03:20PM

Location: ASH 222

CS-0253-1 **Mixed-Methods Research Design**

Professor: Timothy (Tim) Zimmerman

This course will introduce students to the research methodology called Mixed-Methods. This methodology combines qualitative research approaches with quantitative research approaches, seeking the best of both research paradigms. This methodology is great for studying the effectiveness programs, curriculums, policies and other interventions with people. This course will involve a combination of discussion, case studies, and individual and team design projects. Topics will include specific methodologies such as surveys, interviews, observation protocols, case studies; methodological issues regarding validity and reliability, researcher-practitioner confounds; important techniques such as developing coding schemes, ensuring interrater reliability; and the advantages and disadvantages of this approach. We will use examples from cognitive science broadly but students with other disciplinary interests are encouraged. This course is designed to help prepare students for Div III research in many arenas. Students will be evaluated based upon class participation, individual project work, group project work, and a series of small papers. Prerequisite detail: Division II students with experience/interest in data collection and use for studying cognitive, educational and social science phenomena.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

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

Location: RWK 108

CS-0263-1 **Artificial Intelligence**

Professor: Lee Spector

Artificial Intelligence is a branch of computer science concerned with the development of computer systems that "think." In this course we will explore the core ideas of artificial intelligence through readings, presentations, discussions, and hands-on programming activities. A range of practical artificial intelligence techniques will be covered, and students will complete programming projects to demonstrate engagement with the themes of the course. Prerequisite detail: One programming course (in any language).

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: Yes

Time: TTH 12:30PM-01:50PM

Location: ASH 126

CS-0264-1 **Pragmatics**

Professor: Daniel Altshuler

Language allows us to express a lot of information in an efficient way. For example, by simply saying: "There is a gas station around the corner" to someone whose car needs gas, I not only convey the belief that there is a gas station around the corner, but also that the gas station is open. Moreover, when I say: "Juliette is the sun" one ascribes to me the belief that Juliette is very beautiful (and not that Juliette is the star at the center of the Solar System); when I say "I took the train from Paris to Istanbul. I have family there", I convey the information that having family in Istanbul is what caused me to take the train from Paris. The goal of this class to explore how people make such inferences from what is said. To do so, we will study pragmatic theories of conversational implicature and discourse coherence.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: RWK 202

CS-0279-1 **The Hampshire Woods: Creating a long-term database of, animal biodiversity**

Professor: Sarah Partan

The goal of this class is to build a long-term database of animal diversity on Hampshire property. The rationale for this goal is that our environment, both local and global, is dramatically changing, and it is of utmost importance to document biodiversity now before we lose species we may not have realized were here. Students in this exploratory class will work together to learn to identify and document our local fauna. We will spend a good deal of time exploring our woods to learn together about what is there. We will also examine how long-term databases are used by other research groups, explore citizen science research projects, and add our data to our own citizen science database project. Students with experience or interest in natural history, animal identification, and computer databases are particularly encouraged to join the class.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: F 09:00AM-11:50AM

Location: ASH 221

CS-0296-1 **Computational Linguistics**

Professor: Jaime Davila

Computational linguistics is an interdisciplinary field investigating the use of computers to process or produce human language (also known as "natural language," to distinguish it from computer languages). To this endeavor, linguistics contributes an understanding of the special properties of language data, and provides theories and descriptions of language structure and use. Computer science contributes theories and techniques for designing and implementing computer systems that generate and parse linguistic input. Students in this course will engage in both the theoretical and the applied aspects of this inquiry. Prerequisite detail: Any combination of courses that totals at least two semesters worth of college-level studies in linguistics, computer science, or psycholinguistics.(i.e. two computer science courses, two linguistics courses, one course in computer science and one course in linguistics, etc.)

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: Yes

Time: MW 09:00AM-10:20AM

Location: ASH 221

CS-0302-1 **A Philosophy of Tattoos and Tattoo Art**

Professor: Laura Sizer

This seminar will focus on philosophical issues raised by tattoos, in particular their status as works of art. We will consider questions such as, Are (at least some) tattoos art? How is tattoo art different from and similar to other modes of visual art? What distinguishes a good tattoo from a mediocre or bad tattoo? Who owns a tattoo or a tattoo design? We will also explore the history, cultures, and practices of tattooing. Students will be required to write a series of short papers, give several presentations, and complete an independent project. This is a seminar for advanced Div II and Div III students with at least one prior college level course in philosophy.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: W 02:30PM-05:20PM

Location: ASH 222

CS-0327-1 **Interdisciplinary Game Studio, Interdisciplinary Game Studio**

Professor: Chris Perry, Ira Fay

Students will design, develop, and publish a digital game in a single semester under the leadership and guidance of Professors Fay and Perry. Though the professors will provide team leadership and game direction, the students will be the ones creating the game, including game design, concept art, storyboards, modeling, rigging, animation, shading, lighting, compositing, game programming, tool programming, project management, audio design, marketing, and publishing. We will likely develop the game using Unity and ideally publish to the Apple App store, the Android Marketplace, and possibly more platforms as well. We will make a free game, and release all assets and code generated in the class to the public domain. Students are expected to be skilled in at least one discipline relevant to game development, listed above. **PREREQUISITE INFORMATION:** At least two semesters of course work in a discipline or disciplines related to game development (programming, art, design, audio, management, etc.).

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

Time: MW 10:30AM-11:50AM F 01:00PM-04:00PM

Location: ASH 112, ASH 126

CS-0335-1 **Seminar in Mind, Brain, & Behavior**

Professor: Neil Stillings

This seminar is for advanced students whose work involves mind, brain, or behavior and who are studying disciplines in the cognitive, brain, or psychological sciences. Students will select the topics to be covered, choosing journal articles, essays, or books in each area. Each week students will be expected to write a discussion paper or contribute to a web forum and to engage in intensive discussion during the single class meeting. Leadership of at least one class meeting, and an extended paper on one of the course issues is also required. Students are expected to spend at least six to eight hours a week outside of class time on the weekly reading and writing assignments and on developing their final projects. Prerequisite: Two or more courses in relevant fields. At least four previous semesters of college work. First-year students are not eligible. Second-year students require permission from the advisor and instructor.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: W 02:30PM-05:20PM

Location: ASH 221

CS-0343-1 **Research in Infant Cognition**

Professor: R Rosenberg

This course is an upper level research seminar designed for students who wish to learn how to perform research with infants and young children, and how to apply those research methods to answer questions in the domain of cognitive psychology. The course will cover all areas of setting up and running an infant study using behavioral measures, including theory, methods, and the practical aspects of running infant research. Students will read and present relevant literature and will learn how to design, run, code, and analyze infant studies. Studies will primarily focus on infants' quantificational abilities, working memory capacity, and reasoning about the physics of solid objects. This course provides useful research experience for any students wishing to pursue divisional projects or graduate work in psychology, cognitive science, or related fields with infants or children. Prerequisite detail: Two prior courses in the CS department in psychology, linguistics, animal behavior, and/or neuroscience, or permission of instructor. Prior experience with infants and small children preferred.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: TTH 12:30PM-01:50PM

Location: ASH 221

CS-0356-1 **Division III Seminar in Childhood, Youth, and Learning**

Professor: Laura Wenk

This seminar is designed for students pursuing a Division III project related to childhood, youth, or learning, and is appropriate for students whose primary work is in any of the five schools. We look at literature across the disciplines of students in the course, considering assumptions, perspectives, and methodologies involved in their approaches to work related to childhood, young people, and/or education. And we will have students present their works in progress, engage in peer editing and feedback, and share strategies for completing large independent projects. This course is limited to Division III students.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: W 09:00AM-11:50AM

Location: FPH 108

CS-117T-1 **Philosophy of Education**

Professor: Ernest Alleva

This course explores central questions in the philosophy of education: What is education, and what is it for? What is the meaning and value of education to individuals and society? What should the aims and content of education be? Are there things that everyone should know or be able to do? Should education promote moral virtue? What are alternative methods of education? How should educational opportunities and resources be distributed? What roles should the individual, family, community, and state have in education? What should the role of education be in democratic societies? We will examine alternative perspectives on these and related issues of educational theory and practice. Readings will include selections from a variety of influential historical thinkers, such as Plato, Rousseau, and Dewey, as well as more recent educational theorists and critics.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: ASH 222

CS-130T-1 **Brain and Language**

Professor: Joanna Morris

This course will examine the brain mechanisms that allow us to understand and produce spoken, written and signed language. We will examine how fMRI and ERP studies as well as those examining brain lesions and developmental disorders can shed light on the brain mechanisms that underlie this uniquely human ability. The course will emphasize reading and discussion of primary literature.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: ASH 221

CS-139T-1 **Animal Minds: Cognition in non-human species**

Professor: Mark Feinstein

Do non-human animals have minds? If so, are they anything like human minds? Can animals plan, remember, solve new problems, or experience emotions? Is animal communication similar to human language? In this course we explore cognition and behavior in a wide variety of species -- crows, sheep, chimpanzees, honeybees, dolphins, octopuses and more -- from the joint perspectives of cognitive

science, animal behavior and evolutionary biology, and linguistics. We will read papers from the professional scientific literature (and the popular media); students will submit a series of written assignments (article summaries and critical discussions) as well as a final written report and oral presentation on a topic relating to some aspect of cognition in a species of their choosing.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: WF 10:30AM-11:50AM

Location: ASH 222

CS-190T-1 **Programming for Science for Beginners**

Professor: Lee Spector

This course is an inquiry-based introduction to computer programming, designed for students with little or no prior experience with programming or computer science, but with interests in some area of science. Students will learn to write programs for data manipulation and scientific modeling in a general purpose programming language. Several of the core concepts of computer science that underlie computational work in the sciences (including the natural, cognitive, and social sciences) will be introduced.

Instructor Permission: No Satisfies Distribution: MBI This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: ASH 126

CSI-0108-1 **Genocide and Justice**

Professor: Flavio Risech-Ozguera

War crimes, torture and genocides demonstrate all too frequently that "never again" remains an elusive ideal. What role does the international system of human rights and humanitarian law play in deterring abuses of power? We examine the debates over the definition, adjudication and punishment of such acts, and evaluate how effective domestic and international legal and extra-legal strategies can be in preventing such crimes in the future, redressing those that do occur, and shaping collective memory and reconciliation after the fact, often called transitional justice. The Nuremberg trial legacy, the ICC, and varied approaches to justice after state violence in South Africa, Rwanda, the Balkans, Chile and Argentina, among others, will provide primary material for critical reflection. The course constitutes an introduction to international human rights discourses and to legal modes of analysis.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: FPH 101

CSI-0117-1 **Resolving Conflict Through Ethnic Cleansing**

Professor: Aaron Berman, Udit Sen

In the twentieth century, the ideals of "national self determination" and "national liberation" created powerful political movements throughout the world. But what happened when two peoples claiming the right of "self determination" lived amongst each other? In India, Palestine and Ireland, the British sought to solve the problem through partition: dividing a territory to accommodate conflicting national aspirations. Rather than solving a problem, this solution led to some of the century's longest conflicts and ethnic cleansing. In this course we will study how the idea of partition developed and how it was practiced in India, Palestine and Ireland. We will explore how partition relates to changing concepts of nationhood, and how the repercussions of these partitions continue to shape politics today.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: FPH 108

CSI-0122-1 **Economics of Peacebuilding**

Professor: Omar Dahi

This course focuses on the theory and practice of peacebuilding and post-conflict economic recovery in the aftermath of mass violent conflict. Some questions we will explore are: how has the theory and practice of post-conflict recovery evolved since World War II? Should economic policies during peacebuilding phases differ from 'normal' economic development? How do economic policies interact with social, political and cultural factors to produce positive (or negative) outcomes? In what ways do internal and external actors support or inhibit the process of peacebuilding? The course will briefly examine various cases of post-conflict recovery in the last thirty years and then focus on the case of Syria and the regional crisis in the Middle East.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: FPH 102

CSI-0125-1 Roots and Routes: Internally Displaced and Refugees of the, Middle East

Professor:

In this course, we will examine the particularities of refugees, internally displaced people (IDPs), stateless people and the changing nature of forced migration since the WWII. This course will investigate the nature, causes, and consequences of contemporary forced migration waves with specific attention to the cases from the Middle East. The Middle East remains to be a major source of refugees while hosting a vast majority of them. According to the UNHCR, Syria together with Afghanistan and South Sudan is the largest source of refugees. Whereas Turkey, Pakistan, and Lebanon remain to be the leading three refugee hosting countries. By exploring historical precedents to contemporary waves, students will learn about different policies of the US and European countries regarding asylum procedures, criminalization mechanisms of forced migration, etc. There will also be a review of the roles played by non-governmental organizations (NGOs) and the international community as a whole in addressing problems faced by refugees and internally displaced people concerning relief assistance and humanitarian services. The course material will also include contemporary literature and films about refugees. Students will be expected to follow and discuss current affairs. Evaluations will be based on class participation, two written critical responses to selected readings/newspaper articles, and an analytical paper.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: WF 10:30AM-11:50AM

Location: FPH 104

CSI-0130-1 Interrogating Gandhi: Beyond the Myth of the Mahatma

Professor: Udit Sen

One of the most enigmatic political leaders of the modern period, M.K. Gandhi remains a controversial figure. On one hand, he is celebrated as the father of the Indian nation and an apostle of non-violence, and on the other hand viewed as a wily politician and a patriarch with problematic views of gender and sexuality. In his lifetime, thousands saw him as a saint, while others (mainly Hindu nationalists) reviled him as a traitor to Indian nationalism and blamed him for the partition of India. This course investigates these multiple myths and images around Gandhi in order to understand which, if any of these, have any historical validity. Using Gandhi's own writings and the words of his contemporary admirers and detractors, it attempts to go beyond these binaries and instead explore his biography, his politics and his philosophy in their full complexity.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

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

Location: FPH 102

CSI-0136-1 **The World of W.E.B. Du Bois**

Professor: Professor Tinson

W.E.B. Du Bois was one of the Twentieth Century's most important intellectual and political figures. His writings, which span from the turn of the century until the Civil Rights era, are still some of the most quoted, referenced, and anthologized. This course will examine the public and private life of Du Bois, through a critical evaluation of his contributions as an organizer, race theorist, cultural critic, political journalist, public intellectual, and family man. How did Du Bois impact the study of global black experiences? How might he fit within a Black Radical Tradition? What was/is the impact of his ideas on race and race leadership? To what degree can we consider him an American intellectual? And finally, how are Du Bois' ideas applicable to the contemporary political environment? This course will engage these and other critical questions through close readings of published and unpublished writings by and about Du Bois during his day and long after.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

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

Location: FPH 104

CSI-0139-1 **White Supremacy and Appropriate Whiteness in the Age of, Trump**

Professor:

Is White Supremacy a permanent feature of modern society? How does one appropriately respond to its ideology and political power in the Age of Trump? This course will analyze the history, prevalence, and current manifestations of the white supremacist movement by examining ideological components, tactics and strategies, and its relationship to mainstream politics. We will also research and discuss the relationship between white supremacy and white privilege, and explore how to build a human rights movement to counter the white supremacist movement in the U.S. Students will develop analytical writing and research skills, while engaging in multiple cultural perspectives. The overall goal is to develop the capacity to understand the range of possible responses to white supremacy, both its legal and extralegal forms.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 04:00PM-05:20PM

Location: FPH 104

CSI-0147-1 **Communicative Ethics**

Professor: George Fourlas

In this course we will explore the general field of discourse ethics and the strategies of communicative action. Our goal is to problematize the norms that inform our ordinary and unreflective modes of interaction, and to reflect on how we can transform our relational modes in a way that affords greater reciprocity.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

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

Location: FPH 101

CSI-0148-1 **Introduction to Cultural Anthropology**

Professor: Roosbelinda Cardenas

This course introduces students to cultural anthropology, a discipline that, in broad terms, studies how we make and understand human difference. While this may seem like an academic subject, the course will show anthropology's relevance to understanding some of the most pressing issues of our current historical moment, such as inequality, race, religion, and science. Students will be introduced to classic texts in cultural anthropology but we will quickly move to contemporary anthropological inquiry, focusing on both theoretical and methodological questions that anthropologists explore today. As we move through the course, students will be introduced to elementary concepts of cultural analysis, such as the anthropological method (fieldwork) and genre (ethnography), and will become familiarized with particular ethnographic studies that are set in various times and places. In addition, we will cast a critical eye on the discipline, analyzing its limitations and political consequences both historically and today.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: WF 01:00PM-02:20PM

Location: FPH 105

CSI-0152-1 **Social Movements and Social Change: Zapatismo**

Professor: Margaret Cerullo

Today, newspapers speak of a decided tilt to the left in Latin America (Ecuador, Venezuela, Bolivia, Uruguay, for example, all have presidents who affirm socialism). This was not the case twenty years ago, when, to everyone's astonishment, the Zapatistas rose in revolt in Chiapas. Surfacing the same day that

NAFTA went into effect-January 1, 1994, they announced a different vision of Mexico's future. The actions and writings of the Zapatistas constitute an extraordinary case study in which many preoccupations converge: the economic, the political, indigenous rights, women's rights, civil society, cultural memory, and writing that is poetic and political. Focusing on the Zapatista revolt enables us to consider an example of "local" resistance to "global" designs, the ongoing challenge to neoliberal economics and to limited conceptions of "democracy" that condemn populations to invisibility, their cultural memory to oblivion, and their needs and knowledge to subaltern status. At heart, this course hopes to provide the unsettling (and promising) experience of viewing the world and ourselves from perspectives other than those we inherit and inhabit.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: WF 01:00PM-02:20PM

Location: FPH 106

CSI-0159-1 **Histories of U.S. American Empire from the 19th century to, the Present**

Professor:

This course uses historical methods to investigate the long arc of U.S. empire from the 19th century through the present. Our core work will be reading, discussing, and writing about past events, beginning with theoretical essays that establish the significance of the "imperial" as a category of analysis that helps us understand how power works. We will consider the United States in relationship to other world empires, and will explore why people have long resisted thinking of the United States as an empire. For many observers, 1898 and the Spanish American War were an exceptional moment of imperial expansion. We won't treat 1898 as an exception, but rather as a midpoint in a longer history of U.S. empire beginning with Native American dispossession and slavery. We will consider continuities and discontinuities between those experiences and more recent military, economic, and cultural imperialism including the wars on terror and drugs.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: WF 09:00AM-10:20AM

Location: FPH 106

CSI-0161-1 **Black Girlhood Studies**

Professor:

This course explores narratives of black girlhood from the nineteenth century to our contemporary moment. Students will analyze black girlhood through a diverse collection of sources including young adult literature, street lit, personal narratives, and recent scholarship in Black Girlhood Studies. We will

consider the following questions: How do the intersections of race, class, gender, and geography impact the ways we understand girlhood? How have black girls defined girlhood and the transition from black girl to black woman? How do representations of black girlhood challenge dominant conceptualizations of American childhood and young adulthood? To answer these questions, students will examine the racialization of girlhood, the criminalization of black girls, sexual literacy, youth activism, education, and black girls in social media and hip-hop culture. Some of the texts we will engage include *The Coldest Winter Ever* (Sister Souljah) and *Pushout: The Criminalization of Black Girls in Schools* (Monique Morris).

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 09:00AM-10:20AM

Location: RWK 106

CSI-0171-1 Transformative Voices: An Introduction to Public Speaking

Professor: Laura Greenfield

Do you want to use your voice to change the world? In this introductory public speaking course, students will learn to analyze public speech and to cultivate their own courageous voices. The course will pay particular attention to the ways in which speakers use their voices in protest against contemporary injustices—testifying, bearing witness, disrupting, and mobilizing for action. Critically examining dominant discourse conventions or "the rules" (e.g. standardized English, politeness, etc.) through a sociopolitical lens, students will be supported in purposefully navigating or rejecting speaking conventions that reinforce the systems they seek to transform. In other words, each speaker will craft their own voice in order to honor who they are and achieve their unique aims. Necessarily, the course will also examine the critical role of radical listening in public spaces. Activities in this discussion-intensive course include reading essays, viewing a wide range of speeches (videos and live), delivering a series of in-class student speeches, writing analytical essays, and meeting for individual sessions with a Transformative Speaking Program peer mentor, among others.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: FPH 101

CSI-0181-1 West African Dance: African Independence Struggles and the Making of African Nationalities

Professor: Amy Jordan

This course combines West African dance classes with discussion-based classes on the cultural and social history of Guinea. Musicians will provide live drumming for each class. Students will explore West

African aesthetics that shape the music and dance traditions of Guinea. In most classes, students will dance to traditional rhythms of Guinea. In discussion classes, we will explore footage of historic performances, and read recent scholarship on the role that national dance companies, such as Les Ballets Africains, played in the anti-colonial, revolutionary nationalist politics of Guinea. The literature will include broader social histories of the struggle for independence as well as cultural analysis of recurring themes, such as debates about authenticity and modernity. We will discuss the ways in which dance figured into the forging of national identities during the Independence era and consider how these projects in self-making evolved over time as the challenges of the post-colonial era constrained and informed the possibilities for such a project.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location:

CSI-0187-1 **China Rising: Reorienting the 21st Century**

Professor: Kay Johnson

After a brief overview of the Maoist era, this course will examine the rapid economic, political, and social changes that have swept China in the last three decades. We will examine major issues in China's rapid transformation from an agrarian to an industrial society enmeshed in a globalized economy, including the emergence of a large migrant class building China's cities and producing China's exports, the consequences of harsh population control policies such as skewed sex ratios and "hidden children," alongside a sharp reduction of poverty, increasing freedoms, the rise of a large middle class, and the emergence of consumerism as a cultural ideology. The environmental consequences of these rapid changes will be considered alongside the treatment of ethnic minorities and the possibilities for citizen activism will be considered and debated. The last part of the course will consider the impact of China's international rise as a global economic and military power on US-China relations as China challenges US global dominance in the era Trump, including issues of trade, conflicts over Taiwan and the South China Sea, and the problem of a nuclear North Korea.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: FPH 105

CSI-0204-1 **Ways of Knowing in CSI: Interpretive Approaches to Social, Research**

Professor: Kimberly Chang

This course is designed for students transitioning into Division II to introduce them to faculty in the School of Critical Social Inquiry: the kinds of questions we ask, research methodologies we use, and writing we produce. Each week, a faculty guest speaker will share a recent research project, focusing on the "behind the scenes" stories of the intentions, dilemmas, and choices that informed their research. Together we will read and think critically about the epistemological assumptions behind methodology, the power of method to enable or limit particular kinds of knowledge, and the ethics of socially engaged scholarship. Each student will develop a viable research proposal on a subject of their own choosing, while learning how to be more intentional, creative, and ethical in their own research and writing choices.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

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

Location: FPH 103

CSI-0207-1 **Historical Perspectives on the Global War on Drugs**

Professor:

In this course we follow the "biographies" of several major illicit drugs in order to uncover global histories of capitalism and foreign policy in the modern world. Our readings will take us around the world, but we will ultimately be rooted in the United States. We begin with histories of opium in the 19th century, when revenues from its sale were critical to imperial expansion in Asia. We then consider the global movement to regulate and prohibit drugs in the 20th century, building on case studies of opium in the Philippines, marijuana in Mexico, and cocaine in Peru. We will consider the domestic and foreign contexts and consequences of drug prohibition, which has been built on notions of racial hierarchy and social deviance. Assignments include books by historians, anthropologists, international relations scholars, as well as film, journalism, and fiction. Students will conduct independent historical research.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: WF 01:00PM-02:20PM

Location: FPH 101

CSI-0208-1 **Queer Feelings: The Emotional and Affective Life of Gender,, Sexuality, and Race**

Professor: Stephen Dillon

In the last decade, queer scholars have turned away from the study of identity and textuality to consider the role of affect and emotion in the production, circulation, and regulation of sexuality, race, and gender. This course examines a new body of work in queer studies, feminist studies, and sexuality studies that explores emotion and affect as central to operation of social, political, and economic power. Topics will include, mental illness, hormones, happiness, sex, trauma, labor, identity, and social movements, among others. Students will work to consider how emotions and affect are connected to larger systems of power like capitalism; white supremacy; heteropatriarchy; terrorism and war; the prison; the media; and medicine.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: FPH 107

CSI-0210-1 **Introduction to Economics**

Professor: Mehrene Larudee

This course introduces students to the ways in which economists typically analyze issues, using models of how prices, output, profits, wages, and employment are determined. These models also help decide how the government can and should sometimes intervene-such as to reduce unemployment, or to use taxes or subsidies to encourage useful activities and discourage harmful ones (like pollution). A critical approach is part of the course: As time permits, we ask foundational questions about how economists decide what makes society better off, what is left out of the standard models, where power fits in, and what economic policies or arrangements best serve the common good. The course is designed to fully prepare students for taking intermediate economics courses such as those in the Five Colleges.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: FPH 106

CSI-0214-1 'People Without History': Historical Archaeology of, Atlantic Africa and the African Diaspora

Professor: Rachel Engmann

Too often 'Western' historical narratives consider Africans and African Diasporans as 'People Without History'. Such a notion also refers to people who possess few or no formally written histories. Employing historical archaeology, this class examines the material traces individuals and communities in the past left behind as important, alternative historical resources for interrogating the European colonial library, and re-writing the histories of slavery and the slave trade. Excavating the "hidden histories" of Africans and African diasporans, free and enslaved, our aim is to insert the voices of those marginalized, silenced and erased. This course focuses on the major themes and questions in the historical archaeology of the Africana experience, on both sides of the Atlantic, in Africa and the Diaspora. Throughout this course we will adopt an interpretive approach that draws upon the use of 'words and things' (objects, texts and oral narratives), exploring the connections and influences between Atlantic Africa and the Diaspora.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: W 09:00AM-11:50AM

Location: FPH 107

CSI-0221-1 Israel and Palestine: The Clash of Nationalisms

Professor: Aaron Berman

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

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: FPH 103

CSI-0225-1 **Race and Religion in Latin America**

Professor: William Girard

In this course, we will consider the complex intersection of race and religion in Latin America. We will begin by investigating the hybrid proto-racial and religious categories through which the Spanish and Portuguese conceived of human difference during the the early modern era. From there, we will trace how these notions were re-conceptualized in the centuries following the encounter between Europeans and the Indigenous Peoples of the Americas. As we examine this history-including the emergence of slavery, rebellions and revolutions, mestizaje, immigration, Liberation Theology, and neoliberalism, and other topics-we will pay particular attention to how interwoven racial and religious hierarchies were both constructed and resisted. The final section of the course will take up a series of ethnographies that explore the contemporary entanglements of race and religion in Latin America.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: FPH 107

CSI-0226-1 **Image, Icon, Object, Fetish**

Professor: Jutta Sperling

This course is about interlocking theories of visual culture, materiality, and desire. It will start out by examining miracle-working art of the medieval period, move into early modern iconoclasm, and consider European encounters with visual cultures in Latin America and Africa. Among others, we will ask, in W. T. Mitchell's words: "What do pictures want?" to theorize the particular address of certain figurative art works on the viewer. We might also consider questions concerning the materiality of Neapolitan Baroque art, and trace the colonial history of the concept of "fetish," first coined by 16th century Portuguese explorers of Africa, who encountered what they called magic and witchcraft (feitico).

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: FPH 107

CSI-0231-1 **Feminism's Sciences**

Professor: Angela Willey

For decades now feminists have insisted on the importance of thinking about science, nature, and embodiment to understanding the worlds in which we live and to imagining other worlds. I use "feminism's sciences" here to refer to the sciences feminists have critiqued, revised, reinterpreted, and reclaimed as well as to those feminist knowledge-making projects that have been excluded from the definition of science. The class will draw the parameters of feminist sciences wide here to include epistemological, methodological, conceptual, metaphysical, and other critical-creative insights of a wide range of feminist theories and projects. We will read about feminist concerns with knowledge, power, and embodiments to explore possibilities for a contemporary queer feminist materialist science studies. This class will be reading and research intensive. We will explore rich debates in feminist theories of science and materiality over the last several decades and today. You will practice interdisciplinary research as well as developing both written and oral communication skills.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: T 12:30PM-03:20PM

Location: FPH 102

CSI-0235-1 **Economic Development**

Professor: Omar Dahi

As recently as 250 years ago the world had a roughly equal level of development. Today, the richest country in the world has an average income level around 400 times that of the poorest. What are the reasons behind this divergence? How have the 'poor' countries attempted to reverse the gap and how have these attempts transformed societies within those countries? The course examines these general themes and consists of two components: First, we will survey contemporary debates in development economics, including such topics as development ethics (e.g. what is development? Development by whom and for what?), development theory and models (e.g. import substitution, micro enterprises, export orientation), and development critiques. Second, student research teams will choose a developing country at the beginning of the course to study in depth, applying the ideas discussed in class. The groups will periodically present their research to the class to help us achieve a larger sense of the challenge faced in seeking effective, equitable development.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

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

Location: FPH 105

CSI-0237-1 **Fictions of Childhood**

Professor: Rachel Conrad, L. Brown Kennedy

This interdisciplinary course will combine critical approaches to childhoods with critical studies of literature. We will work on literary texts written for adults that feature children as subjects together with texts written for a young audience and some written by young people. We will explore questions about the representation of children and childhoods; children's agency; memory, loss, displacement, and resilience; and childhoods, imagination, and language. While we will read primarily English-language texts, we will also critically consider the canon of "fictions of childhood." This course is pitched at the Division II level and is not recommended for first-semester students.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: FPH 108

CSI-0239-1 **Coffeehouses, Catastrophe, and Culture: East Central, Europe in a Century of Upheaval**

Professor: James Wald

In the past century, Bohemia, Hungary, and Poland have been transformed from provinces of a multiethnic empire into a series of small successor states whose experience went from independence to Nazi occupation and communist dictatorship and back again. Today, they are members of NATO and the European Union. These three regions, with their dynamic and at times unstable population mixture of Germans, Slavs, Magyars, and Jews, embodied the tension between nationalism and cosmopolitanism, tolerance and intolerance, the persistence of tradition and the exuberance of modernity. Our course will treat the histories of the countries and cultures? the people who lived those histories and the literature, music, and art that gave voice to those tensions. In addition, we will consider the appropriation and transformation of history through memory and memorialization in the present. The course is strongly recommended for participants in a summer 2017 program in Prague and Krakow, but is open to all students.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 09:00AM-10:20AM

Location: FPH 105

CSI-0241-1 Designing for Life: Sustainable Agriculture, Ecology, and, Design in Northern Thailand

Professor: Sue Darlington, Michelle Darling

This two-semester course, with an integrated Jan-term field component in Thailand, investigates the intersections of design (building and land use), anthropology/social justice, and ecology, with a focus on a case study in Northern Thailand. The fall semester will build background and theoretical knowledge in these areas generally and our case study in Thailand specifically. Students will critically examine ways in which design is influenced by cultural, historical, and ecological factors. They will learn about social justice issues in Southeast Asia that are impacted by structural forms of agriculture, climate change, economics, and social structure. How can architectural and land use design empower rural peoples? What does resilience look like for rural farmers who face significant economic, social, and ecological change? Over January, selected students will accompany the faculty to our field site in Northern Thailand for primary research. Second semester will be project based with students working in interdisciplinary teams of anthropology/ecology/architecture students. Instructor permission required, with prerequisites for architecture students and a background in either Asian studies, ethnographic methods, and/or ecology for other students.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: No

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

Location: RWK 202

CSI-0242-1 Psychoanalysis: Children and Adolescents

Professor: Annie Rogers

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

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

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

Location: FPH 106

CSI-0243-1 History of Race and Childhood in the U.S.

Professor:

Each culture defines childhood according to their own values and beliefs. These definitions of childhood change over time. Since the nineteenth century, racial ideologies have shaped dominant conceptualizations of childhood in the U.S. In this course, students will examine the history of race and childhood. The guiding questions of the course include: How do racial ideologies affect the concepts of childhood, dependency, and age? How have defining historical moments in race relations such as U.S. slavery, the Brown vs. Board of Education case, and the Black Lives Matter movement influenced conceptualizations of the "American child" and "American childhood"? To answer these questions, we will engage scholarship in the History of Childhood and Youth Studies alongside representations and analyses of "American childhood" in literature and sociology. Placing history in conversation with literature and sociology is essential for exposing students to diverse interpretations of the interrelationship of race and childhood.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: RWK 106

CSI-0244-1 Autonomism, and Labor: Business Ethics for Radicals

Professor: George Furlas

In this course we will explore the problems of fairness and exploitation in capitalist labor practices. We will orient our readings and discussions around the basic question: Is work necessary?

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: FPH 105

CSI-0247-1 **Border Matters: Mexico and the United States**

Professor: Flavio Risech-Ozguera

The U.S.-Mexico border was described by Anzald a as the "thin edge of barbwire...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 NAFTA called for the free movement of capital, goods and managerial personnel across the border, its basic assumptions are under assault by the new US administration. The Mexican body has been criminalized, stripped of rights and targeted for detention and expulsion by various forms of policing by state and non-state actors. Deeply held notions of racial, ethnic and national boundaries mark the social terrain, yet are challenged by the long history of transborder circuits and communities and their recent explosive growth along the border and throughout the American heartland. Emphasizing historical analysis and contemporary theories of nationalism, governmentality, globalization, and transnationalism, 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.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: FPH 105

CSI-0248-1 **Reading, Writing and Citizenship: African-American, Educational Campaigns**

Professor: 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 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.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TH 12:30PM-03:20PM

Location: FPH 102

CSI-0252-1 Striking Back Against the Empire: Puerto Ricans,, Colonialism, Rebellion, and Diaspora Communities

Professor: Wilson Valentin-Escobar

2017 marks 100 years of US colonialism in Puerto Rico. As one of the remaining colonies that has both attracted national attention but relegated to the periphery, the purpose of this course to foreground this important history and explore how this colonial relationship emerged. We begin with the antecedent colonial conquest with Spain, and analyze 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 "post-colonial" 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.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: M 06:00PM-09:00PM

Location: FPH 108

CSI-0253-1 The Unsayable

Professor: Annie Rogers

This course explores the unsayable, the impossible-to-say that has nonetheless registered on our bodies and returned, unrecognized in our speech. Students will learn about how psychoanalysts investigate the unconscious in relation to the unsayable: through dreams that devolve into nonsense, history narrated with gaps and contradictions, incomplete memories accompanied by repetitions and physical symptoms, and words that escape and confound the subject. We will learn a method of reading that is particularly sensitive to the unsayable. We will pursue the unsayable, in investigative layers, in Freud's Wolf-Man case, looking at Freud's psychological inventions and then offering a re-reading of the Wolf-Man's dreams and symptoms. We will then turn to short fiction and poetry to adumbrate this register of the unsayable evoked in language. This class is meant for division II students who have taken previous courses in psychoanalysis.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: M 01:00PM-03:50PM

Location: FPH 104

CSI-0257-1 Preserving the Past, Planning for the Future: Historic, Preservation and Local History

Professor: James Wald

It is fashionable today to speak of "sustainability," but how do we understand the term in its broadest sense? Historic preservation plays a key role in researching our history, building civic identity, and creating sustainable communities. Once associated primarily with saving the elegant buildings of the elite, historic preservation today involves vernacular as well as distinguished architecture, landscapes as well as the built environment, and the stories of all social groups. Preservation and adaptive reuse of old buildings play a key role in both economic and environmental policy. Students will study general preservation theory and practice and in particular conduct research on Amherst's history and historic resources. Students will visit local historic sites, document collections, and museums.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: W 02:30PM-05:20PM

Location: FPH 106

CSI-0267-1 Labor Economics

Professor: Lynda Pickbourn

This course provides students with an introduction to major conflicting economic theories of labor markets, employment and unemployment and will examine the extent to which these theories are borne out by both statistical and qualitative studies of labor in a major capitalist economy such as the US. You will learn some history of labor in the United States, but throughout the course we will try to evaluate the quality of the evidence for alternative ways of understanding labor in the American economy. We will use a variety of methods in our study: statistical and graphical summaries of economic and social indicators; ethnographic descriptions of work in the factories, offices, laboratories, and hospitals of the modern economy; historical narratives about the development and transformation of labor in the United States; and economic arguments based on principles of social or individual behavior. Our analytical tools will include statistical methods, race, gender and class analysis as well as the analytical tools of neoclassical economics. Labor issues such as the growth of part-time/flexible employment; low wages, unemployment, gender and racial discrimination, wage and income inequality and unpaid labor will be discussed along with debates around minimum wages, immigration and labor unions. At least one year of college-level work is required enrollment in this class.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: W 02:30PM-05:20PM

Location: FPH ELH

CSI-0272-1 Critical Psychology

Professor: Peter Gilford

Students often approach the field of psychology with a desire to both understand themselves and to help alleviate the suffering of others. Many are also motivated by a desire to work towards social justice. Yet psychology and the mental health disciplines, along with their myriad forms of inquiry and intervention, are inextricably entangled with current social and political arrangements. This course will survey the vast field of psychology from a critical perspective, problematizing and inquiring about psychological methods, practices, and philosophical assumptions with the intent of coming to understand how psychology has come to be such a potent and undetectable sociopolitical force. By inquiring about how psychological knowledge shapes and defines how we come to self-understanding and what we believe it means to be properly human, we will explore how these understandings support or challenge existing arrangements of power and privilege. A prior college-level course in psychology is a prerequisite for enrollment. AP psychology courses are not college level and do not satisfy the prerequisite. Students should be committed to submitting once-weekly written commentary on assigned readings, occasional reaction papers, a mid-term paper, and to initiate and complete an independent final paper project of their own design by the end of the course.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: Yes

Time: W 02:30PM-05:20PM

Location: FPH 101

CSI-0274-1 Cuba: Revolution and its Discontents

Professor: Margaret Cerullo

This course proposes an interdisciplinary approach that critically engages a range of frameworks (geopolitical, historical, cultural) for a study of the complex and contested reality of Cuba. Displacing images of Cuba circulating in US popular and official culture, we examine the constructions of race, gender, and sexuality that have defined the Cuban nation. We will explore how Cuba can be understood in relation to the U.S., and to its own diasporas in Miami and elsewhere. The course will engage with primary texts, historiography, literature, film, and music to examine Cuba within these multiple frameworks. Students will complete frequent short response essays and a research project. This course is required for students wishing to study in the Hampshire in Cuba semester program (open to all Five

College students), and will provide support for framing independent projects and applications for the Cuba Semester. Though conducted in English, many readings will be available in Spanish and English and papers may be submitted in either language. Concurrent enrollment in a Spanish language class is strongly recommended.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TH 12:30PM-03:20PM

Location: RWK 202

CSI-0279-1 Feminist, Queer, and Trans Theories of Race

Professor: Stephen Dillon

This course examines how scholars in feminist, queer, and transgender studies theorize the politics of race, racialization, and white supremacy. Focusing primarily on the racial state in the United States, we will examine the ways race, gender, and sexuality emerged out of colonization, enslavement, incarceration, immigration, science, and the law. Students are expected to have some familiarity with theories and histories of race, gender, and sexuality. Students should also be prepared to engage a variety of written texts ranging from poetry and memoir to dense, difficult theoretical essays.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: RWK 106

CSI-0284-1 Is inequality making us sick? A biocultural approach to health, in the United States

Professor: Pamela Stone

The main goal of this course is to examine inequality in the context of sickness and health in the United States. Using a biocultural perspective, the synergistic interface of biology and culture provides a framework for how to examine health in an interdisciplinary manner. We will examine the ways in which inequality engenders ill health, is socially constructed, and the important role that social institutions, ideology, and cultural and medical practices play in creating and perpetuating various forms of inequality. Using a series of case studies that will clarify the way to go about studying inequality and health, students will examine diverse health experiences and the ways in which culture constructs perceptions of health and effective delivery of health care. We also examine the role the medical research plays in setting health care agendas. Students will finish the term with a clearer understanding how health inequalities are generated and perpetuated, and how to think critically about their own health choices. Given time constraints, we will not be able to study everything related to this topic.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: RWK 108

CSI-0288-1 For Whom It Stands: Symbolism in American Culture

Professor: Professor Tinson, Mei Ann Teo

For Whom It Stands--this upper level course brings together the humanities and social sciences, in particular, theater and history in exploration of multiple, conflicting, and contested meanings of the U.S. flag. We will explore the meanings woven into the flag, artistic and political reimagining of the flag, alongside popular meanings and mobilizations of this treasured national symbol. Our goal is to think deeply and broadly about how symbols shape our lives and to look historically and critically about questions of belonging, citizenship, identity, and power domestically and across the globe. We intend to emphasize creative modes of inquiry that are informed and shaped by archival knowledge, oral history narratives, songs, letters, diaries, and speeches that help map the layered and often competing imaginings embroidered into fabric of the flag.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: W 04:00PM-07:00PM

Location: MDB SMALL

CSI-0296-1 Border Culture: Globalization and Contemporary Art

Professor: Lorne Falk

This course will look at globalization and contemporary art through the lens of border culture, a term that refers to the deterritorialized experience of people when they move or are displaced from their context or place of origin. Their experience of belonging and understanding of identity are affected by borders within the realms of language, gender, ideology, race, and genres of cultural production as well as geopolitical locations. Border culture emerged in the 1980s in Tijuana/San Diego in a community of artists who had spent many years living outside their homelands or living between two cultures-an experience that in 2017 might well represent the nature of contemporary life as well as art praxis. Readings will include the voices of artists, critics, historians, theorists, anthropologists, and philosophers.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TH 07:00PM-10:00PM

Location: FPH 105

CSI-0323-1 **Div III Seminar**

Professor: Kimberly Chang

This seminar is designed for students who are in their first semester of Division III, particularly those who anticipate doing ethnographic, interview-based, or community-engaged research. We will address general and shared issues of formulating questions, conducting and documenting fieldwork, on-going research ethics and choices, integration of primary and secondary sources, and interpretive approaches to analysis and writing. Each student will be responsible for presenting their Division III-in-progress several times during the semester and for providing serious, thoughtful written feedback on the work of their peers. The primary purpose of the seminar is to provide a supportive and stimulating intellectual community during the Division III process.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: M 01:00PM-03:50PM

Location: FPH 106

CSI-109T-1 **Law, Medicine, and Society**

Professor: Jennifer Hamilton

This course is an introductory exploration of the ways in which the powerful institutions of law and medicine intersect, and how they shape our lives. Key questions include how society and culture affect how we interpret and experience law and medicine. Using case studies and a range of theoretical and methodological tools, we will examine key cultural and technological challenges to contemporary political and legal structures, asking how law and medicine function in a broader social context.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: FPH 102

CSI-113T-1 **Critical Ethnic Studies: From Settler Colonialism to, Trumpism**

Professor: Wilson Valentin-Escobar

The purpose of this course is to gain an interdisciplinary understanding of the field of U.S. Ethnic studies, understand some of the historical perspectives that inform its intellectual formation, and gain an appreciation of some ongoing central concepts and processes, such as settler colonialism, imperialism, slavery, genocide, technologies of empire, racial classification systems, labor importation, gender

exploitation, and white privilege, among others. We will also investigate past and recent movements and organizations that sought challenge state authority and local and federal laws, such as the Civil Rights Movement, the Black Panther Party, the Young Lords Party, Black Lives Matter, and the Dakota Access Pipeline Protest, among others.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: -

Location:

CSI-156T-1 Imagining Tibet

Professor: Sue Darlington

Since the Dalai Lama fled into exile in 1959, the rest of the world has been captivated by Tibet. How has Tibet been imagined and re-imagined by the rest of the world and by Tibetans themselves? How have perceptions of Tibet and Tibetans evolved through history? We will draw from a range of sources and perspectives to examine critically Tibet's history and how Tibet has been represented by both non-Tibetans and Tibetans over time. We will look at how Tibetans and different aspects of Tibetan culture, such as Buddhism, are portrayed in films, popular literature, fiction, anthropology, and history, among other modes. Also considered will be notions of violence and non-violence, life under Chinese rule and in exile, connections with nature and the environment, etc. Students will learn critical research, thinking, and writing through a focused case study.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: FPH 103

CSI-157T-1 Women's Literature, Art, and Music (1300-1800)

Professor: Jutta Sperling

This course is an introductory history course based entirely on primary literature, art, and music written and produced by women from various parts of Europe, Mexico, and Ethiopia. We will read letters, scientific treatises, autobiographies, and political writings by prominent mystics (Saints Hildegard of Bingen, Catherine of Siena, Teresa of Avila, Sor Juana Ines de la Cruz and Walatta Pretos), proto-feminist writers (Christine de Pizan and Moderata Fonte), female physicians and midwives (Trotula, Olivia Sabuco de Nantes Barrera, Jane Sharp), Jewish businesswomen (Glickl van Hameln), fake saints (Cecilia Ferazzi), courtesans (Veronica Franco), cross-dressing soldiers (Catalina/o de Erauso), and French revolutionaries (Olympe de Gouges). In addition, we will listen to music by Francesca Caccini and Italian nuns and view

the art of Artemisia Gentileschi, Lavinia Fontana, and Sofonisba Anguissola. Mix of creative writing assignments and analytical papers.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: FPH 105

CSI-164T-1 Children's Rights

Professor: Rachel Conrad

John Wall has written that "children's rights are arguably the major human rights challenge of the twenty-first century." In this course, we will critically explore approaches, controversies, ambiguities, and promise related to theory and practice concerning the rights of people under the age of 18. We will review the emergence across the twentieth century of international human rights approaches to children's rights, culminating in the United Nations Convention on the Rights of the Child, and examine why the United States remains the only country that has not ratified the UN Convention. We will examine global examples of contemporary structures and practices that support young people's active, participatory roles in advocating for children's rights, such as children's parliaments and youth committees. A central component of the course will be students' project-based research on particular topics related to children's rights.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: FPH 102

CSI-188T-1 Women's Work in the Global Economy

Professor: Lynda Pickbourn

This course focuses on women's work amid the labor market transformations that have resulted from economic restructuring informed by neoliberal policies and the reorganization of production in both high and low income countries over the last four decades or so. The course analyzes different dimensions of these processes, points out the contradictory tendencies at work and emphasizes the shared concerns of women workers across the globe. Among the questions that will be addressed in the course are the following: what repercussions have these changes in the structure of production in the world economy had on the employment of women in both high and low income countries? Are women better or worse off as a result of these changes? What does the feminization of the labor force mean, and how is it different from the feminization of labor? What are the main trends leading to labor market informalization? What are the implications of these trends for people who must work for a

living? Can we generalize across countries? Is there a role for government policy, international labor standards, as well as social and political activism across borders in raising wages, promoting equal opportunity, fighting discrimination in the workplace, and securing greater control over working hours and conditions?

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: FPH 105

CSI-190T-1 **Art/Artifact: African Art and Material Culture**

Professor: Rachel Engmann

This course is an introduction to African art and material culture. In this class, we will focus on the major themes, ideas and debates that have shaped and continue to shape the theoretical and methodological frameworks for the studying and representation of African objects. In this class, our goal is to engage with the possibilities, problems and challenges presented by art historical, anthropological, archaeological and material culture approaches to African objects. This class examines African objects' pivotal role, within and external to the African continent under imperialism, colonialism and nationalism, particularly in light of collecting, museums, heritage, development and human rights. We will pay close attention to the ways in which African objects have been categorized, interpreted and displayed exploring issues such history, economics, politics and identity. We will also examine the politics and practical aspects of contemporary African cultural heritage practice by engaging with some of the associated controversies and ethical responsibilities. We consider questions such as: How did African objects arrive into nineteenth century European museums? What is the relationship between African material culture and the colonial imagination? And, how has this relationship between objects and the "invention of Africa" changed over time? Who "owns" African art? How do we work with African artifacts given international codes and conventions, yet also respect local, communal and indigenous rights?

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: F 09:00AM-11:50AM

Location: FPH 107

HACU-0101-1 **Chorus**

Professor: 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. 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. ability to sing on pitch).

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: MW 04:00PM-06:00PM

Location: MDB RECITAL

HACU-0103-1 **Introduction to Writing**

Professor: Alejandro Cuellar, Ellie Siegel

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

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: WF 01:00PM-02:20PM

Location: GRN WRC

HACU-0119-1 **Musical Beginnings**

Professor: Rebecca (Becky) Miller

This course focuses on the broad fundamentals of western music and music theory, including music literacy (how to read western music notation). We will look at theoretical concepts (pitch, rhythm, timbral nuances, texture, intervals, chords, harmony, etc.) and develop our sense of music cognition through ear training and solfege singing. This course will connect music to theory by teaching students how to compose music. No prior music training or literacy is required. We will also apply the theory we learn to the instruments we play (or to Orff xylophones for those who do not play an instrument).

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

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

Location: MDB RECITAL

HACU-0125-1 Introduction to Representational Painting and Collective,, Abstract Work

Professor: Daniel Schrade

This course will introduce students to the fundamentals of painting, such as composition, value, and color. Students will learn about 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 water based and oil based paint on various surfaces. Besides creating individual paintings, students will collectively prepare and work on large-scale canvases. This course will develop from individual representational set-ups towards collective, abstract work. Regular class critiques will assist in examining formal composition principles. The course will focus on the work of non-western contemporary artists and we will discuss historic work examples from a post-colonial perspective. Readings and one paper on an artist to be assigned will be part of this class. Assignments require students to work independently outside of class.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: MW 01:00PM-03:50PM

Location: ARB STUDIO 1

HACU-0156-1 Investigating Art: Latin American and Latino Objects in, Museums

Professor: Alexis Salas

In this course we investigate works of original art and material culture from the Americas, ancient to contemporary, in the Five College area. We experience works by artists such as Diego Rivera, Carmen Lomas Garza, Jean Charlot, Enrique Chagoya, Leopoldo Mendez, and Jose Guadalupe Posada as well as material objects such as textile fragments, religious figurines, and ceramics. Defying a culture constantly propagating the rushed assimilation of images, we engage in slow and meaningful looking. Analyzing works on public display and in museum study rooms, we consider the context surrounding objects -- archival practices, cultural resource management, patronage, exhibition design, and museum architecture -- as well as their historical contexts and curatorial uses. Half of the course meetings take place at Five College museums for in-person looking, the other half of the course meetings occur at Hampshire College for discussion and presentations. Students travel by PVT (not private car) in order to arrive at the museums. This is a speaking and writing intensive course; students create a portfolio of exhibition reviews, critical art writing, scholarly papers, presentations, and group reports; by the end of the course participants author a scholarly text on one object from a Five College Museum.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: F 01:00PM-03:50PM

Location: FPH 104

HACU-0157-1 **Philosophy as a Way of Life**

Professor: Christoph Cox

Philosophy today is generally conceived and practiced as a purely theoretical discipline dedicated to answering conceptual questions and solving intellectual problems. Yet philosophy began as a practical discipline dedicated to helping human beings live their lives in the fullest and best way possible. In this course, we will read and discuss the work of various philosophers-ancient, modern, and postmodern-for whom philosophy is a practical tool for living. Readings from Plato, Aristotle, Epicurus, Epictetus, Marcus Aurelius, the Buddha, Lao Tzu, Chuang Tzu, Shankara, Schopenhauer, Nietzsche, Sartre, the Situationists, Singer, Nussbaum, and West.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: EDH 4

HACU-0164-1 **World Religions: Text, Canon, Tradition**

Professor: 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.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: RWK 108

HACU-0166-1 **Urban Imagination in Literature and Film**

Professor: Jennifer Bajorek

This course will interrogate concepts of the city and of urban imagination through literature and film set in or featuring cities both real and fictive. We will explore the city's paradoxical claims to modernity, as well as its postmodern and postcolonial transformations. Specific themes and problems will include the relationship between the city and capital; figures of the masses and the crowd; circulation and control; boredom and novelty; the aesthetic, psychosocial, and political significance of architectural structures; the rise of the megacity and post-industrial dystopias. Readings will be loosely organized around four cities--Paris, New York, Dakar, and Johannesburg--and may include Charles Baudelaire, Walter Benjamin, Giannina Braschi, Italo Calvino, Nafissatou Diallo, Langston Hughes, Ishmael Reed, Kgebetli Moele, Ivan Vladislavic, Walt Whitman. Films by Djibril Diop Mambety and Ousmane Sembene, District 9, and King Kong (1933).

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: EDH 4

HACU-0167-1 **Digital Resistance: An Introduction to Media Studies and, Production**

Professor: Professor Loza, Kara Lynch

This introductory seminar on media analysis and production will consider how constructions of power are embodied in technologies and conversely, how technologies shape our notions of authority and how we actively mobilize against it. In recent years, access to information and images has shifted dramatically. PDAs/Handheld technologies, social media networks, live web-streaming, video games, and podcasts eclipse mass-media broadcast channels distributing entertainment, news, and information. Drawing upon Media Arts, Critical Ethnic Studies, and Cultural Studies, we will examine models of Digital Resistance like Citizen Journalism, Community Access, Artivism, Hacktivism, and Digital Movements like BlackLivesMatter, Occupy, Arab Spring, and IdleNoMore in order to understand: precursors to contemporary innovations; Corporate Media and Government gatekeeping of information; modes of production; the relationship between media, information and action. Through readings, responses, visual projects, and research essays, students will learn to critically read and make digital media and contend with it as a mass language.

Instructor Permission: No Satisfies Distribution: ADM, CHL, PCSJ This course has a Prerequisite: No

Time: W 01:00PM-03:50PM T 07:00PM-09:00PM

Location: EDH 2, JLC 131

HACU-0168-1 Latin American Children on Film

Professor: Norman Holland

Childhood is no more an essential category than is gender; it is constructed. The course focuses on recent Latin American films that are not marketed to children, but feature minors (menores de edad) as organizing figures. It explores the way in which the child has been used to (re)envision collective histories and imagine different national futures and/or social change, but also to consider the problems that can arise from staging the child as a redemptive figure. The films depict four types: the "problem" and "at risk" child; travelling children; the child witness to political trauma; and "queer" children. In the process, the course highlights current Latin American history. Pertinent historical readings, theoretical essays, and critical articles supplement our screenings.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: EDH 4

HACU-0179-1 War, Reconciliation and Forgiveness: Ancient and Modern

Professor: Robert Meagher

From Kurukshetra to the Swat Valley and from Troy to Baghdad, the experience of war shaped and shattered lives as much in the ancient world as it does in our own and in much the same ways. This course will examine and compare the accounts of war and its wounds-visible and invisible-as well as the forms of healing, reconciliation, and forgiveness that are to be found in epic and dramatic literature, as well as philosophical and religious writings, ancient and modern.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: EDH 4

HACU-0192-1 Jazz Ensemble Seminar I

Professor: Thomas Randall

Jazz Ensemble Seminar I: In this performance-based introductory class, students will begin to develop the skills and techniques of jazz performance, including ensemble playing and improvisation. Students will study the forms and concepts of jazz composition and theory and apply them in the composition and performance of repertoire. They will learn to compose elements of jazz pieces and will present their

original work in a spring concert performance. There will be assigned readings and a short, final paper. This course is open to all instrumentalists and vocalists who want to acquire proficiency in the basic elements of jazz.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: M 06:30PM-09:20PM

Location: MDB RECITAL

HACU-0197-1 **Post-1945 U.S. Literatures**

Professor: Michele Hardesty

This course explores United States literatures from the post-World War II period to the present. We will traverse a range of literary forms (prose, poetry, essay, drama, comics), movements (e.g., postmodernism, Black Arts), and periods (e.g., the Cold War, the Vietnam era, the post-9/11 period). The course is explicitly reading focused: we will read a new piece or pieces in every class in order to expose ourselves to a broad range of literary texts and contexts. The goals of the course are 1) to familiarize students with both canonical and counter-canonical literary figures, trends, and texts; and 2) to practice skills of close reading and contextualized analysis. In addition, students will write short essays, complete a team-based primary source research project, and create an annotated bibliography project. Authors include Flannery O'Connor, James Baldwin, Gwendolyn Brooks, Ralph Ellison, Frank O'Hara, Thomas Pynchon, Amiri Baraka, June Jordan, Maxine Hong Kingston, Pedro Pietri, Gloria Anzaldua, Leslie Marmon Silko, Toni Morrison, David Foster Wallace, Lynda Barry, and more.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

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

Location: EDH 5

HACU-0203-1 **Group Improvisation: Introduction to Creative Dance**

Professor: 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 in 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.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: MDB MAIN

HACU-0205-1 **American Strings: Old Time and Bluegrass**

Professor: Rebecca (Becky) Miller

This course focuses on American southern old-time string band music, bluegrass, and early country song. We draw on cultural theory to explore the growth of these musics throughout the 20th/21st centuries as well as the influences of African-American musical expression, class, gender, and music revivalism. We will consider old time and bluegrass both from an historical perspective and ethnographically as vital forms in communities today. The course will include weekly reading/listening assignments, film screenings, written assignments based on the reading, and a midterm essay. While this course is primarily academic, there will also be a performance component: students will learn to play old time music by ear and develop a repertoire of traditional dance music. Prior experience with old time music is not necessary, but a working knowledge of one of the following acoustic instruments is required: fiddle (violin), cello, banjo, guitar, upright bass, mandolin, harmonica, ukulele, and others.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: MDB RECITAL

HACU-0208-1 **Introduction to "Asia" through Traditional Music and, Performing Arts**

Professor: Junko Oba

Introduction to "Asia" through Traditional Music and Performing Arts: "Asia" is a diverse, dynamic, and complex cultural entity that encompasses a vast geographic area and a long complicated history. In this course we will investigate some representative performing arts traditions of South, Southeast, and East Asia, e.g., Indian classical music, Javanese gamelan, Japanese noh theatre, as a way of learning about the regions' unique history, different value systems, aesthetic sensibilities, spiritual beliefs, philosophies, and ways of life. We will also cross-culturally examine these performing arts traditions to understand the past and ongoing trans-regional cultural interactions. This is not a performance course. No previous music training is necessary but the students are expected to engage in critical listening and basic musical analysis of various music examples.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: MDB RECITAL

HACU-0210-1 **Film Workshop I**

Professor: Abraham Ravett

This course teaches the basic skills of 16mm film production, including camera work, editing, animation, optical printing and preparation for a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and DVDs that represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in a final project. The bulk of the work will be produced in 16mm format including a variety of ways to self process film or create cameraless moving images. Digital image processing and non-linear editing will also be supported. Enrolled students and top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: W 09:00AM-11:50AM W 07:00PM-09:00PM

Location: JLC 131, JLC 131

HACU-0210-2 **Film Workshop I**

Professor: Abraham Ravett

This course teaches the basic skills of 16mm film production, including camera work, editing, animation, optical printing and preparation for a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and DVDs that represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in a final project. The bulk of the work will be produced in 16mm format including a variety of ways to self process film or create cameraless moving images. Digital image processing and non-linear editing will also be supported. Enrolled students and top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: No

Time: W 09:00AM-11:50AM W 07:00PM-09:00PM

Location: JLC 131, JLC 131

HACU-0211-1 **Photo I: Black and White Photography**

Professor: Claudio Nolasco

Photo I is an introduction to analogue B&W photography. In this class, we will cover basic camera and darkroom skills, including the use of medium format cameras, exposing and developing film, and making traditional 8x10 silver gelatin prints. In addition to acquiring a working knowledge of analogue techniques, the class will concentrate on how to critically read and interpret photographs by engaging in frequent critiques of student's work.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: T 09:00AM-11:50AM F 10:30AM-12:30PM

Location: JLC 131, JLC 135, JLC 135

HACU-0211-2 **Photo I: Black and White Photography**

Professor: Claudio Nolasco

Photo I is an introduction to analogue B&W photography. In this class, we will cover basic camera and darkroom skills, including the use of medium format cameras, exposing and developing film, and making traditional 8x10 silver gelatin prints. In addition to acquiring a working knowledge of analogue techniques, the class will concentrate on how to critically read and interpret photographs by engaging in frequent critiques of student's work.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: No

Time: T 09:00AM-11:50AM F 10:30AM-12:30PM

Location: JLC 131, JLC 135, JLC 135

HACU-0221-1 **Deviant Bodies: The Regulation of Race, Sex, and Disability, in the US**

Professor: Professor Loza

Since its founding, the US has closely regulated the bodies of Others and punished those that rebel against these socially-constructed designations. Utilizing an interdisciplinary amalgam of Critical Race Theory, Sexuality Studies, Queer Theory, Media Studies, Sociology, American Studies, Performance Studies, and Feminist Theory, this course will explore how the state, the media, and civilian institutions police the boundaries of race, gender, and sexuality by pathologizing, criminalizing, and stigmatizing difference. We will also examine how the subjects burdened with these dangerous inscriptions evade and contest them through passing, performativity, and other forms of identity-based resistance. Special

attention will be paid to the criminalization of cross-racial and same sex desire; the re-biologization of racial and sexual difference; the dehumanization of immigrants; the racialization of crime; the gendering of mental disorder; the rise of homonormativity; genetic surveillance; the biopolitics of reproduction; and the role of The Law in constructing and controlling deviant bodies.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

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

Location: EDH 2

HACU-0222-1 Video II - Media for Democracy : Imag(in)ing Political, Struggle

Professor: Kara Lynch

This Division II production workshop, Media for Democracy : Imag(in)ing Political Struggle, is designed for students who would like to continue to develop their skills in media making, media analysis, and socially engaged art practice. From the Battle of Algiers and Black Panther Mix Tape to citizen journalism and community media, we will look at the role of media, images, and art making within social and political movements and contend with questions of modes of production, access, distribution, and the relationship between form, content and meaning making. Weekly readings, screenings, in-class discussions, and writing and visual responses will lay groundwork for our collective critical analysis of the contemporary moment within a historical context; while weekly production labs and workshops and research/action projects provide an opportunity to put theory into practice.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TH 09:00AM-11:50AM W 07:00PM-09:00PM

Location: JLC 120, JLC 115

HACU-0232-1 Forms of Intimacy in Shakespeare's Plays

Professor: Jane Degenhardt

What forms did intimacy take on the Shakespearean stage, and how was it shaped by new understandings of global distance, as well as by the material and social conditions of the live theater? This course offers in-depth explorations of a wide range of Shakespeare's plays with special consideration of new forms of intimacy between lovers, spouses, friends, family members, adversaries, and strangers. In particular, we will consider how new scales and experiences of space and time transformed interpersonal relationships. For example, how did global travel, trade, and colonialism affect understandings of difference, sameness, and intimacy? How did Shakespeare's plays imagine new possibilities for intimate forms of violence, empathy, and understanding? We will address these questions through close readings of the plays, supplemented by considerations of social, economic, and

scientific history. Likely readings include Antony and Cleopatra, As You Like It, The Merchant of Venice, Two Noble Kinsmen, King Lear, Troilus and Cressida, Hamlet, Othello, and Cymbeline.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

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

Location: FPH 107

HACU-0237-1 **Fictions of Childhood**

Professor: L. Brown Kennedy, Rachel Conrad

This interdisciplinary course will combine critical approaches to childhoods with critical studies of literature. We will work on literary texts written for adults that feature children as subjects together with texts written for a young audience and some written by young people. We will explore questions about the representation of children and childhoods; children's agency; memory, loss, displacement, and resilience; and childhoods, imagination, and language. While we will read primarily English-language texts, we will also critically consider the canon of "fictions of childhood." This course is pitched at the Division II level and is not recommended for first-semester students.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: FPH 108

HACU-0238-1 **Reading (with) Borges**

Professor: Norman Holland

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

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: EDH 5

HACU-0241-1 **Designing for Life: Sustainable Agriculture, Ecology, and, Design in Northern Thailand**

Professor: Sue Darlington, Michelle Darling

This two-semester course, with an integrated Jan-term field component in Thailand, investigates the intersections of design (building and land use), anthropology/social justice, and ecology, with a focus on a case study in Northern Thailand. The fall semester will build background and theoretical knowledge in these areas generally and our case study in Thailand specifically. Students will critically examine ways in which design is influenced by cultural, historical, and ecological factors. They will learn about social justice issues in Southeast Asia that are impacted by structural forms of agriculture, climate change, economics, and social structure. How can architectural and land use design empower rural peoples? What does resilience look like for rural farmers who face significant economic, social, and ecological change? Over January, selected students will accompany the faculty to our field site in Northern Thailand for primary research. Second semester will be project based with students working in interdisciplinary teams of anthropology/ecology/architecture students. Instructor permission required, with prerequisites for architecture students and a background in either Asian studies, ethnographic methods, and/or ecology for other students.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

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

Location: RWK 202

HACU-0245-1 **The American Transcendentalists**

Professor: Alan Hodder

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

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: FPH 107

HACU-0248-1 **Architectural Anthropology**

Professor: Gabriel Arboleda

This class explores the emerging interdisciplinary space between the architecture and anthropology fields. We study the ethics, methods, and subject interests of architectural anthropology in both theory (as a research approach to the built environment) and practice (specific proposals of building with and/or for cultural identity). This is a theory seminar with a visual analysis component.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: FPH 106

HACU-0249-1 **Marxism and Literature**

Professor: Jennifer Bajorek

This course will look at the relationship between Marxism and literature in diverse contexts, and will pose a series of questions about the relationship between the material conditions of production and cultural production more generally. Readings will be historical, exploring the links between Marxism, socialist movements, and literary form that evolve in the 19th century, and contemporary, looking at work by diverse writers and thinkers who have interrogated, in various ways through their work, the cultural logics of late capitalism. Possible readings in Baudelaire, Benjamin, Blanqui, Proudhon, Flaubert, Melville, Stuart Hall, Frederic Jameson, Fred Moten, and Edouard Glissant.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: EDH 2

HACU-0250-1 **Vagabonding Images: Abstraction and Non-Representational, Painting**

Professor: Daniel Schrade

The significance of artistic practice aims beyond the artist's capability to create an illusion of reality. Art is teaching us to reinterpret the world and develop utopias. This course offers students to explore abstraction and non-representational painting and will also investigate the indistinct border between painting and installation art. Students are encouraged -through readings, digital image lectures, and assignments- to develop an individual approach to the subject matter. This course will address issues such as alternative methods of image making, composition and color theory, while exploring transcultural abstract art in its various manifestations. We will also investigate abstract art in relation to political activism. This course is open to students who completed a studio-art/film course on an introductory level in addition to an art theory course.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: M 06:30PM-09:50PM W 06:30PM-08:30PM

Location: ARB STUDIO 1, ASH 112

HACU-0251-1 **The Improviser's Orchestra Collective**

Professor: Martin Ehrlich

Collective improvisation is a powerful creative methodology in music making. Its roots go deep in the history of African-American culture, and its practitioners in our time are abundant across countries and cultures. This course will celebrate its use in creating artistic, political, and spiritual community, while taking a rigorous approach to exploring its aesthetic possibilities. The IOC is open to all instrumentalists, including voice and electronics. We welcome students from diverse musical lineages and experiences. The course requires weekly rehearsals outside of class with small groups, weekly listening and reading with periodic papers, and a commitment to weekly individual instrumental work. We work each week as a full orchestra, and will present a final concert of our work at the end of the semester.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: T 06:30PM-09:20PM

Location: MDB RECITAL

HACU-0252-1 **Making Dances 2: Meaning in Motion**

Professor: Daphne Lowell

This course will continue to develop skills in imagining and composing dances, now focusing on group forms, and the challenges to creating meaning, referential or abstract, in non-verbal, three-dimensional, motional and, most of all, embodied expression. In class we'll explore a variety of composition strategies used in group work, both classical and contemporary, and work with longer, more complex sequences. We'll play with such methods as layering, subtracting, juxtaposing, multiplicity, simultaneity, ambiguity, image, suggestion and statement. We'll also discuss strategies for working with dancers and conducting rehearsals. Out of class, students will develop one group dance over the semester in weekly rehearsals with their dancers. In addition, students will develop a portfolio of resources (in music, visual images, poetry and other materials), and study dances of established choreographers.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: MW 04:00PM-05:20PM

Location: MDB MAIN

HACU-0256-1 **Ancient Epic 2**

Professor: Robert Meagher

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

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

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

Location: EDH 4

HACU-0257-1 **The Power of the Novel**

Professor: Jeffrey Wallen

In the nineteenth century, the novel becomes the dominant literary form. In this class, we will look at forms of power within the novel, and also examine the power of the novel in society. In particular, we will explore various quests for identity and purpose in a changing society, and examine the ambitions

and contrasting social possibilities for the male and female protagonists. We will also consider such questions as the roles of gambling and speculation in modern society, and the transgressive violence of erotic desire against the conventions of the bourgeoisie. Readings will be primarily 19th-C. British and French novels, by writers such as Balzac, Bronte, Dickens, Flaubert, Eliot, and Zola.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: FPH 108

HACU-0258-1 **Recycled Images**

Professor: Abraham Ravett

"Through the disorderly fund which his knowledge places at his disposal, the allegorist rummages here and there for a particular piece, holds it next to some other piece, and tests to see if it fits together—that meaning with this image or this image with that meaning. The result can never be known before-hand, for there is no natural mediation between the two." (Walter Benjamin) From Esther Shub to Joseph Cornell, from Bruce Conner to Abigail Child, filmmakers have explored the use of recycled images and created "found footage films." The allegorical use of archival and discarded footage has provided both inspiration and raw material allowing image makers to "comment on the status of the image in society or to deconstruct cinematic language." (Jacob Proctor) Utilizing a combination of weekly screenings, assigned readings in film history, theory and cultural studies, the course will provide an opportunity to engage in a critical dialogue about this evolving genre and support a forum where students can actively develop their own found footage projects. Enrolled students and top 5 waitlist students who DO NOT attend the first class session risk losing their place on the class roster.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

Time: M 01:00PM-03:50PM M 07:00PM-09:00PM

Location: JLC 131, JLC 131

HACU-0259-1 **Thinking the Absolute: Metaphysics and the New Realism**

Professor: Christoph Cox

Can we grasp the way the world really is, or are our concepts and ideas always mediated by conceptual schemes, linguistic categories, and social positioning? While the latter view has dominated philosophy and cultural theory for the past half century, the former view has become increasingly prominent. This course will examine the work of a variety of philosophers who argue that our thought can grasp "the absolute": the neo-materialism of Manuel DeLanda, Jane Bennett, Catherine Malabou, and Karen Barad; the neo-rationalism of Alain Badiou, Quentin Meillassoux, and Ray Brassier; and the object-oriented

ontology of Graham Harman and Timothy Morton. The course will also consider important influences on new realist thought such as Wilfrid Sellars and Paul and Patricia Churchland.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 04:00PM-05:20PM

Location: RWK 106

HACU-0262-1 Ethics in Art Making

Professor: Sara Rafferty

This seminar-style upper 200-level course grapples with the ethics of art-making. Topics explored will include philosophical, economical, and aesthetic ideas about ethical issues as they intersect with making art in the contemporary moment. Both practical and theoretical inquiry will be engaged. The mode of the class will be reading discussion and case studies. Ethics in art is usually seen as the purview of the "socially-engaged" artist, a particular type of artist who's "medium" is the social, but what of those who make objects, paintings, photographs? What are the ethical considerations involved in making art, living life as an artist, and displaying and viewing art? With this course, students will work to expand, complicate, and truly inquire about these concerns, and the function of art in a 21st century networked cultural landscape. We will also expand the dialogue around artmaking from the "self-expression" and "craftsmanship" usually attributed to a life devoted to art. Screenings and talks will take place on Wednesday evenings, but not every week. Supported by Ethics and the Common Good.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: W 01:00PM-03:50PM W 06:00PM-09:00PM

Location: ARB STUDIO 3, FPH ELH

HACU-0263-1 Film and Poetry: Dreams, Revelation and Resistance

Professor: Baba Hillman

This advanced practice/theory course explores a poetics of word and image, a poetics of resistance, dream and revelation in film and text. Working with both visual and spoken text, we will consider a series of questions: How do words fall on an image? How do we choose a certain word, a certain phrase in relation to an image? Does the image function as an illustration of the words or does it expand upon the words in a different visual direction and if so, how is that operating? How does the choice of each word, each phrase, the music of how they are strung together, the degree of formality or edge or speed in the reading, how do all of these carry an energetic charge and meaning that comes from the relationship of the voice to the ideas in the poem to the image itself? How do poetry and film work together across cultures and languages, from early cinema to contemporary digital and analog works for

single channel and installation? We will study films and installations by Shirin Neshat, Nicolas Rey, Masayuki Kawai, John Akomfrah, Ruben Gamez, Anri Sala and Sergei Paradjanov. Readings include the poetry of Aracelis Girmay, Anna Akhmatova, Paul Celan, Aime Cesaire, Audre Lorde and Wislawa Szymborska, as well as writings on the role of the poet in times of revolution and resistance. Students will complete individual and collaborative projects combining poetry and still and moving images. Students may work in 16mm, Super 8 or digital formats.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: No

Time: W 01:00PM-03:50PM T 07:00PM-09:00PM

Location: JLC 120, JLC 120

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

Professor: Martin Ehrlich

This class builds upon the work done in Tonal Theory I. We will continue the process of understanding and using basic chromatic harmony, in ways connected to both Jazz and Classical music continuums. Composition assignments will be included along the way as we assimilate new theoretical knowledge. We will look to enrich how we hear musical language, and how we understand musical syntax, where form and language intersect. The course involves weekly homework of an additive nature, periodic quizzes for diagnostic purposes, listening and concert assignments, and two final composition projects.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: TTH 12:30PM-01:50PM

Location: MDB 102

HACU-0270-1 **Still Photography Workshop: Paper and Pixels**

Professor: Claudio Nolasco

What is a photograph in the world of the pixel? Why print images? Why make photographs? This course will explore the history, concept and craft of the photographic print, considering the materiality of photographs amid digital creation. You will study an array of image making techniques, investigate the shape images take from screen to sculpture and analyze the changing and often contentious definition of a photograph. Through a combination of workshops, readings, critiques and fieldtrips, the class will offer a critical examination into the nature of digital and analog photography, challenging you to define your practice within a historical and contemporary context. You will refine your printing techniques as you begin to develop a unique photographic language, giving shape to the way you see. Over the course of the semester you will be exposed to an array of techniques and ideas; you will hopefully develop a set of skills - material and critical - that will deepen your approach to making photographs. This is primarily a

studio class and as such the emphasis will be on your production of new images - more proficiently using photographic tools, more cognizant of your techniques.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: W 09:00AM-11:50AM W 04:00PM-05:20PM

Location: JLC 120, JLC 201

HACU-0271-1 Pussy Grabs Back: Knowledge, Woman Power, and Art in the, Contemporary Americas

Professor: Alexis Salas

Knowledge is often described as penetrative and ideas as seminal. This course is a challenge to patriarchal frameworks of bodies, histories, and, ideas. It poses this challenge through the woman power discourses of both the global south as well as those of people of color in the United States. Transnational, transgender, and transgenerational love letters and critiques will help us consider the tensions at work between allies in the destabilized discourses of the "female" (a term itself that will be put into question) body. A virtual community, facilitated by Skype and in-person meetings with vaginal artists and pedagogues, will inform our discussions. Using tools from queer theory, Latin American and Latinx studies, women's, gender, and sexuality studies, critical race studies, as well as media and visual culture studies; the course considers practices often based in the humorous, low-tech, and clever. Topics addressed include la chingada, the menstrual taboo, femicidios and the ni una menos movement, abortion, Sor Juana Ines de la Cruz, and vaginal cosmetic surgery. Theoretical frameworks include readings such as the "Manifiesto de la invaginacion," as well as others on raunch aesthetics, bottomhood, and cannibalism. These readings will inform discussion of works of performance art, Latin dance, conceptual practices, casta paintings, public actions, music videos, and fine art. If interested in the course, please email Faculty Assistant Senna Lauer (ssl16@hampshire.edu) and cc Professor Salas (asalas@hampshire.edu). In your email indicate the college at which you study, your year in your studies, and your previous study of queer theory, Latin American and Latinx studies, women's, gender, and sexuality studies, critical race studies, as well as media and visual culture studies. The relevancy of your project to the course, creation of an inclusive Five College community, as well as how early you submit information will be considered.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: W 06:00PM-09:00PM TH 06:00PM-08:00PM

Location: ASH 111, FPH 104

HACU-0275-1 **Accident by Design**

Professor: Sara Rafferty

This studio art course explores the ethos of accident and planned-unplannedness in order to exploit aesthetics of damage, spontaneity, humanity, and fallibility, as opposed to perfection, order, and machine-produced elements. Questions of controlled destruction and authorial intention will be set against a backdrop of modernist practices (think Jackson Pollock) and more recent trends in taping, machining, and using fabricated elements in paintings and sculptures. Dialogues around FAILURE and CHANCE in artmaking will be paramount. The role of the hand-made, virtuosity, and perfection will be considered throughout art history and technological advances as prompts in the making of new artworks. Students will be expected to make artworks weekly outside of class, while in class time will be devoted to material demonstrations, artist presentations, critiques, museum visits, and collaborative projects.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: TH 09:00AM-11:50AM

Location: ARB STUDIO 3

HACU-0276-1 **Movable Artists Books Studio: Transformers and Shape, Shifters**

Professor: Andrea Dezso

Learn to make books that pop up, transform, unfold, expand, books that become theaters, movable structures or interactive experiences: movable books. Treat form and content as an interdependent whole as you create your own movable artists books in this hands-on, labor-intensive class. Research into historic and contemporary examples of paper engineering and movable books will inform our inquiry. If you have an interest in art, books, visual storytelling, paper engineering and love to make things with your hands, this is a class for you.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TH 12:30PM-03:20PM

Location: ARB STUDIO 2

HACU-0279-1 **Archive Stories: HACU Research Seminar**

Professor: Michele Hardesty, Lise Sanders

What kinds of stories can we tell from archives? What stories do archives themselves tell? Cultural historians and cultural critics often rely on archives and special collections, which contain materials like letters, journals, manuscripts, organizational records, oral histories, photographs, periodicals, and ephemera. Creative writers, artists, and filmmakers can draw upon archives to shape their work as well. In this research- and writing-intensive seminar, students will have the opportunity to develop independent projects in the humanities, arts, and cultural studies, using archival materials as the foundation for their work. During the first half of the semester, we will visit local archives and special collections at Hampshire, Amherst, UMass, and Smith and develop critical and methodological tools for archival practice. 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. Students interested in creative final projects in writing, film and photography, comics, and other areas relevant to research in humanities and cultural studies are welcome, as well as students pursuing divisional work in literary studies, film and visual culture, and related areas. While students need not have previous background in archival research, they should have a working knowledge of the field in which they will conduct independent research.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: W 09:00AM-11:50AM

Location: FPH 101

HACU-0287-1 **Performance and Directing for Film, Video and Installation**

Professor: Baba Hillman

This is an advanced production/theory course for video and film students interested in developing and strengthening the element of performance in their work. How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce

students to a wide range of approaches to directing and performance. We will study works by Shirin Neshat, Vera Chytilova, Pedro Costa, John Akomfrah, John Cassavetes, Ousmane Sembene, Eija Liisa Ahtila and the Wooster Group among others. Students will complete three projects.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: No

Time: T 09:00AM-11:50AM M 07:00PM-09:00PM

Location: JLC 120, JLC 120

HACU-0292-1 **Photography III: Advanced Photography**

Professor: Billie Mandle

The focus of this course is the development of a semester-long photographic project. Students will acquire the technical and critical skills needed to create and sustain an in-depth body of work. They will plan, research and edit a project with the aim of effectively conveying complex narratives through images. The class will also focus on refining critique skills, writing about art, and researching funding for projects. Artist visits and presentations will further acquaint students with contemporary photographic practices and the potential of long-form photographic work.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: T 09:00AM-11:50AM

Location: JLC 201

HACU-0311-1 **The Round Table: Research in Dance**

Professor: Daphne Lowell

In this seminar students will pursue advanced independent dance research and writing projects supported by a community of fellow student scholars. In class we will first consider contexts for this work by surveying in broad strokes the terrain of dance scholarship to register past and current interests, questions and debates. We'll note prominent and missing voices, and key professional organizations and journals. We'll also briefly review the history of dance's climb into higher education, and imagine the future of dance studies. We'll look for new sites for and modes of discourse within the field, including those in which students might aim to publish in the future. Out of class students will develop and revise projects that should serve a diverse range of Division III or II or senior project research goals. Students might begin with a project in mind or not. Class will meet 8:30-10:20 each Wednesday and alternate Fridays.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

Time: WF 08:30AM-10:20AM

Location: MDB 102

HACU-130T-1 Introduction to Media Studies

Professor: Viveca Greene

This course will introduce students to the theory and practice of media studies, an interdisciplinary field of inquiry that analyzes the complex interactions between media, culture, art, politics and ideology. We will use various forms of US media as lenses through which to focus our study, as well as to develop an understanding of the relationship between media institutions, texts and audiences. In this discussion-based and writing-intensive course, students will read and write analyses of both cultural theory and specific texts, and ultimately produce a final paper on a topic of their own choosing.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: RWK 108

HACU-131T-1 Reforming Fiction: Literature and Social Change in the, Nineteenth Century

Professor: Lise Sanders

What is the role of the literary text in making, calling for, or fomenting social change? How have poets and novelists used literature as both a creative mode and a political act? How did nineteenth- and early twentieth-century writers engage with the most pressing issues of their time, particularly with respect to race, class, gender and sexuality? In this tutorial, we will read the works of Elizabeth Barrett Browning, Charles Dickens, and Harriet Beecher Stowe, among others; these texts will be examined against the backdrop of historical events and social reform efforts including the movement for the abolition of slavery, labor legislation, and voting rights. This course is designed to appeal to students interested in literature, history, and cultural studies, and will provide opportunities to develop proficiency in public speaking, analytical writing, and project-based work.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: EDH 5

HACU-132T-1 Community, Photography, Storytelling: a photography course, with the Applewood Retirement Community

Professor: Billie Mandle

Photography's history is rich with diverse theories and practices of community engagement and documentation; in this class students will contribute their own approach. Throughout the semester students will work closely with older members of the Amherst community, photographing together, participating in critiques and exploring photography's ability to communicate. As a class we will study the array of historical and contemporary artists who intertwine social involvement with artistic detachment and students will be required to write and photograph extensively in response to their experiences. In addition, students will curate their narratives and the class photographs into a final exhibition. Prior photography experience is not required; it is required that students be able to listen empathetically and work well independently.

Instructor Permission: No Satisfies Distribution: ADM, PCSJ This course has a Prerequisite: No

Time: M 10:30AM-11:50AM W 10:30AM-11:50AM

Location: JLC 120, JLC 201

HACU-133T-1 Literature of Crime and Detection

Professor: Jeffrey Wallen

Why are detective stories so popular? Why has literature about crime and detection been so fascinating for readers during the last 175 years? What do these stories reveal to us about cultural anxieties, fears of social disorder, and the possibilities of justice, and about narrative and plot? We will focus on the detective as a social phenomenon, as a literary convention, and as a reader (of texts and of the world). We will read "analytic" and "hard-boiled" detective stories, and critical essays exploring both the socio-cultural and formal aspects of detective fiction. We will watch films that adapt and develop the genre, and explore graphic novels as well. In addition to writing critical essays, students will have the opportunity to write their own detective story.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: EDH 4

HACU-134T-1 **Introduction to Painting on Paper, Board, Canvas, and Wall**

Professor: Andrea Dezso

Students will gain experience in the fundamentals of painting, including color, composition, materials and technical considerations in this work-intensive studio class. We will explore a range of painting surfaces, sizes, materials and artistic approaches. Assignments will include color mixing, landscape, self-portrait, figure painting, conceptual painting, narrative painting, and work inspired by street art and graffiti. Assigned readings, artist research, individual critique, group discussions, slide presentations and film screenings will round out the experience. Every student will be expected to keep a sketchbook.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: F 09:00AM-01:00PM

Location: ARB STUDIO 1

HACU-135T-1 **Surface, Object, Space: Introduction to Interdisciplinary, Design**

Professor: Thomas Long

This course explores the process and products of design across many mediums from 2d graphics to 3d objects to architectural design. Design is a wide-ranging practice intertwining many intellectual and creative discourses from aesthetics to function, from print media to space. This course combines research, readings, films and short creative studio projects as a means to introduce students to the many facets of design. Students will be introduced to key figures in design, historic movements and influential projects. As well, students will explore the creative process through several hands-on studio-based design projects in 2d, 3d and 4d, highlighting key overlaps and differences in creative disciplines.

Instructor Permission: No Satisfies Distribution: ADM, CHL This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: EDH 3

HACU-136T-1 **Guitar Cultures**

Professor: Junko Oba

This course examines "guitar" as a cultural artifact that serves different functions and purposes beyond producing sounds and making music. It is a commodity, collectible, engendered object, icon, symbol, and agency. Starting with the basic anatomy, we explore how these different functions have, quite

literally, shaped the architectural and acoustic design of the instrument, as well as its technological development over many centuries. The course also delves into the culture of "guitar people" who devote their lives for their obsessions. Although the guitar people are typically good guitarists, guitar playing techniques and styles are not our primary concerns. We focus more on their work as luthiers (guitar makers), retailers, collectors, aficionados, curators, and environmental activists, which are intricately interconnected to form a curious sub-culture, which performers and audience also partake in their own capacities. This is a cultural studies course. Students with no guitar playing or musical experiences are welcome.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: MDB RECITAL

IA-0103-1 **Introduction to Writing**

Professor: Ellie Siegel, Alejandro Cuellar

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, and we'll appreciate the artistry in our finest personal essays and short fiction. Students will complete a series of critical essays in the humanities and natural sciences and follow with a personal essay and a piece of short fiction. Students will have an opportunity to submit their work for peer review and discussion; students will also meet individually with the instructors. Frequent, enthusiastic revision is an expectation. Limited to first year students.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: WF 01:00PM-02:20PM

Location: GRN WRC

IA-0120-1 **Sculpture Foundation**

Professor: Thomas Haxo

In this course, contemporary ideas in sculpture will be introduced in relation to work in a range of media such as clay, wood, plastic, steel, concrete, and found materials. Student generated imagery will foster discussions around representation, abstraction, the body, technology, public art, and installation art. Group critiques will inform the development of independent work in three dimensions.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: TTH 01:00PM-03:20PM TTH 01:00PM-03:20PM

Location: ARB SCULPT, ARB STUDIO 3

IA-0142-1 **Innovations for Change: Problem Solving for the Future**

Professor: Jana Silver

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and related social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include both large lectures and breakout working groups. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Instructor Permission: No Satisfies Distribution: ADM, MBI, PBS This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: FPH WLH

IA-0148-1 **Women's Design and Fabrication**

Professor: Patricia Bennett

The intent of this course is to provide a supportive space for female students to acquire hands-on fabrication shop skills. Students will be introduced to the basic tools, equipment, machinery and resources available through the Lemelson Center. We will cover basic elements of design and project planning. Students will be expected to participate in discussions of their own and each other's work. Upon completion of the course, participants will have start-to-finish experience with several projects, a working knowledge of many tools in the shop, and the skills needed to go forward with their own ideas.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: W 04:00PM-05:20PM M 07:00PM-09:02PM

Location: LCD 113, LCD 113

IA-0169-1 **Theatre & Performance of Social Change**

Professor: William (Will) MacAdams

From anti-Apartheid protest theater to D'Lo; from Teatro Campesino to students creating work at Hampshire and beyond, theater makers have often played a key role in envisioning and embodying social change. What sparks their passion? How do they balance theatrical craft with activist vision? And how can we learn from both their successes and from the places in their work that are inconsistent, incomplete, and contradictory? In this course, students will read texts, watch videos and on-line work, and lead discussions to explore the dynamic, electric, and sometimes explosive relationship between artists and their time.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: MW 09:00AM-10:20AM

Location: FPH 103

IA-0178-1 **Technology Essentials for Artists**

Professor: Conor Peterson

This studio art course offers foundational skills for those artists who wish to explore the possibilities of technology in their work. With an eye on cybernetics, students will study and produce works of interactive art that examine the relationship between humans and their computers, whether that vision is utopian, dystopian or somewhere in between. Topics to be covered include programming, interfacing with microcontrollers, and DIY electronics; no prior experience is assumed.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: TTH 12:30PM-03:20PM

Location: ARB STUDIO 1

IA-0194-1 **Classroom Drama**

Professor: Natalie Sowell

This course focuses on strategies and techniques for teaching creative drama and theatre with young people in primary and secondary school settings including afterschool programming. Throughout the semester we will answer questions such as - What tools and skills are required to design and implement theatre curriculum? How is youth theatre implemented in schools? How can reader's theatre and oral interpretation of literature be utilized in classrooms? In addition, students in this course will focus on

building their facilitation skills and establishing their teaching philosophy. The intersections of critical pedagogy and creative pedagogy will be central to this component of the course. Guest artist educators and community engaged learning experiences will provide practical examples of theatre education in action. Prerequisite: Some coursework in theatre and/or education.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: Yes

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

Location: FPH 108

IA-0199-1 High Spirits: Reading and Writing About Spirituality

Professor: Deborah Gorlin

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

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: GRN WRC

IA-0204-1 Intro to Social Entrepreneurship

Professor: Daniel Ross

Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurship as a vehicle for change, and the different forms and structures social entrepreneurship can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies and guest speakers. The course will culminate in a session where students will pitch their ideas to real social impact investors for feedback and support.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 09:00AM-10:20AM

Location: FPH 104

IA-0212-1 Entrepreneurial Approaches to Food Systems Change

Professor: Daniel Ross

Food is about subsistence but is also so much more - the food system impacts our health, environment, economics, and cultural expression. In this class students will learn about the good, bad, and ugly of the current food system, and develop ideas to make a positive difference, on campus and beyond. Students will practice social entrepreneurship principles and skills by developing systems change ideas all the way to presenting their enterprise ideas. In particular, students will explore the food systems of Hampshire College, and nearby Holyoke, MA, to learn about the assets and challenges of these communities, to better generate real entrepreneurial ideas. No prior entrepreneurship or agriculture experience is necessary, but there will be some spreadsheets and basic math. Class includes case studies, accomplished social entrepreneur speakers visiting and skying in from around the world, some tasty snacks (for educational purposes only), and at least one field trip.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: RWK 108

IA-0218-1 Dis/placements: Transitional Space in Story

Professor: Uzma Khan

This course will appeal to fiction writers with a passion for exploring transitions, both chosen and unchosen, as an engine for beautiful expressions of art. It will also appeal to those with a passion for understanding how movement is controlled, and who controls it. We will look at writers who embrace these themes in many different contexts. For instance, in the context of those who move to escape being profiled for their race, religion, or sexual orientation. Those who are refugees dislocated by wars, colonialism, climate change, and poverty. Those who relocate by choice, say for work or education. The move itself may be from one country to another. It may be from one identity to another, say a religious conversion or a gender expression. It may be from entering a groundbreaking career, or a change in physical ability, or in diet (becoming vegan?). The focus will be on critical reading, as well as on creating your own original works of fiction. While the course is not by instructor permission, to keep up with attendance requirements, students must attend the first day.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TH 12:30PM-03:20PM

Location: EDH 2

IA-0228-1 **Storytelling as Performance: Voice, Body, Narrative**

Professor: Natalie Sowell

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

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: W 01:00PM-03:50PM

Location: EDH 104

IA-0229-1 **Object & Environment**

Professor: 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 strongly recommended.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: MW 09:30AM-11:50AM

Location: ARB STUDIO 3

IA-0236-1 **The Practice of Literary Journalism**

Professor: Michael Lesy

Literary Journalism encompasses a variety of genres, including portrait/biography, memoir, and investigation of the social landscape. Literary journalism uses such devices as plot, character, and spoken language to tell true stories about a variety of real worlds. By combining evocation with analysis, immersion with investigation, literary journalism tries to reproduce the complex surfaces and depths of people, places, and events. Books to be read may include: Macdonald's *H IS FOR HAWK*, Filkins' *THE FOREVER WAR*, Sack's *AWAKENINGS*, and Wilkerson's *THE WARMTH OF OTHER SUNS*. Students will be asked to produce weekly, non-fiction narratives based on encounters with local scenes, situations and people. Mid-term and Final writing projects will be based on the fieldwork and the short, non-fiction narratives that students will have produced, week after week. Fieldwork will demand initiative, patience, curiosity, empathy, and guts. The writing itself will have to be excellent. Core requirements are: (1) Meeting weekly deadlines and (2) Being scrupulously well-read and well-prepared for class.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: FPH 101

IA-0240-1 **Writing for Performance**

Professor: William (Will) MacAdams

In this course, you'll develop your craft by writing a series of short pieces for performance, followed by a longer work. The theatrical form can vary widely: naturalistic pieces, choreopoems, work expressed entirely in stage directions, stories you heard as a child, rants, plays with music, or whatever form necessary to tell your story. The process will help develop an ear for your authentic voice and also foster a community of writers defined by generous listening. Writing will be supplemented by reading the work of visionary playwrights, who may include: Dominique Morisseau, Quiara Alegria Hudes, Spalding Gray, Young Jean Lee, Thornton Wilder, Taylor Mac, and Tarell Alvin McCraney.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: -

Location:

IA-0258-1 **Many Voices, Many Eyes: Point of view for fiction writers**

Professor: Nathalie Arnold

Essential to reading is a sense of where stories come from, in whose voice and from what position narratives unfold. While 'point of view' in fiction is a technical term whose modes must be understood, it is equally a matter of vision, position, ethics, knowledge and voice. Reflecting on their own commitments, class members will encounter and write in a variety of literary points of view. We will ask: What stories and whose voices have we rarely heard? Who are our narrators and what are they uniquely placed to say? What do they fail to see? How do 'distance' and 'intimacy' operate in various points of view? What unique freedoms are inherent to each, and how can experimentation help us to determine the best point of view for our own individual projects? Students will produce two workshop pieces, and respond in writing to our readings, and submit a final portfolio. Prerequisite: One college-level writing class with significant peer critique.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: W 06:00PM-08:50PM

Location: EDH 5

IA-0260-1 **Poetry Workshop: The Mindful Writer**

Professor: Heather Madden

Can a poem be a contemplative space? This generative workshop is designed for practicing poets who are interested in the effects of meditation/mindfulness practice on their writing and creativity. Workshop members will spend the first 10-20 minutes of each session actively engaged in meditation. The remainder of each class period will be spent in one of three ways: writing and creating work in response to prompts, discussing common readings, sharing work, and/or offering feedback to peers. Students will also present the work of published authors to the class and offer written response to published work. Each workshop member will maintain a self-designed "mindfulness book" (an unpolished creative document/journal) and-in the course of the semester-will workshop and revise a minimum of three pieces of creative writing. In order to successfully complete the workshop, students must submit a portfolio of work that includes revised/finalized writing; this writing can take the form of poetry, fiction, or essay (or it might be some hybrid form). Instructor permission is required. Students must attend the first day of class in order to be considered for enrollment. Prerequisite: One college-level poetry workshop

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

Time: MW 10:30AM-11:50AM

Location: DAK JG1

IA-0276-1 **Photos, Facts, and Fictions, 1890-1910**

Professor: Michael Lesy

This is a research course for intellectuals who are artists and artists who are intellectuals. The course has two goals: (First) To investigate life in the U.S., 1890-1910, an era whose inequities and injustices, prejudices and subversions, panics and disasters eerily resemble our own. Students will sift through collections of archival photographs and an array of primary and secondary written documents to carry out their investigations. Photographs will come from on-line, archival collections; newspapers and novels published during the era will serve as primary written sources. (Second) To teach students how to discover and then use visual and written documents to build image/text sequences that, like scenes from documentary films, tell true stories about an era that gave birth to what now passes for modern life. To achieve both goals will require intensive primary and secondary source research as well as immersion in large collections of archival photographs. Students who have studied American history and literature before will do well in this course.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 09:00AM-10:20AM

Location: FPH 102

IA-0278-1 **Sequential Imagery 1**

Professor: Thomas Haxo

This course provides preparation for work in the arts and other fields where visual ideas are presented sequentially. Sequential skills will be built through assignments that may utilize drawing, digital work and sculpture. Assignments addressing linear and nonlinear sequence with line, tone, color, space, and light will facilitate the development of personal imagery. Narrative and non-narrative themes will be discussed. A wide range of tools and techniques will be employed in exploration of subject matter. This course concludes with an independent project of the student's own choice based upon their interpretation of sequential imagery.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 09:30AM-11:50AM

Location: ARB STUDIO 2

IA-0281-1 Band, Cast, Sedge, Bask: Building a Collection of Poems

Professor: Heather Madden

In this workshop, designed for advanced students of poetry, we will study the organization of chapbooks and collections of poems. Each workshop member will respond to published collections, with an emphasis on 'first book' and small press publications. Students will also write, revise, and design their own chapbooks (15-25 pages); at least 15 pages of this work will be 'new writing' completed in the course of the semester. The collection/chapbook produced can reflect collaboration and hybrid forms. Workshop members are expected to submit work for peer feedback and to respond to peer work. Limited to 12 students, this course is designed for writers who have had at least one 200-level poetry workshop. Instructor permission is required: students must attend the first class meeting in order to be considered for enrollment. Prerequisite: Enrollment preference will be given to students who have completed at least one college-level poetry workshop.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

Time: MW 01:00PM-02:20PM

Location: RWK 106

IA-0288-1 For Whom It Stands: Symbolism in American Culture

Professor: Mei Ann Teo, Professor Tinson

For Whom It Stands--this upper level course brings together the humanities and social sciences, in particular, theater and history in exploration of multiple, conflicting, and contested meanings of the U.S. flag. We will explore the meanings woven into the flag, artistic and political reimagining of the flag, alongside popular meanings and mobilizations of this treasured national symbol. Our goal is to think deeply and broadly about how symbols shape our lives and to look historically and critically about questions of belonging, citizenship, identity, and power domestically and across the globe. We intend to emphasize creative modes of inquiry that are informed and shaped by archival knowledge, oral history narratives, songs, letters, diaries, and speeches that help map the layered and often competing imaginings embroidered into fabric of the flag.

Instructor Permission: No Satisfies Distribution: PCSJ This course has a Prerequisite: No

Time: W 04:00PM-07:00PM

Location: MDB SMALL

IA-0292-1 Primacy of Character in Historical Fiction

Professor: Uzma Khan

Through reading novels and short stories in a range of styles and from a range of places, we will look at how fictional characters shape and are shaped by history. What are the tools writers use to create their characters, and how do we talk about character in historical fiction? Are we looking for a portrayal that in some way complements our understanding of a time and place, one that challenges it, or both? The focus will be on critical reading and writing, as well as on creating your own original works of fiction, for which you will need to do research, all while keeping in mind that you are not writing a text book but a narrative. Fact checking the background of your character(s) by doing some basic homework while at the same time remaining true to your imagining of the story is one of the many challenges this course will embrace. NOTE: Students must attend the first day of class in order to be considered for enrollment.

Instructor Permission: Yes Satisfies Distribution: CHL This course has a Prerequisite: No

Time: W 02:30PM-05:20PM

Location: EDH 5

IA-0316-1 Advanced Studies in Theatre Design

Professor: Peter Kallok

In this course students will focus on two in-depth design investigations. Within a studio setting students will devise specific projects that address scenic, costume, lighting, projection or sound design issues. These projects may consist of, but not be limited to costume design renderings, scenic design models, light plots with cues, or sound plots with cues. Formal presentations are expected. For the final project students will be required to produce a complete design in the area of their choice for an intensive in-class critique. Students will be expected to address and revise this project throughout the semester. The course will include explorations of historic and contemporary styles. Students will strive to improve their presentational skills, drafting, rendering, communication and collaboration techniques. Students are expected to meet with the instructor outside of class.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

Time: M 01:00PM-03:50PM

Location: EDH 104

IA-0332-1 **Division III Seminar**

Professor: Mei Ann Teo

The Division III seminar is a capstone course for Division III theatre concentrators. In this course, the students will workshop their final projects together, providing valuable feedback and development for their cohort. They will also be prepared with the next steps to bridge their learning as undergraduates into the professional theatre world or graduate work. From working on resumes, headshots, and websites, the students will also have insightful conversations with professionals in the field. The course will also look at the manifestos as makers that students have developed throughout their time at Hampshire, and seek to help them use those learnings to launch them into their next phase.

Prerequisite: Must be theatre concentrator who is a Division III status.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

Time: T 12:00PM-03:00PM

Location: RWK 202

IA-0336-1 **Division III Concentrators Seminar in Studio Art**

Professor: William Brayton

This critique-based seminar will provide a forum for the discussion of independent visual art production at the Division III level. Weekly rotating group critiques and presentations will provide a supportive environment for the discussion of Division III work. Short essays written by artists and art critics will inform class discussions. Information regarding graduate school, grants, documentation, artist statements, resumes and employment in the arts will be introduced. Hampshire alums and other renowned artists will present their work and conduct individual critiques. Prerequisite: Division III concentrator in Studio Art

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: W 01:00PM-04:00PM

Location: ARB STUDIO 2

IA-0370-1 Leading Success in New Venture Growth: Navigating the, rapids of entrepreneurial success and growth.

Professor: Bret Golann

The time for entrepreneurial dreaming is over! The successful launch of new ventures is now the focus. Students will develop real-world launch plans for their own new ventures to achieve market success plus develop plans for internal processes and systems to cope effectively with the challenges of rapid business growth. Examples include: Selling it: pricing strategies plus marketing approaches for consistent, creative promotional activities. Getting the right people in the right seats: finding, hiring and motivating the best people you need to support success. Getting it right the first time, every time: quality management to deliver consistent value to customers. Other topics include: Proactive risk management - how to reduce and cope with business uncertainty, risks and change? Effective supplier relations strategies for business relationships with vendors who will support your venture's success. Students are expected to begin the course with a clear idea for a new venture. Prerequisite: Prior successful completion of an entrepreneurship course plus instructor permission.

Instructor Permission: Yes Satisfies Distribution: This course has a Prerequisite: Yes

Time: W 01:00PM-03:50PM

Location: FPH 104

IA-130T-1 Look Ma, No Hands: An introductory design class focused on, assistive technology

Professor: Donna Cohn

We will learn about some of the practical and ordinary problems faced by individuals who do not have full use of their hands or arms, then design, fabricate and collaboratively design assistive devices. Projects may be for children, or adults with temporary injuries/conditions or ongoing physical disabilities. We will also examine the concept of "Universal Design" - designing in a way that gracefully accommodates the range of human experience. Students in this class will develop problem solving, visual communication skills and a wide range of fabrication skills. There will be opportunities to work with the full range of materials and tools available in the Center for Design shop - such as metals, plastics and basic electronics. The curriculum will include weekly design assignments, guest speakers, readings, film viewings, discussions about the design process itself, as well as a major project.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location:

IA-134T-1 **Designing With Light**

Professor: Peter Kallok

What draws us to the light? What is the depth of our connection? We use light as a mode of artistic expression: to illuminate, to underscore, to surprise or intimidate. Why? After beginning with a study of the fundamentals of theatrical lighting design, we will then proceed to explore the use and design of light in other disciplines such as dance, music, sculpture, and installation art. Through the study of how light defines and reinforces line, movement, texture, scale, and color in many disciplines, we gather skills and techniques that will inform our own personal use of lighting design. Students will experiment with light manipulation in class and work on group and individual projects throughout the semester.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: EDH 104

IA-160T-1 **Tutorial in Drawing: Perception, Invention, Abstraction**

Professor: William Brayton

This tutorial provides initial preparation for work in the visual arts. Students will develop their ability to perceive and construct visual images across a broad range of subject matter. Projects stem from an array of observed and imagined sources. A wide variety of media will be used to explore the human body, found and imagined objects, abstraction, collage, and structures in nature and the built environment. Short readings and group critiques will provide students with historical and conceptual contexts for the development of a substantial portfolio. A lengthy independent project serves as the culminating experience. This course satisfies Division I distribution requirements and prepares students to complete independent work.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: TTH 09:30AM-11:50AM

Location: ARB STUDIO 1

IA-183T-1 African Fiction Today: Introduction to creative writing, through contemporary African literature

Professor: Nathalie Arnold

This course centers on contemporary works by African authors. African writers, in many languages, are increasingly shaping the course of global literature today. African literary festivals and writers' organizations are multiplying, and African literary works increasingly cross borders, finding readerships in diverse contexts, including the USA. This course (1) serves as a modest introduction to contemporary African writing, and (2) is also a creative writing class. Seeking lessons in craft, structure and vision, we will read across genres (short stories, novels, poems and memoir). We will also reflect actively on our personal reading histories and relationships to various literatures, and consider why and for whom we write, and how we approach the texts we read. Students will produce four creative pieces in a mode of their choice, and each class member will also research any aspect of contemporary arts in Africa and make a presentation.

Instructor Permission: No Satisfies Distribution: ADM This course has a Prerequisite: No

Time: WF 10:30AM-11:50AM

Location: EDH 5

IACC-0186-1 Bicycle Frame Design & Fabrication

Professor: Glenn Armitage

This co-curricular course will engage students in the process of designing and fabricating a custom fit road or mountain style bicycle frame. Students will learn the fabrication methods for building welded steel frames; be exposed to the anatomical and performance factors that frame-builders must consider; and use a frame design CAD program to create working drawings. In order to successfully complete a frame, students should expect to spend a significant amount of time in the shop outside of class. This course can be used to fulfill CEL-1 Division I requirement.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: F 09:00AM-11:50AM

Location: LCD 113

LS-0101-1 Elementary Spanish I

Professor: Samira Artur

This course is designed for students with no background in Spanish. Students are introduced to basic grammatical structures including present, past and future (ir + a + infinitive tenses) and by the end of the semester should be able to communicate in verbal and written forms about personal information, daily activities, future plans and past experiences. All four skill areas (speaking, listening, reading and writing) are practiced through activities that are based on real-life situations and the students' experiences. Attendance and participation count for seventy percent of the requirement for credit/evaluation.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 04:00PM-06:30PM

Location: FPH 103

LS-0102-1 Elementary Spanish II

Professor: Samira Artur

This course is the second semester of first-year, Spanish and students enrolled in this course should have taken LS101 or the equivalent. This class is taught almost entirely in Spanish and focuses on speaking and using the target language. 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 LS101 and focuses on the differences between the preterit and imperfect tenses along with an introduction to present subjunctive. 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 on-line course website and the students' experiences. Classroom attendance and classroom participation count for seventy percent of the requirement for credit/evaluation.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MW 01:00PM-03:30PM

Location: FPH 103

LS-0110-1 Elementary Arabic I

Professor: Alaa Razeq

A yearlong course that introduces the basics of Modern Standard Arabic, this course concentrates on all four skills: speaking, listening, reading and writing. Beginning with the study of Arabic script and sound, students will complete the Georgetown text Alif Baa and finish Chapter 13 in Al Kitaab Book I by the end of the academic year. Students will acquire vocabulary and usage for everyday interactions as well as skills that will allow them to read and analyze a range of texts. In addition to the traditional textbook exercises, students will write short essays and participate in role plays, debates, and conversations throughout the year.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: MTWTHF 10:30AM-11:20AM

Location: RWK 106

LS-0123-1 American Sign Language I

Professor: Dana Hoover

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

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: FPH 108

LS-0201-1 Intermediate Spanish I

Professor: Samira Artur

This course is the first semester of second year Spanish. Students enrolled in this course should have taken LS102 or the equivalent and be able to use the present, future, preterit and imperfect tenses with some fluency and have a working knowledge of the present subjunctive. This course, taught almost entirely in Spanish, 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 present subjunctive. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for seventy percent of the requirement for credit/evaluation.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 12:30PM-03:00PM

Location: FPH 103

LS-0202-1 **Intermediate Spanish II**

Professor: Juan Carpio

This course is the second semester of second-year Spanish. Students enrolled should have taken LS201 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. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for seventy percent of the requirement for credit/evaluation.

Instructor Permission: No Satisfies Distribution: CHL This course has a Prerequisite: No

Time: TTH 12:30PM-03:00PM

Location: FPH 104

LS-0311-1 **Third year Chinese I**

Professor: Kay Johnson

Third Year Chinese I: This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program, C. Zhu and supervised by K. Johnson. Students entering this class will be expected to have completed Intermediate Chinese or the equivalent of an intensive college-level second year Chinese language course. The class will cover the final chapters of Integrated Chinese Level 2, part 2 and then proceed to All Things Considered. Emphasis will be placed equally on speaking, reading, and writing. By the end of the Fall semester, students will be expected to have mastered all of the grammar patterns and characters (both recognition and writing from memory) introduced in the Integrated Chinese series, Levels 1 and 2 and All Things Considered, part 1. The second semester of Third Year Chinese will be offered during the spring semester.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: MWF 04:00PM-04:50PM

Location: FPH 102

NS-0102-1 **Musical Acoustics**

Professor: Frederick Wirth

All facets of musical performance, the production of sound, its transmission and alteration by the performance space, and its perception by members of the audience, are candidates for study in acoustics. In this course we will develop the physics of vibrating systems and wave propagation and study the measurement of sound. Topics will include: vibrating systems, wave motion, wave analysis, resonance, room acoustics, and the application of these principles to various classes of instruments. There will be weekly problem sets and a class presentation by each student on a topic of interest. A weekly lab will allow students to investigate various acoustical systems and measuring devices. Students will perform simple experiments, learn to operate the lab equipment, and read papers from the original literature. Students will develop an independent project in musical acoustics. Students will present the results of their large project to the class near the end of the semester.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM TH 02:00PM-04:00PM

Location: CSC 3-OPEN, CSC 3-PHYC

NS-0103-1 **The Science of Space and Time**

Professor: Kaca Bradonjic

What are space and time? This course will follow the evolution of the scientific understanding of these concepts which are so fundamental to our experience of the world and of ourselves. Our journey will trace the intellectual paths of physicists who grappled with these questions, including Newton and Einstein, taking us from the conceptions of space and time familiar from our daily experiences to the modern understanding of four-dimensional spacetime as described by the special theory of relativity. Occasionally we will look for insights from philosophers and for inspiration from writers and artist. Since mathematics is the language of physics, we will use basic high school algebra and graphs. No prior exposure to physics is necessary. This course is best suited for students so fascinated with the ideas of space and time that they are willing to grapple with abstract concepts and sometimes tedious algebra in order to gain a basic, but genuine understanding of special relativity.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

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

Location: CSC 333

NS-0132-1 Integrated Sciences: Sustainable Water Use/Reuse

Professor: Christina Cianfrani

This course is part of an integrated science learning experience combining water resources, mathematical modeling, and microbiology using the Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes (NS132, NS140 and NS156) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in NS132, Sustainable Water Use/Reuse, will focus on the "Net Zero" water systems within the Kern Center Living Building. We will explore the cycling of greywater through the wetland systems within the building using a systems approach. We will learn methods for measuring water quality and quantity. Basic topics will include the hydrologic cycle, biogeochemical cycles, greywater recycling, and stormwater reuse.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MWF 09:00AM-10:20AM

Location: CSC 333

NS-0138-1 The Science of Addiction

Professor: Christopher Jarvis, Charles Ross

Addiction, as defined by the National Institute on Drug Abuse, is a chronic, relapsing brain disease that is characterized by compulsive drug seeking and use, despite harmful consequences. Drugs change the brain; they change its structure and how it works, but what is the evidence for this? Do the current medical models and treatment modalities of addiction provide effective interventions? Are there alternatives? This course provides an overview of the science and issues surrounding substance-related addictions and the processes and mechanisms that underlie addiction. We will address both the genetic and environmental underpinnings of addiction, and we will introduce the epidemiology and developmental course of addiction. Students in this course will learn to find and read scientific research articles on topics of their choosing and will learn to write analytical reviews of these articles. These

reviews will form the basis of final papers in which students choose particular areas to investigate in detail and present their findings to the class.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 02:30PM-03:50PM

Location: CSC 333

NS-0140-1 Integrated Sciences: Modeling Systems

Professor: Sarah Hews

This course is part of an integrated science learning experience combining water resources, mathematical modeling, and microbiology using the Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes (NS132, NS140 and NS156) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in NS140, Modeling Systems, will focus on using mathematical models to understand the water and energy systems in the living building. We will learn what mathematical models are and when, why, and how to analyze them. We will then build simple models of systems in the Kern Center including the cycling of nutrients in the indoor planters and the energy production by the solar panels.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 09:00AM-10:20AM F 09:00AM-10:20AM

Location: CSC 3-OPEN, CSC 333

NS-0142-1 Innovations for Change: Problem Solving for the Future

Professor: Seeta Sistla, Sarah Partan

Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include guest lectures from experts in the field of climate change and sustainability. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage

the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.

Instructor Permission: No Satisfies Distribution: PBS, ADM, MBI This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: FPH WLH

NS-0150-1 Agriculture, Ecology, and Society

Professor: Brian Schultz

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

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: CSC 316

NS-0156-1 Integrated Sciences: Microbes in a Living Building

Professor: Jason Tor

This course is part of an integrated science learning experience combining water resources, mathematical modeling, and microorganisms using the Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the microbial systems of the living building. Then, once a week all three classes (NS132, NS140 and NS156) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students

who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in Microbes in the Living Building (NS156) will explore the role microorganisms play in the built environment, particularly the treatment of greywater and composting biogeochemical processes. We will apply microbiology lab methods to assess the characteristics and quantity of microorganisms throughout the building.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 09:00AM-10:20AM MW 09:00AM-10:20AM

Location: CSC 2-OPEN, CSC 2-MOLC, CSC 333

NS-0195-1 **Pollution and Our Environment**

Professor: Dulasiri Amarasiriwardena

This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several topics, including acid rain; automobile emissions; ozone layer depletion; climate change; mercury, lead and cadmium poisoning; pesticides; solid waste disposal; and problems of noise and thermal pollution will be addressed. We will emphasize some of the environmental issues affecting our immediate community, as well as those in developing nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports. Class participation, satisfactory work on the required class projects, problem sets, literature critiques, and laboratory/field reports are required for evaluation.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: TTH 12:39PM-01:50PM TH 02:00PM-04:30PM

Location: CSC 101, CSC 2-CHEM

NS-0202-1 **Chemistry I**

Professor: Dulasiri Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, properties of matter, the gas laws, atomic structure, bonding and molecular structure, chemical reactions, and energy changes in chemical reactions. Considerable time will be devoted to learning the use of the periodic table as a way of predicting the chemical properties of elements. We will also emphasize application of those chemical principles to environmental, biological, industrial and day-to-day life situations. No previous background in chemistry is necessary but a working knowledge of algebra is essential, both because students will be expected to develop skill in solving a variety of numerical problems and because it is essential for understanding some of the subject matter. In the laboratory, basic skills, techniques of qualitative and quantitative analysis, and use of modern chemical

instrumentation will be emphasized. We will also do two project-based labs, learn to understand the scientific methodology, and learn how to write scientific research reports. Chemistry I is the first term of a two-term course in general chemistry.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MWF 09:00AM-10:20AM M 01:00PM-04:00PM

Location: CSC 101, CSC 2-CHEM

NS-0208-1 **Science in a Cultural Context**

Professor: Kaca Bradonjic

In this course we will develop an understanding of scientific inquiry and its methods as a human activity, inextricably linked to the cultural context in which it unfolds. By examining some of the major scientific revolutions in physics, we will ask: What kinds of truths do the sciences produce and how? What is the role of data and technology in the making of scientific progress? What is the interaction between the sciences and other aspects of culture, such as politics, religion, and the arts? What kind of a person is a scientist and how does that depend on the time and place? We will seek the answers by collaboratively studying a variety of sources, including historical documents; scholarly works of historians, philosophers, and other types of scholars; and both scientific and reflective writings of scientists themselves. This course will be accessible to all students who are interested in how scientific inquiry fits into the historical and contemporary cultural contexts. This is a reading- and writing-intensive course and written work will be assigned for each class.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 09:00AM-10:20AM

Location: CSC 333

NS-0216-1 **Mathematical Experiments and Reasoning I**

Professor: Geremias Polanco Encarnacion

This course focuses on skills rather than content. The skills emphasized are the essential ones you need to work in any area in which a quantitative background is required. We will focus on the following: using computers to gain insight and develop intuition and to discover new patterns and relationships; using graphical display to suggest mathematical principles; testing and falsifying conjectures; exploring a possible result to see if it is worth a formal proof; suggesting approaches for formal proof; learning how to construct formal proofs; replacing lengthy hand-derivations with computer-based derivations; and confirming analytically-derived results. The topics studied will simply be the means to our desired end: obtaining the skills described above. They will come mostly from Number Theory.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MWF 01:00PM-02:20PM

Location: CSC 3-OPEN

NS-0221-1 Animal Physiology

Professor: 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.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 12:30PM-01:50PM

Location: CSC 316

NS-0233-1 Anthropology of Food and Nutrition

Professor: Alan Goodman

Are we what we eat? We eat foods for social and cultural reasons, and we eat foods because they contain nutrients that fuel our cells and allow us to function -- grow, think, and live. The quest for food is a major evolutionary theme and continues to profoundly shape ecological, social, and human biological systems. In this course we will consider some of the many ways that food and nutrition are related to the human condition, for example: (1) symbolic meanings of food, (2) the evolution of food systems to genetically modified foods, (3) the deadly synergy of malnutrition and infection, (4) the ecological and political-economic causes of undernutrition and obesity, and (5) "nutritional epidemiology" and the role of diet and nutrition in the etiology of diverse diseases. Throughout the course, we will focus on "doing nutritional anthropology," including assessing the dietary and nutritional status of individuals in our community.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM

Location: RWK 202

NS-0238-1 **Selected Topics in Public Health**

Professor: Elizabeth Conlisk

This course examines major events and controversies in public health, historical and contemporary, and serves as an introduction to the closely related field of epidemiology. Emphasis will be placed on the biology of disease as well as social, political and environmental factors that contribute to health disparities. Readings for the class will be drawn from the primary and secondary scientific literature as well as the lay media. Course topics will be wide-ranging (e.g., health care reform, vaccines and autism, the declining age at puberty, Type II diabetes, food deserts, the epidemiology of Zika virus, human health effects of climate change) and will emphasize the interdisciplinary nature of public health research and practice. In addition to weekly assignments related to the readings, students will conduct two small data analyses and will explore a topic of their own choosing for a final independent project. This is an ideal course for students who are drawn to the prevention mindset of public health and would like to know more about career opportunities.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

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

Location: CSC 316

NS-0255-1 **Watershed Hydrology**

Professor: Christina Cianfrani

Water covers 71% of the earth and is crucial for our existence. In this course we will study the processes by which water moves through the landscape and atmosphere with a focus on freshwater resources. Areas of focus will include hydrologic cycle/water budgets, groundwater hydrology, issues associated with water quality, quantity and availability, and the use of natural systems to treat contaminated water. Students will explore the primary literature, complete lab exercises, visit local field sites, and work in teams to collect field data and complete projects. This course is suitable for upper-division students as well as first-year students with basic science background and an interest in water resources.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: M 01:00PM-04:00PM

Location: CSC 110

NS-0260-1 Calculus in Context (Calculus I)

Professor: Sarah Hews

Calculus provides the language and some powerful tools for the study of change. As such, it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. Using student-selected models from primary literature, we will investigate dynamical systems from economics, ecology, epidemiology and physics. Computers are essential tools in the exploration of such processes and will be integral to the course. No previous programming experience is required. Topics will include: 1) dynamical systems; 2) basic concepts of calculus -- rate of change, differentiation, limits; 3) differential equations; 4) computer programming, simulation, and approximation; 5) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 261-Calculus II to further develop their facility with the concepts. In addition to regular substantial problem sets, each student will apply the concepts to recently published models of their choosing.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: -

Location:

NS-0265-1 Statistics

Professor: Elizabeth Conlisk

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

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 02:00PM-03:20PM

Location: CSC 316

NS-0266-1 **Research Methods in Microbiology**

Professor: Jason Tor

In this laboratory-based course students will develop some of the skills necessary to conduct a meaningful microbiology research project from start to finish. Students will gain hands-on experience with environmental microbiological techniques and the bioinformatics tools required to analyze and interpret the resulting data. In the process, students will discover a vast microbial community and previously unknown phenotypes.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: W 02:30PM-05:30PM W 02:30PM-05:30PM

Location: CSC 2-OPEN, CSC 2-MOLC

NS-0283-1 **Basic Physics: Quantum Mechanics**

Professor: Herbert Bernstein

A first course of college physics with labs for scientists and engineers (and for serious philosophers), this class takes quantum mechanics as its content. Using two-state systems including electron spin and photon polarization, we develop the actual quantum theory in its matrix mechanics form. That theory underlies our current understanding of atoms, particles, and virtually all physical processes: it is fundamental to the modern physics behind nuclear applications, electronic devices and lasers. Our course content is relevant to quantum teleportation, computation and information, AND it has important philosophical consequences as well. Quantum mechanics underlies all chemistry and molecular processes, including biology. The math we use is serious and taught within the syllabus, especially using linear algebra, complex numbers and trigonometry, but we need only a minimum of calculus. This course has three themes: quantitative approximations to interesting phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. In effect students confront material exactly as modern physicists confront Nature: you must work cooperatively because impossible puzzles have to be converted into problems. Problems of difficulty ranging from "almost too easy" to "OMG hard" must then be solved. Despite knowing principles and theoretical frameworks, having participated in their development, only gradually does the meaning emerge from the mathematical manipulations. (The meaning is quite personal, yours may not be identical to the instructors', or that of expert popularizers, or of your peers.)

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MWF 01:00PM-02:20PM W 02:30PM-05:00PM

Location: CSC 101, CSC 3-PHYS, CSC 3-OPEN

NS-0314-1 **Organic Chemistry II**

Professor: Rayane Moreira

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

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: MWF 09:00AM-10:20AM W 01:00PM-05:00PM

Location: CSC 316, CSC 2-CHEM

NS-0346-1 **Microscopy and Modeling**

Professor: Megan Dobro

This class is an advanced "choose your own adventure" to explore the visual tools in biological research. We will learn as a group about microscopes, analyzing microscopy data, creating digital models, 3D printing, and other cutting-edge methods to visualize biological data. Students will choose an ongoing independent project and participate in research group sessions to share results and work through challenges. This course is recommended for Division II or III students who would like to use visual techniques in their projects, but there are also exciting group projects to join.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 01:00PM-02:20PM W 02:30PM-03:50PM

Location: CSC 320, CSC 320

NS-0356-1 **Reconstructing Nature and Nurture**

Professor: Alan Goodman, Charles Ross

What makes us who we are - Nature or Nurture? Are we products of the genes we received at conception, living out a script with little room for environmental influence? Or are we "blank slates," all equally able to determine our lives? Any reasonable assessment would say that we are inseparably both, but how? The genome itself is influenced by life experience, and our life experience is influenced

by our - and our microbiomes' - genomes. Can we quantify the "contributions" of each or are the interactions too complex and context dependent? Indeed, where's the line between nature and nurture? In this seminar, we will review scientific and political debates supporting nature and nurture, and we will assess methods for apportioning variation to genetics and environment for characteristics such as height, heart disease, and psychopathy. Additionally, we will contemplate a variety of contemporary battlegrounds in the study of nature and nurture (race, sex/gender, etc.) and we will focus on emerging perspectives that reconstruct the interface between genes and culture. Students will research specific nature/nurture topics and present their findings in written and oral formats.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TH 12:30PM-03:20PM

Location: CSC 333

NS-0365-1 **NS Division III Seminar**

Professor: Cynthia Gill

This seminar is specifically designed for Division III students studying topics in any field in the natural sciences. Students will be responsible for presenting their Division III's in progress several times during the semester and for providing constructive feedback on the writing and research of peers. We will also address general and shared issues of research, visual aid design, oral presentation, writing construction, and formulation for publication. The goal of the seminar is to have a collaborative environment for students working independently on research projects. May be suitable for a Division II student with planned independent research.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: F 01:00PM-03:50PM

Location: CSC 320

NS-0381-1 **Terrestrial Ecology**

Professor: Brian Schultz

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

our work as they develop, and the interests of the participants in the course. Prerequisite: some previous biology.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 10:30AM-11:50AM TH 01:00PM-05:00PM

Location: CSC 110, CSC 110

NS-101T-1 **How Things Work**

Professor: Herbert Bernstein

"How Things Work" teaches "hard" science by making it relevant and accessible. The full introductory physics, with mathematics at the level of algebra and trigonometry, is enlivened by examples from everyday devices and experiences. Our lecture-discussion format includes assisting student-designed independent projects that acquire more scientific/mathematical sophistication through many stages of paper development and revision. We usually cover mechanics (the science of motion and its causes) as well as Electricity & Magnetism up to basic electronics. But enlivening is real: for example, ice skating and bumper cars exemplify mechanics; static electricity is taught using Xerographic copying as its application. We learn the theory of Maxwell's Equations in seeing how trash is sorted in a recycling crusher, pollution trapped in smokestack cleaners, and high tension electric distribution is designed to save money. Our learning goals include all five Natural Science school aims for Division I: empowering your own topic and paper; understanding how sciences work; learning their social contexts -- and effects; developing quantitative skills (math, YES!); acquiring presentation skills, especially for writing a science paper.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: CSC 2-OPEN

NS-115T-1 **Molecules of Farm and Forest**

Professor: Rayane Moreira

This course will explore the natural product chemistry of plants through a combination of classroom, field and lab experiences. We'll take advantage of both the Farm Center and the richly forested areas on and around Hampshire's campus to learn about the roles of molecules plants make, from lipids and carbohydrates to antioxidants to pigments to toxins, in both the human world and the lives of plants themselves. In class we will learn to analyze primary literature as well as critically examining articles from the popular press. Students will regularly present readings and lead discussions, as well as completing a full-semester project on a topic of their choice.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: CSC 101

NS-116T-1 Math to Survive in the World

Professor: Geremias Polanco Encarnacion

Many factors determine whether or not you get a job, succeed or fail in a project, and lose or make money on an investment. Your problem-solving ability is one of them, but understanding the principles behind the situation you face (in practice or in theory) is one of the most fundamental. To survive in the world, people need to apply countless mathematical principles, consciously or unconsciously. In this course you will understand some of the mathematical principles that you already use, and will learn some other new ones. Topics will include minimizing time required to complete certain tasks; scheduling and critical path analysis; fair division; voting theory; coding theory; mathematics of investment and credit; art, beauty and math; and other topics at our discretion

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: CSC 3-OPEN

NS-121T-1 Human Biology

Professor: Christopher Jarvis

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

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: CSC 333

NS-161T-1 **Global Change Ecology**

Professor: Seeta Sistla

Stasis doesn't exist in nature, so what defines global change? What are its causes? Do earth system feedbacks amplify or retard human-changes? At what temporal and spatial scales do humans worry about global change and why? To explore current historical changes in science, politics, law, management, and cultural ideas about the nature of science, we will draw on primary literature, as well as films, newspaper articles, and foundational environmental science books (i.e., Silent Spring, Cadillac Desert, The World without Us). This seminar-style course will be driven by student-led discussions. The course will also include field trips to research sites studying global change phenomena and local sites undergoing change, including the Hampshire College Farm Center and solar arrays.

Instructor Permission: No Satisfies Distribution: PBS This course has a Prerequisite: No

Time: MW 10:30AM-11:50AM

Location: CSC 102

OPRA-0101-1 **Shotokan Karate**

Professor: Samuel Kanner

Please read expanded course description for FULL CLASS INFO! Shotokan Karate is a Japanese martial art specializing in linear systems of blocking, striking, kicking, and body movement techniques. Combined with balance, timing, and coordination, single techniques are threaded to create entire sequences of movement dealing with hypothetical opponents. These forms, or "kata" are karate's most valuable capsules of knowledge passed down from generation to generation. Within these kata are lessons on how to negotiate a real opponent with sparring drills, or "kumite". Sparring drills are not training methods for learning how to "fight". They are lessons in cooperation, manners, and etiquette. More complex forms of sparring in Shotokan are reserved only for our experienced members trained to handle sudden responses with proper etiquette in spontaneous situations within our system. **NO PREVIOUS MARTIAL ARTS EXPERIENCE IS REQUIRED. THIS IS NOT AN EXERCISE NOR A SELF-DEFENSE CLASS.** It is a study of what compels us to remove weaknesses within ourselves before adding "strengths". Beginning students will be prompted to participate but can opt to observe the semi-annual Kyu Test examination at the end of each semester. Kyu Tests are opportunities for students to receive formal feedback on enhancing their technique and study of karate as they progress through our national organization's system of ranking. Come to class well hydrated and in maneuverable clothing that allows for full freedom of motion. Class meets in the South Lounge on the 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail. "There is no first strike in karate," - Principle #2, Master Gichin Funakoshi.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MW 08:30PM-10:00PM

Location: RCC 21

OPRA-0104-1 Kickboxing

Professor: Samuel Kanner

Please read expanded course description for FULL CLASS INFO! Students of all fitness levels will experience aerobic and plyometric training in a full introduction of strikes, kicks, and total body movement. Proper technique of how to safely align hands, wrists, feet, ankles, knees, and hips for absorbing impact from hitting and holding a punching bag will be examined closely. No previous martial arts, fitness or kickboxing experience required. THIS IS NOT A SELF-DEFENSE CLASS NOR A FORMAL METHOD OF LEARNING "FIGHTING" OR "VIOLENCE PREVENTION" TECHNIQUES. OPRA-0104: Kickboxing is designed to get your heart rate going and for students to enjoy an emphasis on movement, agility, stress relief, and proper technique in transference of striking energy. We value sincere cooperation with a serious mind. Come to class well hydrated - water bottles must be full to the brim and with you AT ALL TIMES! Personal towels are recommended. Come prepared in clothing that allows for full freedom of movement. Hand pads and cloth prosthesis are also recommended and available for purchase by the instructor. Class will meet in the South Lounge on the 2nd floor of the Robert Crown Center. 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: WF 11:00AM-12:00PM

Location: RCC 21

OPRA-0113-1 Aikido

Professor: Mathew Snow

Aikido is essentially a modern manifestation of traditional Japanese martial arts (Budo), derived from a synthesis of body, sword, and staff arts. Its primary emphasis is defensive, utilizing techniques of neutralization through leverage, timing, balance, and joint control. There is no emphasis on strikes or kicks since one is trained to blend and evade rather than confront. Beginners will practice ukemi (falling), body movement, conditioning, and several basic techniques. Purchase of a uniform or gi is highly recommended but NOT REQUIRED. Purchases can made directly with the instructor. 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 03:30PM-05:00PM

Location: RCC 21

OPRA-0123-1 Beginning Whitewater Kayaking, Section 1

Professor: Michael Alderson

This course focuses on the beginning level paddler. Participants **MUST BE ABLE TO SWIM**. Learn the fundamentals of whitewater kayaking in the pool and on local rivers. The course covers: equipment choices, prudent decision making for risk management, Kayak strokes, eddy turns, ferrying, bracing, river reading, surfing and kayak rolling. Class will meet Wednesdays in the pool from 6:30PM - 8:00PM and Fridays on the river from 12:30 - 6:00PM (weather and river levels permitting). 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: W 01:00PM-02:20PM F 12:30PM-06:00PM

Location: RCC POOL, RCC RIVER

OPRA-0124-1 Beginning Whitewater Kayaking, Section #2

Professor: Glenna Alderson

This course focuses on the beginning level paddler. Participants **MUST BE ABLE TO SWIM**. Learn the fundamentals of whitewater kayaking in the pool and on local rivers. The course covers: equipment choices, prudent decision making for risk management, kayak strokes, eddy turns, ferrying, bracing, river reading, surfing and kayak rolling. A \$25 lab fee is to be paid at the beginning of the course. Class will meet Wednesdays in the pool from 6:30PM - 8:00PM and Fridays on the river from 12:30 - 6:00PM (weather and river levels permitting). 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: W 06:30PM-08:00PM F 12:30PM-06:00PM

Location: RCC POOL, RCC RIVER

OPRA-0126-1 Intermediate Whitewater Kayaking

Professor: Glenna Alderson

This course is for students who have previous whitewater kayaking experience. It runs through the end of October. The course will review: equipment choices, prudent decision making for risk management,

kayak stroke refinement, eddy turns, ferrying, bracing, river reading, surfing and kayak rolling. Students will practice to improve their whitewater techniques on class 2-3 water on local rivers. A \$25 lab fee is to be paid at the beginning of the course. Pre-requisites include: swimming ability, kayak roll on moving water, previous experience on moving water (class1-2) and peel-out and ferrying experience. 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: TH 12:30PM-06:00PM

Location: RCC RIVER

OPRA-0132-1 **Outdoor Adventure Sampler**

Professor: 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. Students engage in the activities on a variety of levels from a beginning introduction to a refinement of skills. Activities include canoeing, sea kayaking, climbing, hiking, outdoor cooking, martial arts, ropes course, caving and group initiatives. 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: F 12:30PM-05:00PM

Location: RCC FOYER

OPRA-0141-1 **Beginning Swimming**

Professor: Glenna Alderson

This class is structured for adults who want to learn to swim. The goal of this class is to help the adults better understand and adapt to the water environment. Students will work on keeping the "fun in fundamentals" as they learn floats, slides, propulsive movements, breath control and personal safety techniques. Swimming strokes covered will include: breast, freestyle and elementary backstroke. A \$20 lab fee is to be paid at the beginning of the course. Glenna Alderson is an American Red Cross certified WSI instructor. 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: T 03:30PM-04:30PM

Location: RCC POOL

OPRA-0151-1 Top Rope Climbing, Section #1

Professor: Michael Alderson

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

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: T 12:30PM-06:00PM

Location: RCC GYM

OPRA-0155-1 Introduction to Sport Climbing

Professor: Michael Alderson

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

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: Yes

Time: TH 12:30PM-06:00PM

Location: RCC GYM

OPRA-0173-1 Strength and Conditioning

Professor: 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. 5-college students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: MWF 10:30AM-11:30AM

Location: RCC GYM

OPRA-0174-1 **Basic Weight Training**

Professor: 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.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 09:00AM-10:00AM

Location: MSC WGHT RM

OPRA-0175-1 **Speed and Agility**

Professor: Troy Hill

The class will focus on improving foot, speed, agility, and explosiveness through drills and plyometrics. Class will meet ONLY for 6 weeks after the start of the semester. 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 02:00PM-03:00PM

Location: RCC GYM

OPRA-0181-1 **Fundamentals of Basketball**

Professor: 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.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TTH 03:00PM-04:00PM

Location: RCC GYM

OPRA-0208-1 Wild Foods

Professor: Karen Warren

Explore the local area while searching for wild edible plants. Students will learn plant identification, ethical harvesting techniques, and preparing wild edibles. Backcountry cooking, fires, and preserving will also be covered. The class will run 5 weeks. 5-College students will be graded pass/fail.

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: W 01:00PM-05:00PM

Location: RCC FOYER

OPRA-0209-1 Experiential Education: From Theory to Practice

Professor: Karen Warren

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

Instructor Permission: No Satisfies Distribution: This course has a Prerequisite: No

Time: TH 01:00PM-05:00PM

Location: YURT LECTURE