

## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

### COGNITIVE SCIENCE (CS)

CS-0114-1 **DR**

Distribution Area: **MBI**

#### **Introduction to Philosophy**

Jonathan Westphal

This course will introduce students to some of the standard problems of philosophy: the concept of knowledge, justification, the existence of time, personal identity, the mind-body problem, freewill, the foundations of ethics and aesthetics, political philosophy, proofs of the existence of God, the problem of evil, and the nature of philosophical analysis. Emphasis is on the understanding of existing theories in the field and the development of students' own views through portfolio and notebook work. Students will complete two short (6 pages) papers, two exams (not unseen) and question sets on the reading. Cumulative Skills: IND, WRI

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

CS-0128-1 **DR**

Distribution Area: **MBI**

#### **Introduction to Language**

Carlos Molina-Vital

This course is an overview of linguistics, the scientific study of the structure, function, and importance of human language. Students will be introduced to the main structural aspects of language: sounds (phonetics and phonology), words (morphology), sentences (syntax), and meanings (semantics). We will also examine how language allows interaction between individuals in specific contexts (pragmatics), in cultural settings (anthropological linguistics), and in the society at large (sociolinguistics). Finally, the course will take a closer look at the Quechua languages of South America. We will explore what it means for a language to be written and standardized, and the role of linguistic standardization and literacy in indigenous communities. The ultimate goal of the course is to show how language matters at every level in everybody's life." Cumulative Skills: MCP, WRI

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

CS-0133-1 **DR**

Distribution Area: **MBI**

#### **Introduction to Social Psychology**

Thomas Cain

This course will examine some of the most influential research in the field of social psychology. Social psychology may best be defined as the scientific study of how people's thoughts, feelings, and behaviors are affected by the actual, imagined, or implied presence of others. In this course, we will be examining research on conformity, persuasion, obedience, attraction, aggression, prejudice, and others. Evaluations will be based on a series of short papers throughout the semester as well as a final paper. Cumulative Skills: WRI

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

CS-0138-1 **DR**

Distribution Area: **MBI**

#### **Endangered Languages**

Mark Feinstein

Half of the world's six thousand or so languages are likely to disappear forever in the next few decades. This would be a reduction of human diversity on a scale equaling the most dramatic biological extinctions. Can it be stopped? Should it? In this course, students learn enough linguistics to understand why many linguists regard the impending death of so many languages as a scientific catastrophe, and we explore a range of issues in linguistic, cultural, and biological evolution. A central feature of the course is the introductory study of Irish (Gaeilge), spoken by millions in Ireland just a few centuries ago. Now, with no more than fifty thousand native speakers, this Celtic language faces its possible demise. We also examine contemporary political, cultural, and educational efforts to maintain Irish and save it from extinction. Students are expected to complete several written assignments, and to present a final project on the structure and sociolinguistic status of an endangered language of their choosing. Cumulative Skills: IND, QUA, WRI

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

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CCR = Co-curricular course; DR = Satisfies Division I distribution requirements; FY = First Year Students Only;

LS = Language Studies; PR = Prerequisites required; IP= Instructor Permission required;

(see Appendix for Division I index)

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CS/IA/NS-0142-1 DR

Distribution Area: **MBI, ADM, PBS**

### **Innovations for Change: Problem Solving for the Future**

Sarah Partan, Steven Roof

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 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; whether a cap-and-trade system can reduce carbon emissions efficiently and equitably; why humans are so resistant to changing our habits; or 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. Cumulative Skills: IND

TTH 10:30AM-11:50AM F 10:30AM-11:30AM FPH WLH,

**Additional Information:** This class meets Tuesdays & Thursdays in WLH at 10:30-11:50., Each student will be assigned to a required discussion section, which will meet Fridays at 10:30-11:30, classroom to be, determined.

CS-0144-1 DR

Distribution Area: **MBI**

### **Introduction to Game Design**

Ira Fay

In this course, students will learn the fundamental concepts of game design and how they apply to games, any designed experience, and our daily lives. Students will be exposed to many different types of games and explore game design themes across genres. Students will also develop and hone personal game design skills through practice and more practice. Frequent critiques will increase students' ability to give and receive thoughtful feedback, which is a key skill for game designers (and for life). Assignments are project-based and intended to provide both crucial practice of skills and useful additions to a portfolio. Cumulative Skills: IND

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

CS-0151-1 DR

Distribution Area: **MBI**

### **Finding Your Creativity Profile**

Anthony McCaffrey

What techniques do people in your field use when trying to be creative? What techniques are used in science? In the various arts? How do you know any of these techniques are effective? Students will try out creativity techniques for individuals and groups that have come from inventors and artists as well as the fields of philosophy, cognitive psychology, neuroscience, artificial intelligence, and engineering. As students engage with these techniques, they will begin to formulate a sense of the psychological and neural dynamics involved in being stuck and creativity getting unstuck. They will also be exposed to the scientific evidence for each technique. Each student will develop their own personal toolkit of creativity techniques - their own creativity profile - that they can use and refine for the rest of their lives. This course is for people from all fields who want to improve their creativity and understand the underlying science. Cumulative Skills: IND, WRI

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

CS-0155-1 DR

Distribution Area: **MBI**

### **Cultural Citizenship**

James Miller

The experience of everyday politics for most Westerners is largely an aesthetic one. People partake in a cultural citizenship, where political actors, issues and institutions are but one more set of representations and simulations that compete for attention by offering pleasure. This situation is partly due to the shift away from direct political participation and partly the result of an increasingly mediatized public culture. We will explore this notion and its implications for democracy and the press, focusing primarily on the US, but also in "democratizing" countries. Students will write reading responses, a short essays and carry out and present to the class a final research project." Cumulative Skills: IND, WRI

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

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CS-0174-1 **DR**

**Distribution Area: ADM**

### **Computer Animation I**

Christopher Perry

This course will introduce students to the production of animated short films with the tools and techniques of three-dimensional (3D) computer graphics. Readings and lectures will cover the theoretical foundations of the field, and the homework assignments will provide hands-on, project-based experience with production. The topics covered will include modeling (the building of 3D objects), shading (assignment of surface reflectance properties), animation (moving the objects over time), and lighting (placing and setting the properties of virtual light sources). Cumulative Skills: IND

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

**Additional Information:** Due to the large amount of material being covered, additional, workshops outside of class may be scheduled.

CS-0183-1 **DR**

**Distribution Area: MBI**

### **Language Acquisition**

Joanna Morris

This course will examine language learning from a cognitive perspective and consider the relative contributions of genetics and environment to the process of language acquisition. In the course we will examine how children learn words, how they learn to put words together to form sentences and how they learn to use language appropriately in social situations. We will look at children learning two or more languages simultaneously and at children who, in very rare cases, have been altogether deprived of language. We will look at language learning under conditions of significant environmental deprivation such as when children are born blind or deaf and also look at language learning in children with cognitive impairments such as those born with William's syndrome. Time permitting, we will discuss clinical conditions in which there is significant involvement of the language system such as autism, and childhood aphasia. The course will emphasize reading and discussion of primary literature. Cumulative Skills: WRI

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

CS-0192-1 **DR**

**Distribution Area: MBI**

### **Introduction to Game Programming**

Ira Fay

In this course, students will be introduced to various programming concepts by making digital games. We will work in Unity using C# and JavaScript to create playable computer games of increasing complexity throughout the semester. This course will provide a foundation for advanced computer science courses and will expose students to comments, variables, conditionals, loops, functions, and object oriented programming concepts. Cumulative Skills: IND, QUA

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

CS-0194-1 **DR**

**Distribution Area: MBI**

### **Environmental Education: Foundations and Inquiries**

Timothy 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. Cumulative Skills: WRI, MCP

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MW 04:00PM-05:20PM                      ASH 111

**Additional Information:** Field trips will be part of this course. , The cost will be \$10 if not free.

CS-0202-1                      **DR**                      **PR**

**Distribution Area: MBI**

**Philosophy of Mind**

Jonathan Westphal

What is the mind? Are mental states behavioral dispositions? Or brain processes? Or functional or computational states? Or is there no such thing as the mind, but only the brain? How is the mind related to the body? How can a physical event in space cause a mental event of which we become aware? Consciousness: what is it and what is it doing there in an otherwise physical universe? Is knowledge of experience knowledge of something physical? Why is there a gap between the physical world and what we experience? How can physical beings such as we are or partly are develop things like intentions and beliefs? Stones can't have intentions. Why not? Emphasis is on the understanding of existing theories in the field and the development of students' own views through portfolio and notebook work. Two short (6 pages) papers, two exams (not unseen) and question sets on the reading. Prerequisite: At least one previous class in philosophy Cumulative Skills: IND, WRI

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

CS-0208-1                      **DR**

**Distribution Area: MBI**

**Quantitative Methods in the Behavioral Sciences**

Thomas Cain

This course will provide a comprehensive introduction to many of the statistical methods used in experimental research. Although most analyses are currently conducted with the aid of computers, it is important to understand the principles behind those analyses. The main focus of this course will not only be to learn how to do calculations by hand, but to understand the underlying theory behind the calculations. In addition, you will learn why and when to use these statistics in evaluating data sets. These skills are essential to understanding research articles and conducting your own research.

Cumulative Skills: QUA

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

CS-0216-1                      **DR**

**Distribution Area: MBI**

**Animal Behavior Theory**

Mark Feinstein

This course surveys the main theoretical ideas in ethology, the scientific study of animal behavior. We explore the physiological, developmental, functional and evolutionary bases of behavior as well as related issues in the study of cognition. The main reading and discussion material for the course is drawn from journal articles in the professional scientific literature; students are also expected to read John Alcock's standard textbook, Animal Behavior. Two summary/critique papers on the journal articles will be required, along with a report on a public lecture relevant to the themes of the course, and a full-length paper on a species and research topic of the student's choosing. The final project will also be presented to the whole class either orally or in a poster session. Cumulative Skills: IND, QUA, WRI

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

CS-0223-1                      **DR**

**Distribution Area: MBI**

**Public Diplomacy**

James Miller

Public diplomacy employs culture in international relations, whose principal means of exchange are political, economic and military. Increasingly, these traditional forms are augmented by culture, an important example of soft power," a way of exerting global influence that appears to be unthreatening, even humanitarian. Examples include an occupying country's introduction of its political-cultural practices into a defeated country; exporting aspects of "modernization," like western journalism, to the Third World or countries "in transition"; or circulating art exhibits or musical performances as a way of repairing a damaged national image. Public diplomacy raises questions about cultural imperialism, claims that some cultural forms are universal, notions that some culture practices foster peace, etc. This course will explore mainly US public diplomacy but also efforts by multilateral organizations like the UN and by international

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NGOs. Students will write short, informal responses to readings and a mid-semester essay, and they will complete a final project and present it to the class." Cumulative Skills: IND, WRI

MW 02:30PM-03:50PM

ASH 222

CS-0233-1

DR

Distribution Area: MBI

### **Abnormal Psychology: Culture, Brain, and Development**

Jane Couperus

It seems like today almost everyone you meet has a psychological disorder, is taking medications, or seeing a psychologist. Why is this? Is it something in our culture? our environment? our genetics? This course will examine psychopathologies such as Depression, Obsessive Compulsive Disorder, Eating Disorders, Schizophrenia and others from multiple perspectives. We will examine the role of culture, experience, and brain development in the development of these disorders using psychological and neuroscientific perspectives. Students do not need to have any specific background but should be willing to read scientific articles and open to understanding not only the role of culture and society in these disorders but the biological underpinnings as well. Students will be expected to read primary research, write several short papers, as well as complete a course long project that will be presented to the class. Cumulative Skills: WRI

MW 01:00PM-02:20PM

ASH 222

**Additional Information:** This is a course in the Culture, Brain and Development Program.

CS-0245-1

DR

PR

Distribution Area: MBI

### **Minds, Brains, and Machines: The Fifty Key Ideas**

Neil Stillings

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

TTH 09:00AM-10:20AM

ASH 112

**Additional Information:** First-year students who meet the prerequisite stated in the, course description are welcome. The course satisfies Division I, distribution requirements.

CS-0251-1

### **Museums as Learning Contexts: Designing and Assessing, Museum Spaces for Learning**

Timothy Zimmerman

In this course, we will explore the explicit and implicit assumption that learning occurs in museum spaces. Many museums (art, science, etc.) and designed museum-like spaces such as aquariums, sculpture gardens, and historical centers, often collectively called informal learning institutions," frequently include educational components in their mission statements or goals. Yet, how are these components enacted or realized? Several questions will drive our inquiry: How do we define learning in these settings? How do we measure learning in these settings? What design or program elements foster learning in these settings? How do culture, social norms and notions of privilege influence learning in these spaces? We will discuss foundational readings and critical research on museum learning. Students will conduct museum learning activities, conduct a short museum learning study and write a paper on a topic of interest related to museums as learning contexts." Cumulative Skills: WRI, MCP

MW 01:00PM-02:20PM

ASH 111

**Additional Information:** Field trips will be part of this course. , The cost will be \$10 if not free.

CS-0266-1

DR

PR

Distribution Area: ADM

### **Computer Animation 2**

Christopher Perry

This course will cover intermediate topics that pertain to the production of visual imagery with the tools of three-dimensional computer graphics (CG). Lectures, readings, and homework assignments will explore subjects including organic shape modeling, character articulation, character animation, extensions to the basic shading and lighting models,

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and procedural animation. Students will be expected to complete individual projects and participate in group exercises that explore CG as both a standalone medium and as an integral part of modern film/video production. Prerequisite: Computer Animation I or its equivalent. Cumulative Skills: IND

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

CS-0287-1

**PR**

### **Evolution of Artificial Neural Networks**

Jaime Davila

This course will introduce students to hands-on work in the artificial intelligence topics of neural networks and evolutionary computation, both as separate computer science fields and in collaboration with each other. While the course will start by exposing students to basic concepts in these fields, students will be expected to design, program and evaluate their own computer experiments. By the end of the semester successful students will have acquired important knowledge in the field of artificial neural networks and evolutionary computation, and research techniques for artificial intelligence and machine learning tasks more broadly defined. This course is programming-intensive. Prerequisite: At least a semester of solid experience with a high-level programming language. Cumulative Skills: QUA, IND

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

CS-0292-1

**PR**

### **Animal Communication: Vocal Learning in Birds**

Dana Moseley

From insects to primates, animals communicate in a variety of ways using signal modalities such as vibration, vocalizations, colors, scents, and gestures. This course focuses on the evolution of communication signals with an emphasis on both signal function and mechanism. We will explore communication in various animal groups, but examine vocal learning in birds in depth as a focal example in this class. Topics will range from communication theory, signal transmission, and the cultural evolution of learned signals (to name a few). Topics will also cover debates such as signal reliability and investigate when animals may be bluffing, and when evolution has led to honest signals. Students will be responsible for weekly reflections on primary literature readings, two in-class presentations of a short topic, and one final project and presentation. This is an advanced course, with the expectation of building on the basic tenants of Animal Behavior learned previously. Prerequisite: one prior course in Animal Behavior. Cumulative Skills: IND, WRI

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

CS-0303-1

**PR**

### **Unconventional Computing**

Lee Spector

Computation can be performed not only by silicon chips and electricity but also by many other things including tinker toys, billiard balls, water pipes, lights and mirrors, vats of chemicals, DNA, bacteria, and quantum mechanical systems. Furthermore, in some models of computation billions of events may take place simultaneously, with or without synchronization and with or without explicit programming. Some of these unconventional models of computing appear to provide advantages over current technology and may serve as the basis for more powerful computers in the future. In this course we will survey a wide range of unconventional computing concepts, we will consider their implications for the future of computing technology, and we will reconsider conventional computing concepts in this broader context.

Prerequisite: At least two courses in computer science Cumulative Skills: QUA, IND

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

CS-0323-1

**PR**

### **Advanced Research Seminar in Human Information Processing**

Joanna Morris

Psychologists have come to regard the mind as an active processor of information with speed and capacity limits. They have discovered that complex activities are sometimes accomplished by mental operations analogous to ones a computer might use. Mental chronometry, in which conclusions about human information processing are reached through measures of subjects' reaction time, has given us a window in these mental operations. This course is an upper-level research seminar designed for students who wish to learn chronometric techniques and how to apply those techniques to

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answer questions about cognitive operations. Students will conceive and execute an original research project from experimental design through data collection, data analysis and write-up. Prerequisite: one prior course in cognitive psychology, neuroscience, computer science or other relevant area Cumulative Skills: IND, QUA, WRI

TTH 12:30PM-01:50PM

ASH 221

CS-0335-1

PR

### **Seminar in Mind, Brain, & Behavior**

Neil Stillings

This course is intended for concentrators and advanced students whose work involves mind, brain, behavior, or intelligent machines and who are studying disciplines such as cognitive science, psychology, neuroscience, philosophy, linguistics, computer science, animal behavior, education, and so on. The students in the course will select a number of current issues in this broad area, choosing recent journal articles, essays, or books in each area for discussion. 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. Prerequisite: Two or more courses in relevant fields. Cumulative Skills: IND, WRI

W 02:30PM-05:20PM

ASH 221

CS-104T-1

FY, DR

Distribution Area: MBI

### **Cognitive Science Fiction**

Lee Spector

Can androids fall in love? Could a planet have a mind of its own? How might we communicate with alien life forms? Will it ever be possible for two people to swap minds? How about a person and a robot? Might we someday be able to buy memories, record dreams, or "read" books by eating pills? Cognitive science research can shed light on many of these questions, with answers that are often as strange and as wonderful as the inventions of science fiction authors. In this course we will read and view science fiction while simultaneously reading current scientific literature about the mind, the brain, and intelligent machines. The science fiction will provide a framework for our discussions, but the real goal of the course is to provide a tour of issues in cognitive science that will prepare students for more advanced cognitive science courses." Cumulative Skills: IND, QUA, WRI

TTH 09:00AM-10:20AM T 07:00PM-09:00PM

ASH 222, ASH 112

**Additional Information:** This tutorial will meet Tuesday and Thursday 9:00-10:20 and also, Tuesdays each week at 7:00-9:00pm for film screenings.

CS-121T-1

FY, DR

Distribution Area: MBI

### **Programming Artificial Life**

Jaime Davila

This course will expose students to topics in computer programming and artificial intelligence by both reading primary literature on the topic and programming virtual creatures in high level programming languages. No previous programming experience is necessary. By the end of the course successful students will have acquired programming skills at an introductory level and will be ready for additional courses in computer science. In addition, students will have gained knowledge related to several general topics in the cognitive sciences, such as vision, artificial intelligence, neural networks, and evolution. Cumulative Skills: QUA, IND

MW 10:30AM-11:50AM

ASH 126

CS-123T-1

FY, DR

Distribution Area: MBI

### **Adolescent Development: Culture, Brain, and Development**

Jane Couperus

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

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picture of this developmental period. Students will be asked to read primary literature in psychology and neuroscience as well as from other relevant fields such as anthropology and sociology. Requirements will include short papers throughout the semester as well as a major research project. Cumulative Skills: WRI

MW 10:30AM-11:50AM

ASH 221

CS-161T-1 **FY, DR**

**Distribution Area: MBI**

### **Moral Philosophy**

Ernest Alleva

This course will examine and evaluate influential ideas and arguments in the Western tradition in moral philosophy. Topics discussed will include: moral reasoning, knowledge, and justification; conceptions of virtue, happiness, and well-being; moral psychology and motivation, and the role of the emotions in morality; and issues of justice, duties, rights, and equality. We will also examine several contemporary moral controversies (including the moral status of non-human animals, abortion, and euthanasia, among others) from alternative philosophical perspectives. Students will evaluate the assumptions, arguments, and proposals of various moral thinkers, and will develop their own views regarding matters of moral theory and practice. Cumulative Skills: IND, WRI

MW 10:30AM-11:50AM

ASH 222

CS-1IND-1 **DR**

### **Independent Study - 100 Level**

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

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CS-2IND-1

### **Independent Study - 200 Level**

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

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CS-3IND-1

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

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

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### CRITICAL SOCIAL INQUIRY (CSI)

CSI/IA-0103-1 DR

Distribution Area: **CHL**

#### **Introduction to Writing**

Ellie Siegel, William Ryan

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 instructor. Frequent, enthusiastic revision is an expectation. Limited to Division One Students. Cumulative Skills: WRI

WF 01:00PM-02:20PM

GRN WRC

CSI-0114-1 DR

Distribution Area: **PCSJ**

#### **Politics of Health Insurance**

Robert Rakoff

The U.S. is alone among the wealthy capitalist nations in not providing health insurance to all its citizens. In this course we will examine the reasons for this dubious distinction, focusing on Americans' historic distrust of government, the power of important stakeholders in medicine and insurance, the dominance of individualism in American political life and thought, and the bias toward incremental change that is built into our political institutions. We will examine the history of major health insurance programs like Medicaid, Medicare, and Veterans Affairs, the increasing problems with employment-based insurance, and the conservative push for programs based on personal responsibility. We will pay special attention to the politics and implementation of the 2010 Patient Protection and Affordable Care Act (aka Obamacare) and will examine possible alternatives - everything from individual vouchers to a single payer system. Cumulative Skills: IND, WRI

TTH 10:30AM-11:50AM

FPH 105

CSI-0122-1 DR

Distribution Area: **PCSJ**

#### **The Political Economy of Food**

Helen Scharber

How does speculation on Wall Street affect wheat prices halfway across the globe? Why do most tomatoes taste so bad? Can organic farming methods feed the world? In this course, we'll use questions like these to guide our study of the economics, politics and environmental impacts of the modern industrial food system. In addition to studying and critiquing the existing system, we will spend significant time exploring more sustainable alternatives to mainstream methods of food production, distribution and consumption. Students will learn to apply economic theories studied in class to specific aspects of the food system and undertake an independent project on an alternative to mainstream food production. Cumulative Skills: IND, WRI

MW 09:00AM-10:20AM

FPH 102

CSI-0126-1 DR

Distribution Area: **PCSJ**

#### **Mapping the Middle East**

Hiba Bou Akar

This course will discuss the geographic imaginations through which the Middle East has been constructed as an entity, imagined as a space, intervened in and acted upon economically, militarily, and socially. Cumulative Skills: IND, MCP, WRI

TTH 02:00PM-03:20PM

FPH 101

CSI-0129-1 DR

Distribution Area: **PCSJ**

#### **Belonging in School**

Kristen Luschen

Large numbers of students, particularly Latino, African American, and Native American students, disengage from school every year. Often this is in the form of dropping out." However, there also is clear evidence that social policies as

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well school policies and practices work to push these students out of schools or exclude them all together. This course will examine the conditions of schooling that work to support students' formal and informal disengagement with school. We will explore what schools and their community partners can do to reengage students in schooling. We will explore research and current models of schooling that address the cultivation of a sense of belonging and community in schools. In particular, we will examine programs and schools that forefront community engagement, dialogue, racial justice, and student participation." Cumulative Skills: IND, MCP, WRI

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

CSI-0134-1 DR

Distribution Area: PCSJ

### **Andean Lives**

Michelle Bigenho

Anthropologists, as well as travelers, conquerors, priests, journalists, novelists, and natives have constructed numerous accounts through which the Andean region has been imagined. These imaginings seem to vary as widely as the diversity of their authors: as a place steeped in highland indigenous traditions; as the idealized place of the Inca Empire; as a romanticized rural place of self-organized communities where an ethos of collective action outweighs that of individual interest; as the original source of the coca leaf that has ritual significance throughout the region; as the birthplace of a Maoist guerrilla movement in the last gasp of the Cold War; and as the place where social movements have challenged neoliberalism and brought an indigenous president to power. Through details about the lives of those who reside in the Andes, this course will bring together anthropological and historical views of this region with cases primarily from Peru, Bolivia, and Ecuador. Cumulative Skills: IND, MCP, WRI

MW 01:00PM-02:20PM FPH 102

CSI-0138-1 DR

Distribution Area: PCSJ

### **Animals and the Law**

Jennifer Hamilton

How and under what circumstances are non-human animals considered persons before the law? Using perspectives from anthropology, science studies, and legal studies, this course explores the shifting status of non-human animals in Anglo-American legal tradition. While our main focus will be the understanding and treatment of non-human animals in the contemporary United States, we will also examine these issues from historical and cross-cultural perspectives. Of particular interest is how scientific knowledge comes to bear on these kinds of legal questions. This course has no prerequisites, but students should expect a heavy reading load and weekly written assignments. All students interested in the moral, political and legal status of animals are welcome. Cumulative Skills: IND, MCP, WRI

TTH 12:30PM-01:50PM FPH 101

CSI-0152-1 DR

Distribution Area: PCSJ

### **Social Movements and Social Change: Zapatismo & Latin, America's Third Left":**

Margaret Cerullo

Today, newspapers speak of a decided tilt to the left in Latin America (Ecuador, Venezuela, Bolivia, Uruguay, for example, all have presidents who affirm socialism). This movement is accompanied, or propelled by, indigenous coalitions, that are challenging even governments firmly in the US orbit (Columbia and Mexico). 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." Cumulative Skills: IND, MCP, WRI

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

CSI-0162-1 DR

Distribution Area: MBI, PBS, CHL

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

Pamela Stone

Today in American society we are inundated with questions regarding diet, wellness and longevity. Often used phrases such as low-fat, high fiber, no carbs, gluten-free, sugar-free, calcium-rich, anorexia, obesity, bone density, and

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supersize me, all offering complex messages to the public about health. At the core of this course is the interface between nutrition and the role of popular culture. Students will work on independent projects that test popular notions about diet and nutrition using a broad range of methodologies (such as, 24-hour dietary recall, diet surveys, food ethnographies, anthropometry and exercise physiology). Students will design and carry out an original project on some aspect of food, nutrition and culture. Topics in human diet and nutrition will be examined from a biocultural perspective and will include an examination of the evolution of human nutrition and gut alongside current information on things such as growth and development, nutrition and disease processes, diet and culture, anthropology, and genetics. Cumulative Skills: WRI, MCP, IND, QUA

TTH 10:30AM-11:50AM

CSC 3-OSTE

CSI-0164-1 DR

Distribution Area: PCSJ

### **Art/Artifact: African Art and Material Culture**

Rachel Engmann

This class is an introduction to African art and material culture. We will examine the pivotal role of African objects in Africa, as well as Europe and the United States, alongside the projects of imperialism, colonialism, apartheid and nationalism in light of collecting practices, museums, heritage tourism, development and human rights. We will also examine the politics and practical aspects of African art and artifacts by engaging with some of the associated controversies and ethical responsibilities. Students will work with a selection of artifacts and establish creative strategies for developing an African art exhibition. Cumulative Skills: MCP, IND, WRI

MW 09:00AM-10:20AM

FPH 105

CSI-0165-1 DR

Distribution Area: PCSJ

### **Gender, Economic Development & Globalization**

Lynda Pickbourn

This course examines the often contradictory impacts of economic development on gender relations in developing countries and asks: what challenges do global economic trends pose for gender equality and equity in developing countries? How do gender relations in turn shape the outcomes of economic development policies? To answer these questions, we will explore the links between development policy and gender inequality in Africa, Asia and Latin America, in the context of a globalizing world economy. Special topics to be explored through the close reading and analysis of books, scholarly articles and documentaries will include the household as a unit of economic analysis; women's paid and unpaid labor, the gendered impacts of economic restructuring, international trade, and economic crisis; the feminization of migration flows and the global labor force in the formal and informal sector, and the implications of these trends for economic development. The course will conclude with an evaluation of tools and strategies for achieving gender equity within the context of a sustainable, human-centered approach to economic development. Cumulative Skills: QUA, WRI

TTH 12:30PM-01:50PM

FPH 107

CSI-0182-1 DR

Distribution Area: PCSJ

### **Introduction to Queer Studies**

Stephen Dillon

Introduction to Queer Studies explores the emergence and development of the field of queer studies since the 1990s. In order to do so, the course examines the relationship between queer studies and fields like postcolonial studies, gay and lesbian studies, transgender studies, disability studies, and critical race studies. Students will come away with a broad understanding of the field, particularly foundational debates, key words, theories, and concepts. As part of their research, students will explore alternative genealogies of queer studies that exceed the academy. Some questions that guide the course include: How have art, film, activism, and literature influenced the field? What people and events are critical to queer studies that may be ignored or forgotten? In this way, students will come away understanding the contours of the field, but they will also work to reimagine the field and its history. Cumulative Skills: WRI

MW 09:00AM-10:20AM

FPH 101

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CSI-0187-1 DR

Distribution Area: PCSJ

### **China Rising: Reorienting the 21st Century**

Kay Johnson

China Rising: Reorienting the 21st Century: 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 astonishingly rapid transformation from an agrarian to an industrial society (e.g. escalating inequalities, the emergence of a large migrant underclass, the crisis of rural social welfare and health care, the spread of AIDS, looming environmental crises, increasingly skewed sex ratios due to population policies) alongside the reduction of poverty, increasing freedoms, the rise of a middle class, and the emergence of consumerism as a cultural ideology. The treatment of ethnic minorities and the possibilities for a democratic transition will be considered and debated. At the end of the course we will consider the impact of China's international rise as an economic power and energy consumer on US-China relations as China challenges US global dominance. Cumulative Skills: IND, MCP, WRI

TTH 10:30AM-11:50AM M 07:00PM-10:00PM

FPH 104, FPH 104

CSI-0190-1 DR

Distribution Area: PCSJ

### **Understanding Culture and Power: An Introduction to, Cultural Anthropology**

Leyla Keough

In this class, students will be introduced to the main concepts and central problems of cultural anthropology. Anthropology helps us understand common global issues --- issues of power and social change -- through the investigation of the culturally particular and local meanings in people's daily lives. In this course, we will explore these issues through close reading of ethnographies and careful viewing of ethnographic films on a range of topics (including class, race, gender, and migration). While we are sure to delve into the exotic" ideas and practices of far-away peoples, we will also investigate "strange" ideas and practices of our own. What makes a cultural anthropologist is not just who or where or even what we choose to study, but how we study it and our comparative perspective on humankind. Students will be expected to participate actively in class discussions, write short weekly commentaries, and compose longer critical analytic essays." Cumulative Skills: MCP, WRI

TTH 12:30PM-01:50PM

CSC 121

CSI-0204-1

### **Ways of Knowing in the Social Sciences**

Kimberly Chang

This course is designed for students transitioning from Division I to II to introduce the diverse methodologies employed in the social sciences, while critically considering the implications of method for the production of knowledge. What philosophical assumptions underlie our methodological choices? How does choice of method shape what we can know? Why are some methodologies privileged as more legitimate ways of knowing than others? When do methodological conventions work for or against other goals, such as community empowerment and social change? How can we make more intentional and creative methodological choices that recognize both the limits and the possibilities of knowing through engagement with others? Each week, a faculty guest speaker will share a recent research project, focusing on the behind the scenes" stories of the methodological assumptions, dilemmas, and decisions that drove his/her research. Subsequent discussions will relate this work to the larger questions and themes of the course." Cumulative Skills: IND, MCP, WRI

TTH 02:00PM-03:20PM

FPH 107

CSI/HACU-0206-1 DR

Distribution Area: CHL

### **Writing the Civil War**

William Ryan, Susan Tracy

This course will explore the questions surrounding the coming of the American Civil War, the war itself and the period of Reconstruction. How we have come to remember the era will also be part of our study. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict inspired: journals, diaries, journalism and memoir - as well as poetry, short stories and novels. More recent scholarly monographs and articles, biographies and works of fiction will serve as models for student written work. Students will be expected to participate in

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class regularly and complete four written assignments, three of which will be rewritten. This course satisfies the Division I distribution requirement. Cumulative Skills: WRI, MCP, IND

TTH 02:00PM-03:20PM

FPH 105

CSI-0208-1

DR

Distribution Area: PCSJ

### **Asian/Pacific/American History: Themes and Issues,, Historiography and History**

Richard Chu

This seminar examines the different themes and issues related to Asian/Pacific/American (APA) Studies. Topics include racism, empire, gender, sexuality, and immigration. Additionally, students will learn about the rise of the APA Studies as a field of learning and the history of different APA communities. Textbook is required, as well as, attendance, discussions, and individual or group projects. A trip to either Boston's or New York's Chinatown is also scheduled. No previous knowledge of APA Studies is required. Cumulative Skills: IND, MCP, WRI

W 01:00PM-03:50PM

FPH 107

CSI-0210-1

### **Introduction to Economics**

Geoffrey McCormack

This course will provide an introduction to economics from a political economy perspective. We will examine the historical evolution and structure of the capitalist system, distinguishing it from other economic systems that have preceded it, such as feudalism, and existed alongside it, such as state socialism. Most of the class will be devoted to examining economic theories that have been developed to explain and support the operation of this system. In particular, we will study how different theories explain the determination of prices, wages, profits, aggregate output, and employment in the short run, as well as economic growth and income distribution in the long run. The relationships between economy, polity, society, and culture will all be discussed and explored. This course functions as an introduction to both micro- and macroeconomics and will prepare the student for intermediate-level work in both fields. Cumulative Skills: QUA

TTH 12:30PM-01:50PM

FPH 106

CSI-0214-1

DR

Distribution Area: PCSJ

### **'People Without History': Historical Archaeologies of, Atlantic Africa and , the African Diaspora.**

Rachel Engmann

Too often 'Western' historical narratives consider Africans and African Diasporans as 'People Without History'. Such a notion refers to peoples whose cultures do not, or possess few formally written histories. This class employs archaeological evidence in order to investigate histories of imperialism, colonialism, genocide, slavery, resistance and black nationalism, dismantling the colonial library by exploring local histories once marginalized, silenced and erased. Cumulative Skills: MCP, WRI, IND

MW 01:00PM-02:20PM

CSC 121

CSI-0218-1

PR

### **Bioethics in a Post-Genomic Age**

Jennifer Hamilton

Do you own your body and who has the right to profit from your genetic materials? Does testing for genetic diseases on embryos before implantation constitute eugenics? Should one company own a patent on a genetic test for breast cancer? These questions, among others, provide the basis for an exploration of the emergence and growth of bioethics in the context of genetic research. Using perspectives from legal studies, ethics, anthropology, and the social studies of science, this course takes as its starting point the investigation of the close relationships and continuing tensions that have developed between the fields of genetics and bioethics, especially during the past two decades. Cumulative Skills: IND, MCP, WRI

W 02:30PM-05:20PM

FPH 104

**Additional Information:** Prerequisite: At least one course in CSI

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CSI-0219-1

### **Hating the Jews More than Necessary: Antisemitism**

James Wald

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

MW 02:30PM-03:50PM

FPH 102

CSI-0228-1

DR

Distribution Area: **CHL**

### **Gold, Lead, and Gunpowder: Knowledge & Power in, Renaissance Europe**

James Wald

The era of the Renaissance and Reformation (c. 1350-1550) witnessed the rise of cities and commerce, the introduction of printing and firearms, the growth of the state, stunning innovation in the arts, scholarship, and sciences, bloody struggles over religion, and the European colonization of the globe. Crucial to many of these developments was the struggle to acquire and control knowledge, generally contained in texts--increasingly, printed ones. We will thus pay particular attention to the role of communication and the history of the book" in shaping the origins of modernity. The course devotes equal attention to primary sources and secondary literature, introducing students both to the early modern era and to the discipline of history itself. A foundational course in history, social science, humanities, and cultural studies." Cumulative Skills: WRI

MW 01:00PM-02:20PM

FPH 104

CSI-0233-1

DR

Distribution Area: **PCSJ**

### **Introduction to History**

Lili Kim, Uditi Sen

This course is of interest to all Div II students who seek to incorporate a historical perspective to their work. It will cover a wide range of topics and recent methodologies such as transnational identities, immigration/migration, race and ethnicity, women's history, early modern science, visual culture, sex and the body, gender and the law. Students will have the opportunity to engage directly with archival material and critically analyze oral history methods. The readings will be located in Renaissance Europe, the early modern Mediterranean, the Black Atlantic, and Contemporary America/Transnational Sites. In addition, we'll invite other Hampshire historians to speak about their own work in Afro-American, South Asian, Middle-Eastern, and nineteenth- and twentieth-century U.S. history. The first section is devoted to reading the historical literature; the second section is a seminar devoted to an in-depth study of your own work. The aim of this course is to provide you with a foundation in historical methods, and to produce a substantial research paper for your Div. II portfolio. Cumulative Skills: IND, MCP, WRI

TTH 10:30AM-11:50AM

FPH 107

CSI-0239-1

### **Feminist Political Economy**

Lynda Pickbourn

Feminist political economy is a rapidly expanding field of economics that critically analyzes both economic theory and economic life through the lens of gender and advocates various forms of feminist economic transformation. But is there a need for a feminist political economy, and if so, why? How is the analysis of feminist political economy different from mainstream economic analyses of gender inequality? The class will begin with a theoretical and empirical introduction to the concerns of feminist economics. Students will then be introduced to mainstream economic explanations of gender differences and inequality which form the basis for feminist political economic critiques. We will then embark

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on an in-depth study of feminist economic methodology, theory, applications and policy prescriptions, and visions of a feminist economic future. The class will be run as an upper-level seminar, and students will benefit from prior knowledge of economics and/or women's and gender studies. Students will have the opportunity to carry out independent research projects on an issue of relevance to feminist political economy e.g. household economics; environmental issues; the care economy; migration; feminist economics of trade; macroeconomic policy; financial crises; welfare policy. Cumulative Skills: QUA, WRI

MW 01:00PM-02:20PM

FPH 108

CSI-0241-1

DR

Distribution Area: PCSJ

### **Competing Urban Visions: Reflections on the Shaping of, City Life and City Space**

Myrna Breitbart

This course introduces the field of urban studies in a primarily U.S. context. It explores how markedly different urban visions and planning strategies both respond to, and promote, economic and social change. Critical urban theory and case studies examine how and why transformations in city space/life occur over time, and how social inequities are mapped onto the urban landscape, prompting struggles over the right to the city". We consider the historical origins of urban social reform and the radical genesis, and then demise, of such policies as public housing. Throughout the course, the city is approached as a contested terrain upon which solutions to problems and alternative visions are imagined, realized or thwarted. A contemporary focus on the neoliberal city, and uneven development, raises questions about the underlying aims of such trends as the privatization of public space, gentrification, and design initiatives such as the New Urbanism. The course also examines efforts to position social equity at the center of sustainable urban development, including policies related to "smart growth" and the "creative economy". At the scale of the neighborhood, attention is directed to the unplanned city -- the "loose spaces" within which residents attempt to meet critical needs. Work with a local urban community-based organization is an option." Cumulative Skills: IND, MCP, WRI

TTH 10:30AM-11:50AM

CSC 121

CSI-0247-1

### **Queering Race and Nation**

Stephen Dillon

This course takes a transnational approach to the study of race and sexuality by exploring the centrality of the modern nation-state to our conceptions of identity, subjectivity, race, sexuality, and gender. To that end, the course focuses on transnational and postcolonial work in queer studies, feminist studies, and the history of sexuality. Because the course takes a global approach to the study of race and sexuality, students will work to make connections across time and space in class discussions, research projects, and the course blog. Topics will include: Migration and immigration; slavery; colonialism and imperialism; science and biology; citizenship and belonging. Cumulative Skills: MCP, WRI

TTH 09:00AM-10:20AM

FPH 107

CSI-0248-1

DR

Distribution Area: PCSJ

### **Reading, Writing and Citizenship: African American, Educational Campaigns**

Amy Jordan

Struggles for equity in education have always been central to African-American strategies for advancement. African-American ideas about how to make educational equity a reality, however, have varied greatly over time. This course seeks to examine how various issues in African-American education have evolved throughout the twentieth Century. The class will begin with pivotal struggles to create educational opportunities out of the turbulent political terrain of the reconstruction period. We will consider key themes in African-American educational history. By exploring a range of critical perspectives on black educational history, students will begin to identify specific research projects. This course will require students to become familiar with a range of resource materials found in the library research databases and in the W.E. B. Dubois Special Collection located at UMASS. You will also have several opportunities to develop your abilities to analyze primary documents in education during classroom discussions. Reading materials will cover a wide range of areas of education, such as desegregation, vocational training, normal schools, historically black colleges, and early childhood education. You will notice many gaps in the existing literature. Much of the second half of the course will be devoted to exploring new areas of research for a final paper. Cumulative Skills: MCP, WRI

MW 04:00PM-05:20PM

FPH 107

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CSI-0250-1                      **PR**

### **Critical Ethnography**

Kristen Luschen

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

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

**Additional Information:** Prerequisite: Students should enroll with a viable ethnographic, research proposal and ready to begin fieldwork by the third week.

CSI-0253-1                      **DR**

**Distribution Area: PCSJ**

### **Race War: U.S. Homefront During World War II**

Lili Kim

World War II, often referred to as the Good War," was also a race war. For Americans, it was a race war against the Japanese. Outraged by the surprise Japanese attack on Pearl Harbor in 1941, the American people, along with Congress, enthusiastically supported President Franklin Roosevelt in declaring war against Japan. This race war had a profound and disturbing impact on the homefront as well. This course explores the lives and experiences of people of color, especially Asian Americans, on the homefront during World War II against the backdrop of the unprecedented internment of 120,000 immigrants and Americans of Japanese ancestry living in the United States. We will examine the social, economic, political and cultural changes and continuities experienced by Asian Americans during the United States' war with Japan. In addition to examining historians' interpretations, students will contribute to the task of rethinking World War II in Asian American historiography." Cumulative Skills: IND, MCP, WRI

TH 12:30PM-03:20PM                      EDH 4

CSI-0260-1                      **DR**      **PR**

**Distribution Area: PCSJ**

### **Warfare in the American Homeland**

Christopher Tinson

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

M 01:00PM-03:50PM                      FPH 106

**Additional Information:** Prerequisite: It is expected that students have taken an, introductory African American Studies or U.S. History course, prior to enrolling in this course. This course may include a, community engagement component, site visit, or field trips.

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CSI-0265-1

### **Environmental Human Rights in the International Legal Regime**

Kelly Bitov

This course will explore the concept of environmental human rights, focusing on the environmental justice movement in the United States and its global linkages to environmental human rights law. Course materials focus on the similarities and differences between legislative, administrative, judicial and international organization responses to toxic and hazardous environmental conditions. Who has power, and how do those in power interface with communities most affected by environmental injustices? We will discuss legal concepts of property, "fundamental human rights" and "justice". Readings will consist of seminal legal cases, primary source documents for international organizations and treaties, news articles, and academic analyses. Students will write one term paper on an environmental justice issue of their choosing, due near the end of the semester. The class culminates in an environmental justice group role-playing simulation in which students will take on stakeholder roles, attempt to creatively problem-solve and ultimately negotiate a settlement."

Cumulative Skills: IND, MCP, WRI

MW 09:00AM-10:20AM

FPH 103

CSI-0266-1

PR

### **Who Owns Culture?**

Michelle Bigenho

This is an anthropology course on intellectual property (IP) and heritage. While IP regimes claim to balance an incentive for creators with the needs of society at large, expanding realms of IP protection have some people decrying an endless process of commodification, a closing down of the creative commons, and a transnational arrangement that favors the global North and disadvantages the global South. With reference to critical anthropological literature, this course examines IP and heritage regimes in reference to their philosophical origins, their applications in music and expressive arts, their unmooring in cyberspace, their contested applications in indigenous societies, and their transnational implications.

Prerequisites: Students must have completed their first year of college work. Cumulative Skills: MCP

TTH 12:30PM-01:50PM

FPH 102

**Additional Information:** Prerequisite: Students must have completed their first year of college work.

CSI-0268-1

### **U.S. Climate Law and Policy**

Melissa Hoffer

This course will provide an overview of climate science, current and predicted impacts of climate change, key sources of greenhouse gas pollution, and state and federal efforts to reduce greenhouse gas emissions. It will examine, in particular, the relationship of climate change policy and energy policy, and the social, ecological, economic, and humanitarian impacts of climate change. The course will review the primary policy tools available to governments to reduce emissions. Participants will develop a basic understanding of how laws have been developed and applied to reduce emissions. Though examples, such as EPA's current effort to regulate stationary sources of greenhouse gas emissions under the Clean Air Act, you will understand the longstanding tension between U.S. energy and environmental policy.

Cumulative Skills: IND, WRI

W 06:00PM-09:00PM

FPH 105

CSI-0269-1

DR

Distribution Area: PCSJ

### **Geographies of Exclusion**

Hiba Bou Akar

This course investigates the idea of geographies of exclusion through a multi-disciplinary inquiry which locates space and spatial production at its center. The course cross-thinks issues of exclusion across cities in the Global South and the Global North. It asks the following questions: what are geographies of exclusion? Who gets excluded, why, by whom, and how? What are some of the legal, spatial, socio-economical, ethical, and political apparatuses that produce segregated spaces of poverty and lavishness, violence and fear, connectedness and confinement? What are the roles of experts" such as architects, statisticians, planners, and policy-makers in producing such geographies? Gender, class, religion, and race are the main fault lines that we will use to study how certain populations in our cities are left "outside" (through gated

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communities, "mean" streets, security barriers, segregated parks, etc.), or kept "inside" (refugees in camps, locked-in domestic workers, prisoners, etc.)." Cumulative Skills: IND, MCP, WRI

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

CSI-0270-1

### **Constructing Cultures, Races, Subjects: Critical Race, Theory**

Falguni Sheth

How do we know who is a terrorist? A good Muslim? A bad Arab? a criminal? A (bad) immigrant v. a cosmopolitan citizen? Do persons make decisions about their identities or are they produced" in ways beyond their control? Can one's racial, ethnic, gendered self-recognition be publicized in ways that zie likes, or will that identity necessarily be misrecognized and reappropriated? "In this course, we will look at a range of writings on how groups, cultures, and identities are created within political and legal contests. Readings may include legal statutes, case studies, ethnic histories, and texts by Foucault, Butler, W. Brown, N.T Saito, D. Carbado, K. Johnson, K. Crenshaw, C. Taylor, N. Fraser, Alcott, Ortega, among others." Cumulative Skills: IND, WRI

W 09:00AM-11:50AM FPH 104

CSI-0271-1

DR

Distribution Area: PCSJ

### **The Contested American Countryside**

Robert Rakoff

Rural America is the site of much that defines American life and culture. Our national myths are rooted in rural experience from frontier settlement to rugged individualism to escape from the decadent city and back to the land. Our economy is built on exploitation of rural resources: soil, water, minerals, trees. Our cities continue to sprawl into the countryside, sparking dramatic change in rural populations, politics, economics, and landscapes. In this course we will examine the contested American countryside, looking for the changing meanings and realities of the rural in modern America. We will analyze the role of government and large corporations in reshaping rural areas, the continuing importance of farming and ranching, the role of extractive industries like mining and logging, the changing lives of rural men, women, and children, and the portrayal of rural topics in literature and popular culture. Students will study a range of interpretations of rural life and will undertake their own research projects. Cumulative Skills: IND, WRI

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

CSI-0273-1

IP

### **Oral History Theory and Method: Power, Agency, and History, from Below" - Part I"**

Wilson Valentin-Escobar

This two-semester seminar discusses, theorizes, and illuminates the importance of oral history (the recording of life experiences) for silenced communities alienated from prevailing historical discourses. Oral history allows us to look at history from below," to acquire "new ways of seeing," and to delineate new epistemologies. Some of the questions that guided the course include: Who makes history? Why have certain individuals been studied while others ignored? How does this shape the production of knowledge, our understanding of the past and the analysis of experience and thus challenge what Michel Foucault calls a "regime of truth"? Why have the meanings of particular events been diminished? How do particular identities complicate the writing and interpretation of history? How do particular social factors shape historical knowledge? How does historical memory affect the reading of the past? By the end of the spring term, each student is expected to produce an extensive oral history analytical research paper. Interdisciplinary/Multi-media projects that incorporate the performing arts are also welcome." Cumulative Skills: WRI, IND

W 04:00PM-07:00PM FPH 102

**Additional Information:** As a two-semester course, you will be expected to enroll in both, terms (Fall and Spring). No exceptions. All interested, students should submit a research proposal via email to, Professor Valentin at wvalentin@hampshire.edu. The proposal, should describe the research you would like to undertake, why it, is important, and some research questions that guide your, inquiry, along with your knowledge/research background and, ability to undertake this yearlong project. Final decisions, will be made by the end of the Spring 2013 semester. Students and the Professor will co-organize a Spring semester, symposium showcasing the work completed in this course.

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(see Appendix for Division I index)

## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

CSI-0274-1

### **Cuba: The Revolution and It's Discontents**

Carol Bengelsdorf, Margaret Cerullo

How do we study a reality as complex and contested as that of contemporary Cuba? What intellectual, political and affective frameworks do we have available? What images of Cuba in US popular culture do we have to recognize and perhaps displace to even begin? What are the competing lenses for examining Cuban history? The Cuban Revolution? The post-1989 period? Can we extricate Cuba from the Cold War frameworks that have dominated US academic (and US political) approaches to the island, at least until recently? How do we locate Cuba analytically-as part of the Caribbean [with its history of plantation economies and slavery]? Latin America [conquered by the Spanish, and strongly influenced by the Cuban Revolution]? In relation to the US [with its ties of singular intimacy]? To other socialist or "post-socialist" countries? As a significant part of the African diaspora? As part of worldwide neoliberal restructuring of economies, cultures, politics? This course will challenge Cuban "exceptionalism," the view of Cuba as unique, unrelated politically, culturally, economically, or historically to the forces and imaginaries that have shaped other parts of the world. We will ask how race, gender, and sexuality have figured in defining the Cuban nation. Finally, we analyze the development of exilic culture and ideology in Miami, "Cuba's second largest city." Cumulative Skills: IND, MCP, WRI

TTH 02:00PM-03:20PM

FPH 108

CSI-0277-1

### **Violence and Writing in Mexico's Drug War""**

John Gibler

Violence and Writing in Mexico's Drug War": Over the past seven years brutal and intensely visible forms of violence have increased drastically in Mexico. Most people who come in contact with these forms of violence do so through media representations, and most of these media accounts contain, overtly or covertly, an official logic that blames victims for their violent deaths while celebrating the very increase in such deaths as a sign that the State's policy of militarization is "winning." In this class we will question common understandings of what constitutes violence. We will examine how certain acts of violence are portrayed in media and official discourse, while others are banished from such discourse. We will read and analyze both short and long form works of journalism on the "drug war" in Mexico published between 2008 and 2012. We will briefly consider the historical and political contexts of drug policy in the United States and Mexico. We will then build a theoretical network of ideas from decolonial and critical thinkers from Latin America, Africa, India, the Pacific Islands, North America and Europe. We will apply these analytical tools to the so-called "drug war" in Mexico to study how visible and invisible forms of violence are exercised and disguised in language and in the streets. Each student will prepare a research paper and present their findings towards the end of the semester." Cumulative Skills: IND, MCP, WRI

M 02:30PM-05:30PM

FPH 108

CSI-0292-1

DR PR

Distribution Area: PCSJ

### **Gender in the Middle East: Ethnographic Perspectives**

Leyla Keough

From popular media to policy discussions, academic analyses to activist calls to action, we are continually presented with gendered images of victimized Muslim women and violent Muslim men in the Middle East. Anthropological accounts of the lived experiences and subjective narratives of Muslims in this region complicate and confound such Orientalist stereotypes. In this course, we will critically analyze and compare ethnographies that examine Muslim lives in various Middle Eastern contexts. Through these readings, as well as lectures, films, and class discussion, we will explore how these lives are informed by gender, but also by local and global economies and politics, class, Islam, generation, sectarianism, nation, and migration. We also will take time to track the politics of gender since the Arab Spring." Students will be expected to engage actively in class discussions, write weekly short commentaries, and complete an independent research paper." Cumulative Skills: MCP, IND, WRI

MW 10:30AM-11:50AM

FPH 102

**Additional Information:** Some background in Middle East Studies, Anthropology/Social, Science, and/or Gender Studies helpful, but not required.

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

CSI-0312-1

### **Critical Psychology**

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. Students should be committed to submitting twice-weekly commentary on assigned readings, reaction papers, a mid-term paper, and to initiate and complete a final paper project of their own design by the end of the course. Cumulative Skills: WRI, MCP, IND

W 02:30PM-05:20PM

FPH 108

CSI-0356-1

PR

### **Childhood, Youth, and Learning Division III Seminar**

Rachel Conrad

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 will begin the semester by considering the assumptions, perspectives, and methodologies involved in different disciplinary approaches to work related to childhood, young people, and/or education. The remainder of the course will involve students' presentations of works in progress, peer editing and feedback, and sharing strategies for completing large independent projects. This course is limited to Division III students. Cumulative Skills:

TH 12:30PM-03:20PM

EDH 5

**Additional Information:** This course is limited to Division III students.

CSI-123T-1

FY, DR

Distribution Area: PCSJ, CHL

### **Rethinking Childhood**

Rachel Conrad

This course involves rethinking childhood" by exploring ideas about young people through interweaving social and literary analysis. Readings encompass approaches to critical thinking about children and childhood in sociology, critical psychology, children's literature, and childhood studies, along with readings in twentieth century American poetry. A central goal of this course is to consider poetry for, by, and about children as sites for integrating literary and social analysis in the service of rethinking childhood." Cumulative Skills: MCP, WRI

TTH 09:00AM-10:20AM

FPH 101

CSI-128T-1

FY, DR

Distribution Area: PCSJ

### **Partition of India**

Uditi Sen

Independence from British rule saw colonial India being partitioned into Hindu-majority India and Muslim-majority Pakistan in 1947. This 'event' was accompanied by riots, genocidal ethnic violence and led to the displacement of over 15 million people. This course is designed as an exploration of the many meanings of this watershed in South Asian history. Beginning with the 'high politics' of partition, we will move on to exploring common people's experience and memories of partition, 'from below'. Causes of religious hatred, the refugee crisis, memory and fiction on partition will be some major themes. The continuing relevance of partition in the politics, society and culture of South Asia today will be explored in detail, using the broadest range of sources (newspapers, films, primary historical sources, creative writing, interviews and documentaries). This course will be of interest to all students interested in exploring the inter-relationship between conflict, history, gender and memory. Cumulative Skills: MCP, WRI

TTH 09:00AM-10:20AM

FPH 108

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

CSI-132T-1 **FY, DR**

**Distribution Area: PCSJ**

### **McKay, Robeson, and Assata: Radical Ruptures**

Christopher Tinson

This course looks closely at the radical imagination expressed in the writing and activism of poet Claude McKay, performer Paul Robeson, and activist-theorist Assata Shakur. The scholar Anthony Bogues has written that Africana intellectual work is centrally concerned with the moment of rupture; when black subjectivity dislodges from western epistemology. This course asks how that moment of rupture can be traced in the activist careers of McKay, Robeson, and Assata. What does their lives and writing offer us concerning the development of Africana intellectual thought? As figures experiencing different degrees of alienation, this course will also engage with questions of home, exile, citizenship, and diaspora in the shaping of liberatory projects that challenge American liberalism and western imperialism. Cumulative Skills: WRI, MCP, IND

WF 10:30AM-11:50AM

FPH ELH

CSI-137T-1 **FY, DR**

**Distribution Area: PCSJ**

### **The Battle Between Science and Religion in Sexual and, Reproductive Health Policy**

Marlene Fried

This course explores contemporary debates over the role of religion and science in public policy, specifically in the areas of sexuality and reproduction. We look both at claims that science and religion are inevitably in conflict, as well as arguments for their compatibility. We will investigate the FDA's refusal to approve over the counter distribution of emergency contraception; claims that abortion is linked to breast cancer and causes a form of post-traumatic stress disorder; the debates over public funding for abstinence-only sexuality education, stem cell research, and coverage of abortion and contraception in the Affordable Care Act. We will look at these issues in the context of broader societal debates over creationism and intelligent design and challenges to claims about the objectivity of science. Students are required to participate in class discussions, give an oral presentation, write short essays based on the readings and a final research paper or project. Cumulative Skills: IND, MCP, WRI

TTH 09:00AM-10:20AM

FPH 103

CSI-159T-1 **FY, DR**

**Distribution Area: PCSJ**

### **Hybrid Identities, Authentic Selves**

Kimberly Chang

This course explores two related concepts-hybridity and authenticity-that underlie contemporary conflicts over identity and representation. While the hybrid is often charged with being inauthentic or fake, claims to authenticity are frequently criticized for being reactionary or exclusive. Such conflicts are increasingly common in a globalizing world where people's lives and livelihoods straddle multiple and often contending communities, where cultural identities are aggressively marketed for consumption, and where paradoxically the desire for authenticity-for home-may be greater than ever. When do we feel the need to claim an authentic self? What purposes do such claims serve? And how might we embrace our hybridities as a source of both personal and political identity? We will take the mixed race" experience as our primary lens while interrogating the ways that racial categories intersect with other axis of power and difference in the making of selves, identities, and communities." Cumulative Skills: MCP, WRI

WF 10:30AM-11:50AM

FPH 107

CSI-168T-1 **FY, DR**

**Distribution Area: CHL**

### **History of Political Theory: Politics, Recognition and, Exclusion**

Falguni Sheth

How are citizenship and recognition construed and managed throughout the history of political theory? How are individual's gender, race, and ethnicity noted-implicitly or explicitly in universalist" political theories? Can liberalism tolerate differences or does it attempt to ignore, or even eliminate them? What is the relationship between citizenship and differences? Are some populations valorized in order to legitimate the vilification and dehumanization of others? If so, how? In this course, we will explore the dominant ideas, which remain with us today, of political philosophers from the ancient era to the contemporary world. This course will be reading-, writing-, and theory- intensive. Authors may include Plato, Aristotle, John Locke, Gobineau, Kant, Hegel, Rousseau, Du Bois, Alain Locke, Beauvoir, Sartre, Hannah Arendt, Charles Mills, among others. Open to first year students. This is a prerequisite for any other political philosophy course." Cumulative Skills: WRI, IND

TTH 09:00AM-10:20AM

FPH 102

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*(see Appendix for Division I index)*

## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

CSI-172T-1      **FY, DR**

**Distribution Area: PCSJ**

### **Interpreting the Movement: Civil Rights and Black Power, Movements of Twentieth Century**

Amy Jordan

How do we interpret the Civil Rights and Black Power Movements of the post WWII era? What role do journalist, activists, and scholars play in shaping how we remember the past? How do African-American communities give meaning to the Movement." Do we understand the "movement" in terms of understanding the leaders, determining the nature of the political climate, or by examining community traditions? When do we begin our exploration---in the 1950s, 1960s or perhaps sooner? Does the emergence of newly independent nations in Africa and Asia shape activist conceptions of civil rights, human rights, violence, nonviolence, citizenship or nation building? How do the discourses and struggles of the 1960s animate our understanding of social change today? Can studying the modern Civil Rights Movement help us to understand discourses of morality and family values in use today? The questions we ask about the past, tell us something about what we hope to gain from our inquiries. As a class we will critically examine the questions that scholars and activists have raised about the "movement" but will also develop questions of our own? A major objective of this course is to provide students with tools for interpreting historical writings for their broader historical and theoretical implications. During the semester, students will have an opportunity to examine primary documents, including the movement newspapers located in the Marshall Bloom Collection at Amherst College. This course encourages students to engage in the kind of thinking processes that scholars who chronicle social movements do and prepares students to pursue more advanced social movement research in the future." Cumulative Skills: MCP, WRI

MW 10:30AM-11:50AM

FPH 105

CSI-196T-1      **FY, DR**

**Distribution Area: PCSJ**

### **Imagining Latin America**

Carol Bengelsdorf

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

TTH 09:00AM-10:20AM

FPH 105

CSI-1IND-1      **DR**

### **Independent Study - 100 Level**

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

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CSI-2IND-1

### **Independent Study - 200 Level**

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

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CSI-3IND-1

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

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

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*(see Appendix for Division I index)*

## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

HACU-0101-1 DR

Distribution Area: ADM

#### **Chorus**

Elaine Ginsberg

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

MW 04:00PM-06:00PM

MDB RECITAL

HACU-0106-1 DR

Distribution Area: ADM

#### **Introduction to Painting on Paper, Board, Sketchbook and, Wall**

Andrea Dezso

Students will gain experience in the fundamentals of painting, including color, composition and materials but perhaps the most important aim of the class is learning to see. We will explore a range of painting surfaces from paper to board, sketchbook and wall; sizes: miniature to monumental; and paints including acrylics, inks and oils. Possible assignments will include color mixing, still life, landscape, self-portrait and figure painting. We will also explore conceptual painting and work inspired by street art and graffiti. A final, multi-week painting project, proposed and completed individually by each student and a research project into the work of an assigned painter will be the culmination of the semester's work. A selection of assigned readings and documentary screenings will round out our inquiry.

Cumulative Skills: IND

W 01:00PM-05:40PM

ARB STUDIO 1

**Additional Information:** Students will be expected to keep a sketchbook and to work a, minimum of 6 hours a week outside of class time., Field Trip \$20, Lab Fee \$60.

HACU-0107-1 DR

Distribution Area: ADM

#### **Non-Fiction Film**

Abraham Ravett

Certain people start with a documentary and arrive at fiction...others start with fiction and arrive at the documentary."-Jean Luc Godard This is an introductory course for students who would like to develop their interest in documentary practice. Through a combination of screenings, lectures, readings and technical workshops, we will explore a critical/historical overview of this genre and incorporate our knowledge and experience to produce individual or collaborative projects in a variety of "modes of representation. " Projects need not be restricted to a particular medium; in fact, students will be encouraged to explore the ways in which film, video, and/or animation can be utilized together."

Cumulative Skills: IND

F 10:30AM-11:50AM F 01:00PM-02:20PM

JLC 131, JLC 131, JLC 131

**Additional Information:** Lab Fee \$50

HACU-0118-1 DR

Distribution Area: ADM

#### **Dancing Modern 1: What We do, What We See**

Daphne Lowell

This beginning level modern dance technique course will introduce students to modern" and other dance technique practices. By practicing in-class exercises and phrase-studies, students will refine bodily awareness and articulation, hone spatial and rhythmic clarity, develop facility in perceiving and interpreting movement, and practice moving with our dance musicians' scores. We'll also consider what movement principles and priorities underlie the techniques we employ, and compare them to those of other dance styles and cultures. How do these influence the dances that result? Going a step further, we'll examine the final products of dance practice, the dances themselves; students will learn to read and analyze choreography in performances from a range of dance styles and cultures. Students will be expected to grapple with the

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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studio work with commitment and rigor, view performances live in concert, and think in movement, style, and written word. No previous dance experience is necessary." Cumulative Skills: WRI

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

**Additional Information:** Concert Tickets \$50

HACU-0119-1 DR

Distribution Area: ADM

### **Musical Beginnings**

Rebecca Miller

This course focuses on the broad fundamentals of western music and music theory, including music literacy (how to read western music notation). We will learn theoretical concepts such as pitch, rhythm, timbral nuances, texture, intervals, chords (triads and sevenths), harmony, etc. We will also develop our sense of aural music cognition through ear training; to this end, students must attend a weekly evening ear training workshop as well as the regular class meeting times. This course will connect music to theory by teaching students how to compose music and by performing on instruments the basic theoretical concepts covered throughout the course. Students will also develop their critical writing skills through attending two concerts and writing an analytical report about each. No prior music training or literacy is required. Cumulative Skills: WRI

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

**Additional Information:** There will be weekly homework assignments and collaborative, composition projects. In addition, students are required to, attend a weekly ear training class (either Monday or Thursday, night).

HACU-0143-1 DR

Distribution Area: CHL

### **How to Read a Poem**

Daniel Block

While we may live in a society that favors narrative, poetry remains a vital art form that we can learn to appreciate. This course is designed to enhance the experience of reading, knowing, responding to, thinking through, and articulating ideas about poems. Key units will address the language, sound, rhythm, and form of poetry as well as explore several enduring poetic themes. Readings will span the history of British and American poetry from the early modern to the contemporary. Cumulative Skills: WRI

MW 01:00PM-02:20PM EDH 5

HACU-0144-1 DR

Distribution Area: CHL

### **Comics Underground: Unconventional Comics in the U.S.**

Michele Hardesty

In this introductory-level course we will explore the genealogies of underground, alternative, and radical comics in the United States, focusing on how unconventional comics relate to ideas about popular culture, underground cultures, and politics of race, gender, sexuality, and class. For the most part, we will look at comics and graphic novels published in the U.S., but we will often contextualize our studies by referencing comics histories of Japan, Western Europe, and Latin America. Course readings will include comics, critical and theoretical readings, and histories; we will make extensive use of the Underground and Independent Comics Database. Students will give an oral/visual presentation, complete a series of short writing assignments, and write a short (8-10 page) research essay. Cumulative Skills: WRI, MCP, IND

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

**Additional Information:** Field Trip

HACU-0150-1 DR

Distribution Area: ADM

### **Hampshire Media Arts**

William Brand, Jacqueline Hayden

This course is the foundation for the core curriculum in media arts at Hampshire College in Film/Video, Photography, Performance and Installation art centering on the analysis and production of visual images. Students are expected to learn to read visual images by focusing on the development of art forms and their relationship to their historical and cultural context (economic, historical, political, intellectual and artistic) from which they came. Areas explored in

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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depth will include the beginning of photography and cinema, from the camera obscura to the Lumiere brothers; Pictorialism, Documentary, Dada, Surrealism, Russian Constructivism, Experimental and Structuralist filmmaking, Feminist Performance Art and Identity Politics. Faculty members in the media arts will present their own work as producers/artists/critics and thinkers. Students will read a variety of seminal text including: Walter Benjamin on "The Work of Art in the Age of Mechanical Reproduction;" Susan Sontag's "On Photography;" several chapters of Eisenstein's "Film Form;" Bazin's "What is Cinema?"; Laura Mulvey's "Visual Pleasure and the Narrative Cinema" etc." Cumulative Skills: IND

W 01:00PM-05:00PM W 04:00PM-05:00PM

JLC 120, JLC 131, JLC 120

**Additional Information:** Attendance at weekly technical workshops and film screenings is required. Technical workshops will include video cameras, sound, recording, lighting, Photoshop and Final Cut Pro editing. Class assignment/projects will all be visually based.

HACU-0154-1 DR

Distribution Area: CHL

### **Encapsulating Sounds**

Junko Oba

Every culture bears unique sensibilities to sounds. People cultivate distinctive ways of hearing, understanding, and relating to them. These sensibilities are also reflected in the processes of sound- and music-making. Different instruments are devised to encapsulate distinctive cultural values not only acoustically but also visually in their material forms. This course aims to explore diverse music cultures of the world through the lens of organology (the study of musical instruments). We examine a wide range of sound-making devices broadly defined as musical instruments in their current sociocultural and historical contexts. Our investigation encompasses subjects such as social functions and significations of the instruments, e.g., ritual objects, status symbols, and exotic commodities, myths and symbolism attributed to the instruments, technology and craftsmanship involved in the fabrication, and ecological and ethical concerns for the use of certain materials, e.g., exotic wood, tortoise shells, and ivory. Cumulative Skills: WRI, MCP

MW 09:00AM-10:20AM

MDB RECITAL

HACU-0155-1 DR

Distribution Area: CHL

### **Making an Argument That Matters**

Daniel Block

This writing intensive course develops the communication skills that are necessary for college-level work. The class is premised on the view that writing well means entering into conversation with others. To explore the social activity of writing, students select discussion topics that matter to them. The semester builds toward a final in-class debate that dramatizes the give-and-take of academic arguments. In preparation for this work, we spend several weeks studying essays by well-regarded writers and developing a shared vocabulary for analyzing the components of academic writing. Subsequent class meetings address the skills that are essential for persuasive writing, including comparing and contrasting alternative viewpoints, experimenting with different ways to respond, assembling a critical conversation, seeing the other side's point of view, and assessing the effectiveness of one's argument. Cumulative Skills: WRI

MW 02:30PM-03:50PM

EDH 5

HACU-0157-1 DR

Distribution Area: CHL

### **Philosophy as a Way of Life**

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, the Buddha, Laozi, Shankara, Schopenhauer, Kierkegaard, Nietzsche, Sartre, Deleuze, and Deleuze. Cumulative Skills: WRI, MCP

TTH 10:30AM-11:50AM

EDH 4

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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HACU-0158-1 DR

Distribution Area: **CHL**

### **Introduction to World Cinema**

Aniruddha Maitra

This year-long course will dwell on world cinema as a concept that is generative while studying film history but also one that needs to be interrogated. We will examine how and why cinema has been "global" from the very beginning, becoming a popular form of entertainment simultaneously in several countries, making worlds visible, and staging intercultural encounters. Simultaneously, we will focus on vibrant non-Western film traditions that are eclipsed by the global influence of Hollywood, but are, paradoxically, collectively categorized as "world cinema." Yet another point of interest will be the interaction between and hybridization of Western and non-Western film cultures. First semester topics include: Third Cinema, Cinema Novo, Post-revolutionary, Cuban Cinema, New Argentine Cinema, Indian Art Cinema, Bollywood, Western Film Studies and Japanese Cinema, the Japanese New Wave, the Cross-Cultural Horror Remake." Cumulative Skills: WRI, MCP

WF 01:00PM-02:20PM TH 06:00PM-09:50PM

FPH 106, FPH 103

HACU-0162-1 DR

Distribution Area: **ADM**

### **The Sun's Not Yellow It's Chicken: Color Studies**

Sara Rafferty

This course is a foundational art-making course, an update of a traditional optical color theory course or section in 2D foundations. In addition to the basics of color theory, we will consider the cultural and conceptual meanings of specific colors, and other seemingly neutral design elements such as stripes and patterns. Instead of approaching these subjects from a formal angle of relations, we will investigate how colors can be approached on the level of psychology, anthropology, literature, history, and art history. Projects will consist of physical and conceptual color theory exercises. Readings will include David Batchelor, Lisa Robertson, Herman Melville, Charles Baudelaire, Ludwig Wittgenstein, Michael Taussig, Colour after Klein. Students will be expected to make artworks weekly outside of class in addition to reading, approximately 6-8 hours per week, while in class time will be devoted to in class exercises, material demonstrations, artist presentations, critiques, museum visits, and collaborative projects. Cumulative Skills: IND

TTH 12:30PM-02:50PM

ARB STUDIO 1

**Additional Information:** Lab Fee \$100.

HACU-0164-1 DR

Distribution Area: **CHL**

### **Black Women Writers**

Suzette Spencer

A study of fiction and critical writings by and about black women. We will engage problems of racialized gender, identity, class, race, power, politics, sexuality, narrative voice, and constructions or articulations thereof. Inquiries include: What value has been placed on black women's writing-and more broadly, their lives, labors, loves, and loss. How have black women been historically defined? How have they sought to define themselves in and through their writing? Can black women's writing help us to reconsider contemporary issues on both a national and international scale-in other words, both locally and globally? To what extent do race, class, gender, nationality, sexuality, ethnicity, publication, marketing, and presentation play roles in black women's writing and those who are understood as black women writers"? How do the writings under scrutiny address other forms of inscription? We will cover slave narratives, critical essays, fiction, non-fiction & films. Requirements: attendance, response papers and posts, and in-class discussion." Cumulative Skills: WRI, MCP

TTH 06:00PM-07:20PM

ASH 222

HACU-0166-1 DR

Distribution Area: **CHL**

### **Left Coast: Where America's Future is Born**

Bruce Watson

LEFT COAST: Why is America's future born on the Pacific Coast? Skeptical? Consider that iPod (or iPad) on your desk. The computer beside it. The Google onscreen. The Starbucks in your hand. The Kindle in your future. The movie and/or TV you'll watch tonight. Nikes and Levis. Suburban sprawl and the 747 soaring above it. This class will explore how the so-called Left Coast came to be the seat of American free-thinking. Abounding in colorful characters, from Leland Stanford to Wavy Gravy, from Steve Jobs to Portlandia, the class will celebrate creativity, novelty, and a seat-

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**FALL 2013 COURSE DESCRIPTIONS**  
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of-your-pants version of the American dream. Readings will include Mark Twain, Jack London, John Steinbeck, multi-cultural memoirs (Richard Rodriguez's *Hunger for Memory*), the Library of America's *Writing Los Angeles*, *Wired* magazine, and *The Electric Kool-Aid Acid Test*. Eastward I go only by force," Henry David Thoreau wrote, "but westward I go free." Cumulative Skills: MCP, WRI

MW 04:00PM-05:20PM                      FPH 105

HACU-0173-1    **DR**

**Distribution Area: CHL**

**Sex, Science and the Victorian Body**

Lise Sanders

How did Victorians conceive of the body? In a culture associated in the popular imagination with modesty and propriety, even prudishness, discussions of sexuality and physicality flourished. This course explores both fictional and non-fictional texts from nineteenth-century Britain in conjunction with modern critical perspectives. We will discuss debates over corsetry and tight-lacing, dress reform, prostitution and the Contagious Diseases Acts, sexuality, hysteria, and other topics relating to science and the body, alongside novels, poetry, and prose by major Victorian writers. The writings of Freud, Foucault, and other theorists will assist us in contextualizing nineteenth-century discourses of gender, sexuality, and embodiment. Several shorter papers and a longer research project will be required. Cumulative Skills: WRI

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

HACU-0179-1    **DR**

**Distribution Area: CHL**

**War, Reconciliation and Forgiveness**

Robert Meagher

From Kurukshetra to the Khandahar and from Troy to Baghdad, the experience of war has 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.

Cumulative Skills: WRI, MCP, IND

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

HACU-0183-1    **DR**

**Distribution Area: CHL**

**Equality, Difference, Plurality: An Introduction to, Feminist Theory**

Molly Whalen

This introduction to feminist theory will focus on the last half-century of feminist thought, with some exploration of earlier foundational texts. We will consider issues of essential, constructed, intersectional, and performed understandings of subjectivity and trace feminist theory's interactions with race, class, materialism, psychoanalytic theory, poststructuralism, post-colonialism, and queer theory, as well as delving into recent work in feminist epistemology, technoscience, and affect theory. Writing assignments will include short weekly response pieces as well as longer analytic pieces. Film viewings will be required. One of the goals of this course is to inspire students to be theorists themselves. Please bring a description or definition of feminist" and "theory" (not necessarily from the dictionary) to the first class meeting." Cumulative Skills: WRI

MW 04:00PM-05:20PM W 07:00PM-09:00PM                      EDH 5, EDH 5

HACU-0185-1    **DR**

**Distribution Area: CHL**

**Sample! Remix! Mash!: the Cultural Logic of Appropriation**

Susana Loza

This seminar delves into the dynamics, debates, and desires that drive pop fandom. In this class, we ask: What is fan culture? Does it build community? Are fans different from other consumers? What are the ethics and politics of fandom? What are the aesthetic, social, and legal ramifications of fan-produced forms such as mash-ups, remixes, youtube videos, and fanfic/slash that borrow, customize, and reinterpret pop commodities? How do such textual appropriations call into question the boundaries between high and low, production and consumption, intellectual property and fair use? Do fan-produced forms challenge or reinforce Romantic notions of authorship and authenticity? Particular attention will be paid to: the queering of heterosexist pop texts; the racialized and sexualized construction of masculinity and femininity; the politics of sampling, remixing, and mashing; and the role of the Internet, blogs, and social networking technologies in fan culture. This course is reading-, writing-, and theory-intensive. Cumulative Skills: WRI, MCP, IND

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

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## FALL 2013 COURSE DESCRIPTIONS

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HACU-0192-1 **DR**

**Distribution Area: ADM**

### **Jazz Ensemble Seminar I**

Thomas Randall

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

Cumulative Skills: IND

T 06:30PM-09:20PM

MDB RECITAL

HACU-0205-1

**IP**

### **CMYK: Graphic Design and Representation Studio**

Thomas Long

Graphic design is a creative and critical practice at the intersection of communication and abstraction. The process of learning graphic design is two-fold, and students in this course will engage both areas: first, students will develop knowledge and fluency with design skills--in this case, software (Photoshop/Illustrator); second students will address the challenges of design head-on through discussion, practice, iteration, critique and experimentation. The projects will challenge students to explore raster and vector graphic forms, color theory and typography in creative, experimental ways to reach their objectives. Techniques, approaches, styles and processes for representing numbers, maps, philosophies and ideas will be introduced throughout the course. As a studio and software course, it will be fast-paced and immersive and will require a substantial amount of work outside of class time. The course will be made up of several small, fast-paced projects and culminate in one longer, more engaged print design project. Instructor Permission required. Cumulative Skills: QUA, IND

MW 02:30PM-05:20PM

ASH 126

**Additional Information:** This course is geared toward students with a design-focused, course of study. Preference will be given to Architectural, Studies majors and graphic design-focused students. Lab Fee \$50.

HACU/CSI-0206-1

**DR**

**Distribution Area: CHL**

### **Writing the Civil War**

Susan Tracy, William Ryan

This course will explore the questions surrounding the coming of the American Civil War, the war itself and the period of Reconstruction. How we have come to remember the era will also be part of our study. As much a writing seminar as a history class, the course will focus on selections from the voluminous writing the conflict inspired: journals, diaries, journalism and memoir - as well as poetry, short stories and novels. More recent scholarly monographs and articles, biographies and works of fiction will serve as models for student written work. Students will be expected to participate in class regularly and complete four written assignments, three of which will be rewritten. This course satisfies the Division I distribution requirement. Cumulative Skills: IND, MCP, WRI

TTH 02:00PM-03:20PM

FPH 105

HACU-0209-1

**PR**

### **Video I: represent!**

Kara Lynch

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

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## FALL 2013 COURSE DESCRIPTIONS

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level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent). Cumulative Skills: IND

W 07:00PM-09:00PM T 07:00PM-09:00PM JLC 120, JLC 131

HACU-0209-2 PR

### **Video I: represent!**

Kara Lynch

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

W 07:00PM-09:00PM T 07:00PM-09:00PM JLC 120, JLC 131

HACU-0210-1 PR

### **Film Workshop I**

Abraham Ravett

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes, which represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will be produced in 16mm format. Video formats plus digital image processing and non-linear editing will also be introduced. Prerequisite courses include a 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent and must be completed and not concurrent with this course.) Cumulative Skills: IND

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

**Additional Information:** A \$50 lab fee provides access to equipment and editing, facilities. Students are responsible for providing their own, film, tape, processing and supplies. There are weekly evening screenings or workshops. .NOTE: Enrolled or top 5 waitlist, students who DO NOT attend the first class session risk losing their place on the class roster.

HACU-0210-2 IP

### **Film Workshop I**

Abraham Ravett

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film and video. Students will submit weekly written responses to theoretical and historical readings and to screenings of films and videotapes, which represent a variety of aesthetic approaches to the moving image. There will be a series of filmmaking assignments culminating in an individual final project for the class. The development of personal vision will be stressed. The bulk of the work in the class will be produced in 16mm format. Video formats plus digital image processing and non-linear editing will also be introduced. Prerequisite courses include a 100 level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent and must be completed and not concurrent with this course.) Cumulative Skills: IND

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

**Additional Information:** A \$50 lab fee provides access to equipment and editing, facilities. Students are responsible for providing their own, film, tape, processing and supplies. There are weekly evening screenings or workshops. .NOTE: Enrolled or top 5 waitlist, students who DO NOT attend the first class session risk losing their place on the class roster.

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(8-29-13)

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HACU-0211-1 **PR**

### **Still Photography I: Digital**

Sarah Mandle

Rather than just showing you how to take good photos, this course will challenge you to investigate, through practice, how photographic images make meaning. Project-based assignments allow for developing personal content while advancing technical skills. Lab sessions will introduce current digital workflow practices including image capture, color management, digital darkroom software techniques, asset management and archival inkjet printing. Photography will be practiced and discussed within the context of contemporary art and digital culture, with an emphasis on developing vocabularies for the interpretation and critical analysis of image content. Readings and lectures on historical and contemporary practices will provide context for assignments and regular in-class critiques of student work. An additional lab workshop will meet once a week for two hours Prerequisites: Introduction to Media Arts, Art History or Photographic History course or its equivalent in studio arts." Cumulative Skills: IND

W 01:00PM-03:50PM M 04:00PM-06:00PM

JLC 131, JLC 131

**Additional Information:** Lab Fee \$50.

HACU-0211-2

**IP**

### **Still Photography I: Digital**

Sarah Mandle

Rather than just showing you how to take good photos, this course will challenge you to investigate, through practice, how photographic images make meaning. Project-based assignments allow for developing personal content while advancing technical skills. Lab sessions will introduce current digital workflow practices including image capture, color management, digital darkroom software techniques, asset management and archival inkjet printing. Photography will be practiced and discussed within the context of contemporary art and digital culture, with an emphasis on developing vocabularies for the interpretation and critical analysis of image content. Readings and lectures on historical and contemporary practices will provide context for assignments and regular in-class critiques of student work. An additional lab workshop will meet once a week for two hours Prerequisites: Introduction to Media Arts, Art History or Photographic History course or its equivalent in studio arts." Cumulative Skills: IND

W 01:00PM-03:50PM M 04:00PM-06:00PM

JLC 131, JLC 131

**Additional Information:** Lab Fee \$50.

HACU-0215-1

### **Contemporary Dance Technique 3: Intermediate Level**

Paul Dennis

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. Students will investigate expression in movement by working with sensation, space, time, focus and attention to detail. They'll deepen their knowledge of anatomy and biomechanics to increase movement efficiency and safety, and they'll work to expand their rhythmic and dynamic range in longer and more complex movement phrases.

Cumulative Skills:

TTH 12:30PM-01:50PM

MDB MAIN

**Additional Information:** Variable credit, \$60 Concert Tickets

HACU-0236-1

### **What is Literature? Introduction to Theory**

Scott Branson

You know those theorists whose names you hear dropped in every lit class you take? It's finally time to read some them. In this course, we will gain a familiarity with some of the key contributors to literary theory in conjunction with a selection of literary texts. Maurice Blanchot writes, literature begins the moment when literature becomes a question." From the structuralist focus on language beginning with Saussure and the Russian formalists at the start of the century to the politicization of literary studies after 1968 with third-wave feminism, post-colonialism, and Marxism, the role of literature in contemporary society has been questioned and altered. We will ask how literary theory opens the possibilities of what literature can do in the world as well as how it limits its chances. This course will give you a working knowledge of the various specialized discourses associated with different methodologies of 20th- and 21st-century literary theory. No background in literary theory is necessary. Theorists may include Saussure, Shklovsky, Heidegger, Benjamin, Adorno,

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Barthes, Blanchot, Althusser, Lacan Foucault, Derrida, Deleuze, Irigaray, Cixous, Spivak, Bhabha, Gates." Cumulative Skills: IND, MCP, WRI

MW 02:30PM-03:50PM

FPH 105

HACU-0238-1

### **Reading (with) Borges**

Norman Holland

This seminar focuses exclusively on the writings of the Argentine Jorge Luis Borges. Famous for his erudite fictions" that speculate on time, history, knowledge, identity, reality, and the imagination, Borges taught us to think literature anew. 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 writings revolve around violence-iniquity, to cite one of his early titles. We will explore this duality of violence and pleasure selectively in his stories, poems, and essays. Students with a working knowledge of Argentine will be encouraged to read the original texts." Cumulative Skills: WRI, MCP, IND

MW 04:00PM-05:20PM

EDH 4

HACU-0239-1

### **Speaking the Unspoken: Media Irony & Cultural Politics**

Viveca Greene

Shortly after September 11th many journalists suggested that the attacks marked the death of irony. Nevertheless, irony, parody and political satire were used to challenge the Bush Administration's response to the attacks. How do these forms of communication allow people to speak the unspoken, to challenge the political, social and cultural status quo, and to consolidate community? What are the limitations of these rhetorical strategies? Using irony as a means of exploring cultural theory and politics, we will grapple with its social functions, the extent to which it has been an effective means of addressing issues such as the War on Terror and racial inequality, and why -- despite what commentators have argued -- irony shows no signs of losing its cultural hold in the United States. In addition to gaining familiarity with relevant cultural and social theory, students will read and write analyses of specific satirical cartoons, comedic television programs and online publications. Cumulative Skills: WRI, MCP

MW 01:00PM-02:20PM

ASH 221

HACU-0240-1

### **Building Bridges, Burning Bridges: Literature and Culture, in Translation**

Corine Tachtiris

In 1989, the Ayatollah Khomeini of Iran issued a fatwa calling for the assassination of author Salman Rushdie for what were perceived as his blasphemies against Islam in the novel *The Satanic Verses*. Literary critics have called this an ironic situation in which the people about and even for whom Rushdie is writing react with such hostility. How do writers endeavor to build bridges between people and cultures in their work? And how do those intentions sometimes backfire and burn bridges instead of build them? In light of the conflicts that continue to erupt throughout the world, we will approach texts from world literature as writing that has the potential both to bring people together and promote mutual understanding, as well as to foster divisions. We will pay particular attention to translation as a privileged site of mediation between groups who do not share a common language. In addition to key texts in the growing field of translation studies, readings drawn from different geographical regions may include works by Rushdie, E.M. Forster of England's Bloomsbury group, Haitian-Canadian provocateur Dany Laferrere, Ghanaian feminist Ama Ata Aidoo, Guatemalan activist Rigoberta Mench, and Chinese Nobel Prize winner Mo Yan. Cumulative Skills: WRI, MCP

MW 01:00PM-02:20PM

EDH 2

HACU-0243-1

### **Theory of Architectural Ideas: Nature, Culture, and, Architecture**

Gabriel Arboleda

The year 2014 marks fifty since the publication of Bernard Rudofsky's *Architecture Without Architects*, a powerful statement about the role of culture and nature in architectural design. This intermediate level seminar studies the notions of nature and culture, their historical role in architectural discourse, and their relevance in contemporary discourse about green design. We will explore what has changed in architectural design theory and practice in connection to these two ideas since the publication of Rudofsky's manifesto. In a more general context, we will explore the notion that traditional

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building is by default "green," a key assumption in the discourse of green design and culture. Specific topics for discussion include: What is the relationship between culture and nature when it comes to the built environment? What does canonical design literature understand as culture, nature, and sustainability? How important is culture in the connections between environment and building this literature makes? No previous background in architectural design or theory is required for this course." Cumulative Skills: IND, WRI, MCP

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

**Additional Information:** Lab Fee \$50.

HACU-0245-1

### **The American Transcendentalists**

Alan Hodder

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

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

HACU-0247-1 DR

Distribution Area: ADM

### **Somatics: Thinking Body/Moving Mind**

Rebecca Nordstrom

In our increasingly fast-paced and multi-tasking culture, what happens to the body? Disembodiment, being out of sync with one's own body, can cause a host of problems including stress, injury and a decreased sense of wellbeing. And for artists and performers these problems can dampen creativity, imagination, and resourcefulness as well as undermine technique. Different somatic disciplines offer a range of strategies for increasing body/mind integration and all share the goal of helping bring people back to themselves and to their senses. In this course we will explore principles, theories and philosophies behind a few of these somatic disciplines with the goal of experiencing what they awaken in us somatically and how they help us better cope with environmental stimuli and stressors, and creative challenges. Students will also have the opportunity to independently research a somatic discipline of their choosing for the final project. This course may be of interest to students planning to concentrate in dance/performance arts, or who have a serious interest in the martial arts, athletics or yoga. Prior experience in any movement practice is welcomed but not required, however students must be willing to engage fully, deeply, and energetically in a range of movement activities. Cumulative Skills: IND

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

**Additional Information:** Field Trip \$60.

HACU-0248-1

PR

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

Junko Oba

This course examines contemporary Japanese popular culture as a way of understanding cultural dimensions of globalization and its complex operation, which transcends traditional national boundaries. Narrowly defined, J-pop refers to a genre of music that has dominated Japan's music scene since the early 1990s. In this course we extend our investigation to include various other media, forms, and expressions of popular culture related to our interest, e.g., manga, anime, films, computer games, and distinctive fashions. These cultural industries together play an important role in the transnational production and dissemination of images and ideas about race, gender, and sexuality. We also examine the phenomenon from a consumers' side, by delving into the subcultures and subcultural praxis of people called otaku" (nerd, geek, mania) who have supported and propelled the transnational trend through their compulsive consumption of both tangible and intangible commodities of J-pop and avid networking." Cumulative Skills: WRI, MCP

TTH 09:00AM-10:20AM MDB RECITAL

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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HACU-0250-1 **PR**

### **Vagabonding Images: Abstraction and Non-Representational, Painting**

Daniel Schrade

The greatness of artistic practice is not that it empowers the artist to create the illusion of reality. It is that art is teaching us to reinterpret the world. This course offers students to explore abstraction and non-representational painting. 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 to image making, surface qualities, compositional structure and color theory, while exploring transcultural influences on abstract painting tradition and its various manifestations. Prerequisite: This course is open to students who completed a painting class on an introductory level. Cumulative Skills: IND, MCP

MW 06:00PM-08:50PM

ARB STUDIO 1

**Additional Information:** Field Trip \$30.

HACU-0252-1 **PR**

### **Making Dances 2: Meaning in Motion**

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. Prerequisite: Making Dances 1 or other dance composition course. Previous study of dance history and dance technique preferred. Cumulative Skills: IND

TTH 02:00PM-03:20PM

MDB MAIN

**Additional Information:** Concert Tickets \$50.

HACU-0253-1

### **Community Crossovers: Dance in the Community**

Jodi Falk

This course is designed for students interested in merging social activism, performing arts and teaching. It teaches students to use movement, dance and theatre in settings such as senior centers, schools, prisons, and youth recreation centers. In studio sessions, students will learn how to identify, approach, and construct classes and dance exchanges or events for community sites. Much of the time will be spent together off-site in various locations throughout the Pioneer Valley, where students themselves will create and lead movement/theatre experiences. Some outside of class lab time will be necessary to organize and develop the classes and possible performances. Selected videos and readings will provide a context for discussion and written responses and assist in the development of an individual student's research and teaching methods. No previous experience in the arts or in teaching is necessary. Cumulative Skills: IND

M 06:00PM-09:00PM

MDB MAIN

**Additional Information:** Jodi Falk will teach this course, Field Trips \$60.

HACU-0254-1 **IP**

### **Still Photography Workshop II**

Kane Stewart

Still Photography Workshop II: This class is a forum in which students can develop their creative vision in photography through the acquisition of skills with larger format cameras, color and digital technologies. Knowledge of the aesthetic and social context of photographic practice will be emphasized. Students can expect bi-weekly to monthly assignments, reading relevant texts in the history and theory of photography and complete short writing assignments. Additionally, this course will be enhanced through attending visiting artist lectures and exhibitions as well as film and

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## FALL 2013 COURSE DESCRIPTIONS

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video screenings. Instructor Permission required. A college-level Photography I class is a prerequisite. Cumulative Skills: IND

T 12:30PM-03:20PM

JLC 131

**Additional Information:** The lab fee of \$50 entitles the student to darkroom facilities,, lab supplies, and chemicals. Students must supply their own film, and paper. An additional lab workshop will meet once a week for two hours.

HACU-0255-1

PR

### **Images of War: Theory/Practice**

Kara Lynch

This course will introduce students to interdisciplinary work in media and language acquisition. Students in this class will be active readers, lookers, thinkers, and makers. War is a subject making activity. We learn to engage with images, understand their proliferation, and to contend with them as a mass language. In recent years, the battle- and playing- fields have shifted and access to information and images has also changed. U.S. troops pull out of Iraq and Afghanistan, democracy movements emerge in the Middle East, Occupy movements take root in Europe and the U.S. and the War on Drugs claims new victims; meanwhile PDAs/Handheld technologies, social media networks, twitter, live web-streaming, podcasts, eclipse mass-media broadcast channels distributing news and information. These shifting terrains become points of contact between multi-lingual participants. Though English is a dominant online interface language, English speakers are more aware that our counterparts across the globe are facile in multiple languages -- and our access to 'what's really going on' expands once we add second and third languages to our repertoire. Students will engage with materials in multiple languages: Arabic, Spanish, English, visual, and digital in order to tap into resources that can elucidate and expand our understandings of struggles for democracy and sovereignty across the globe. Weekly reading and looking assignments will provoke written and visual responses. Students will participate in group work and dynamic class discussions. This is a rigorous theory/practice workshop class designed specifically for Division II students. We will challenge traditional modes of production and presentation collectively. Students will focus in on their critical skills that will enable them to describe, interpret, and evaluate the ways in which images represent the world around us and be required to produce written responses, two visual projects, and a research project/presentation. This will be a challenging course for serious students in the media arts, social sciences, and critical studies. This course has received funding from the Mellon Language Acquisition grant in order to incorporate foreign languages (in this case Spanish and Arabic) into the course. Cumulative Skills: WRI, MCP

TTH 10:30AM-11:50AM T 04:00PM-06:00PM

FPH 108, JLC 131

HACU-0256-1

### **Ancient Epic I**

Robert Meagher

The aim of this course was the comparative study of four ancient epics from Mesopotamia, Greece, India, and Ireland. The core readings comprised: the Epic of Gilgamesh, the Iliad, the Mahabharata, and the Tain. Each text was considered both in its own historical and cultural context and in the larger shared context of ancient epic, myth, religion, and literature. Cumulative Skills: WRI, MCP, IND

TTH 09:00AM-10:20AM

EDH 2

HACU-0257-1

PR

IP

### **Film II: Frame by Frame**

William Brand

This course covers approaches to hand made filmmaking using the optical printer, analog animation and manipulation of film through hand processing and direct animation" techniques. The course provides detailed instruction for the using the optical printer and the animation stand for expressive and exploratory purposes. The course assumes a basic knowledge of 16mm filmmaking so that students extend their knowledge and mastery of more advanced production and post-production techniques. Films will be viewed in class presenting a variety of approaches to optical printing and animation as a medium for artists. Students will be expected to complete weekly exercises and a semester long independent project. While computers may be a part of a student's working process, this course does not cover computer animation programs and students will not be allowed to do final projects that are primarily based in their use. Each student will be

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## FALL 2013 COURSE DESCRIPTIONS

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expected to research an artist and/or analyze a film, write a 5-8 page paper and make an oral presentation to the class."

Cumulative Skills: IND

TH 09:00AM-11:50AM

JLC 120

**Additional Information:** A \$50 lab fee entitles students to use camera and recording, equipment, transfer and editing facilities, plus video and, computer production and post-production equipment. Students must, purchase their own film and animation supplies and pay their own, processing fees. Required screenings and workshops sometimes, occur in the evening.

HACU-0258-1 DR

Distribution Area: CHL

### **African Popular Music**

Olabode Omojola

This course focuses on twentieth century African popular music; it examines musical genres from different parts of the continent, investigating their relationships to the historical, political and social dynamics of their respective national and regional origins. Regional examples like highlife, hiplife soukous, chimurenga, kwaito, and afro-beat will be studied to assess the significance of popular music as a creative response to social and political developments in colonial and postcolonial Africa. The course also discusses the growth of hip-hop music in selected countries by exploring how indigenous cultural tropes have provided the basis for its local appropriation. Themes explored in this course include: the use of music in the construction of identity; popular music, politics and resistance; the interaction of local and global elements; and the political significance of musical nostalgia. Student's final projects for this class could be in form of live performances or paper presentations focusing on any genre or aspect of African popular music. Cumulative Skills: MCP

TTH 12:30PM-01:50PM

MDB RECITAL

HACU-0264-1

### **Americans Abroad: Travel, Empire, and the Literary, Imagination**

Michele Hardesty

This course will trace a genealogy of the "American abroad" in literature (and in a few films) from Mark Twain's time-just before the closing of the U.S. frontier in the late 19th century-up to the present, paying particular attention to the ways in which literature has represented U.S. power and "American" identities beyond the nation's borders. Authors will include Mark Twain, Henry James, Claude McKay, Ernest Hemingway, Paul and Jane Bowles, Graham Greene, Susan Sontag, James Baldwin, Joan Didion, and Audre Lorde. Students will work also on developing research and writing skills: finding topics, creating research questions, gathering sources and writing an annotated bibliography, writing a project proposal, and writing and revising a research essay." Cumulative Skills: WRI, IND

W 02:30PM-05:20PM

FPH 106

HACU-0265-1

PR

### **Tonal Theory II**

Carl Clements

This class will continue the work done in Tonal Theory I. We will be studying part writing and voice leading, as well as continuing the process of understanding and using basic chromatic harmony. Within this study, we will begin to look at large scale forms and structures. Some composition assignments will be included along the way as we assimilate new theoretical knowledge. Topics and repertoire for study are drawn from European classical traditions as well as jazz, popular, and non-western musics. Prerequisite: Tonal Theory I or 5 College equivalent. Cumulative Skills: IND

TTH 02:00PM-03:20PM

MDB CLASS

HACU-0266-1 DR

Distribution Area: CHL

### **Narratives of Diaspora**

Suzette Spencer

An exploration of the "African-New World Diaspora" through critical and creative texts-written and visual "narratives"-some fictional, some factual, some theoretical. Inquiries include: What is this thing called the "African Diaspora?" What does it name? What are its meanings? What can these meanings make us see, hear, remember, imagine, theorize, translate, try to transform? What does the "African diaspora" offer as intellectual category, as encounter, endeavor, future promise? How are "diasporicities" produced, practiced and experienced? These questions exceed purely racial and cultural phenomena or ties to singular geographical regions, and expose dynamic links between and among

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seemingly disconnected yet interrelated global populations affiliated by diverse yet conversant histories and migrations. Authors of fictional and critical-theoretical works pertaining to diaspora may include Frederick Douglass, Henry Box Brown, Martin Delany, Lawrence Hill, Saidiya Hartman, Edward Ball, Andrea Levy, Michael White, Michelle Cliff, Barbara Chase-Riboud, Andrea Stuart, James Clifford, Robin Kelley, Julie Dash, Katrina Browne. Requirements: presentations, research-papers, independent projects, attendance." Cumulative Skills: MCP, WRI

M 02:30PM-05:20PM

FPH 104

HACU-0271-1

PR

### **Teaching Writing**

Marian MacCurdy

The purpose of this course is to provide broad and deep knowledge of the theory and practice of teaching nonfiction writing, both academic and personal. We will examine composition theories that highlight the importance of writing as well as its diversity in multiple contexts-academic, creative, and personal. The course is based on two primary premises: 1) writing is a recursive process of reflection, revision, and feedback; 2) writing involves conscious choices made in response to the writer's purpose and the audience. We will learn what promotes good writing, what hampers it, what encourages creativity, what inhibits it. We will examine controversies in teaching writing so students will have the background to construct their own philosophy of and approach to teaching writing and conducting writing workshops. We will study grammar and its relationship to clear writing, and we will determine, learn, and practice effective teaching strategies for helping writers to become effective communicators. Prerequisites: At least one writing-intensive class at Hampshire or elsewhere, that is any class that focuses on academic, analytical, expository, or creative writing. Cumulative Skills: IND

T 12:30PM-03:20PM

EDH 5

HACU-0272-1

PR

### **Music Journalism for Radio**

Rebecca Miller

In this course, we will learn how to produce music pieces for public radio. We will first learn the basics of radio journalism, including reporting, recording, scriptwriting, production, and the effective use of music and ambient sound. Students will then produce three music-related pieces, including a vox pop, a CD review, and a short documentary feature in a style consistent with public radio. Students will also gain a working knowledge of sound editing techniques using ProTools software. In addition to regularly workshopping students' projects in class, we will discuss weekly reading and listening assignments that introduce students to creative public radio pieces focusing on music. Students can borrow digital recorders, microphones, and other equipment from Media Services. Prerequisite: Prior college-level coursework in writing, journalism, media production, music, or ethnomusicology/anthropology is required. Cumulative Skills: IND

W 01:00PM-03:50PM

LIB B3

HACU-0275-1

### **Real and Fictive Identities: Ethnicity in Migrant, Literature and Cinema**

Aniruddha Maitra

The notion of ethnic identity" has been central to minority writing and filmmaking in the US, where a number of artistes from marginalized groups have recurrently attempted to represent "authentic" and "real" (im)migrant experiences and cultures. In contrast, other minority writers and filmmakers have emphasized the fictive and constructed nature of identities as well as the exclusions produced by quests for ethnic authenticity. In this course, we will examine different kinds of minority ethnic (self)representation-Asian-American, African-American, Chicano/a among others-through literature, film, and video to ask: What is ethnic authenticity? How is it constructed and reconstructed in relation to the historically specific nation form, language politics, visibility, other ethnicities, and transnational flows of capital? What roles do class, gender, and sexuality play in these cultural representations of ethnic and racial difference? Readings may include Chin, Cha, Reed, Rushdie, Lahiri and others. Films by Makhmalbaf, Egoyan, Tajiri, Riggs and others." Cumulative Skills: IND, MCP, WRI

TTH 12:30PM-01:50PM W 06:00PM-08:50PM

FPH WLH, FPH 101

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## FALL 2013 COURSE DESCRIPTIONS

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HACU-0277-1

IP

### **200 Studio Seminar: Invitation to Participate & Art, Without Artifact**

Andrea Dezso

The inspiration for this class comes from flash-mobs, art interventions, ephemeral public art, improvisation, and art that invites individuals or communities to participate; art that is focused on the experience, fleeting and fragile, not the artifact. Small groups of students will work hands-on to create engaging participatory projects. They will research, plan, create, test, perform --or iterate their projects, as needed-- and document their process. Studio time will be used to present and critique in-progress work. Presentations, readings and documentary screenings will round out our work. Students will be expected to document their process using sketchbooks, drawing, digital photography, video, laptops or tablets and to work a minimum of 5 hours a week outside of class time. Cumulative Skills: MCP, IND

TH 05:30PM-08:20PM

ARB STUDIO 2

**Additional Information:** Field Trip \$20, Lab Fee \$60.

HACU-0283-1

### **The Buddha: His Life and Teachings**

Andrew Olendzki

Few human beings have had as much impact upon the world as Siddhartha Gotama Shakyamuni, known to us as the Buddha. Who was this man, what sort of world did he inhabit and shape, and what body of work did he leave behind after a lifetime of teaching? These are some of the questions addressed in this course. Beginning with challenges of interpretation and literary sources, we attempt to glimpse the man behind the many layers of legend and myth and to understand his motivations and agenda. We then proceed with an investigation of the major phases of his life as represented in the early textual tradition, integrating in the process some of his core teachings. The second half of the course is devoted to a careful reading of several major discourses, which lay out the Buddha's thought in some detail. We examine his major teachings in their historical context, indicate some of the changes these undergo over 2,500 years of tradition, and explore the many ways they continue to be important today. Cumulative Skills: WRI

M 09:00AM-11:50AM

EDH 4

HACU-0284-1

### **Kant and German Idealism**

Christoph Cox

Immanuel Kant revolutionized philosophy by arguing that human knowledge does not grasp the world as it really is, but only the world as it corresponds to categories and forms imposed on it by the human mind. Kant's successors pushed this idea further, moving toward the view that absolute reality is essentially ideal, mental, or spiritual. In this course, we will begin with an examination of Kant's Critique of Pure Reason, followed by a study of key texts by J.G. Fichte, F.W.J. Schelling, and G.W.F. Hegel. The focus will be on epistemological and metaphysical issues, though we will touch upon moral and aesthetic issues as well. Cumulative Skills: WRI

MW 02:30PM-03:50PM

EDH 2

HACU-0290-1

IP

### **Computer Music I**

Daniel Warner

This is a composition course that will also survey the history, theory, and practice of electro-acoustic music. The course will introduce the musical, technical, and theoretical issues of electro-acoustic music, broadly construed to include the Classical avant-garde, Electronica, DJ culture, Re-mixes, Ambient, etc. Digital recording, editing, and mixing will be covered using the Audacity and ProTools programs. Students will also work with sampling techniques using Ableton Live and mixing skills with ProTools. Other topics to be covered include basic acoustics and synthesis techniques. Students will be expected to complete three composition projects during the course of the semester. Formal knowledge of music is helpful, but not required. Cumulative Skills: IND

TH 12:30PM-03:20PM

LIB B3

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HACU-0291-1 **PR**

### **The Bioapparatus**

Lorne Falk

The bioapparatus is a term coined by two Canadian media artists, Nell Tenhaaf and Catherine Richards, to cover a wide range of issues concerning the technologized body. This course will explore the relationship of the mind and body to technology in contemporary art and culture. We will consider the resonance and currency of the bioapparatus in relation to the cyborg, the posthuman, and bionics. We will discuss issues such as the nature of the apparatus, re-embodiment, designing the social, natural artifice, cyborg fictions, subjectivities, perfect bodies, virtual environments, the real interface, art machines and bioart. Division II and III students will have the opportunity to develop an independent paper or portion of their thesis in this course. Cumulative Skills: IND, MCP, WRI

TH 07:00PM-10:00PM FPH 106

**Additional Information:** Div I students by instructor's permission

HACU-0292-1 **IP**

### **Writing for Film: Text and Image in Transnational Cinema**

Baba Hillman

Writing for Film: Text and Image in Transnational Cinema and Installation. This production/theory class will introduce students to scripts and texts by independent filmmakers and installation artists who are questioning what it means to work in a transnational context and to negotiate conflicts between notions of the local and the global, notions of national identity and the postnational. These filmmakers are working in hybrid combinations of essayistic, poetic, fictional and non-fictional forms. Many of them work in a context of multiple languages and seek to express the rupture of cultural displacement, and the ways in which it impacts questions of representation. We will study works by filmmakers and installation artists including Pedro Costa, Anri Sala, Mona Hatoum, Eija-Liisa Ahtila, John Akomfrah, and Ousmane Sembene. The course will include workshops in writing voice-over, dialogue and visual text for the screen as well as workshops in editing image to text. Students will write and shoot two short projects and one longer project in film or video. Instructor permission required. Cumulative Skills: IND

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

HACU-0293-1 **IP**

### **Performing Dance Repertory**

Rasheem McMillan

It is here that dancers deepen, diversify and challenge their performance abilities in dance. Intermediate and advanced level dancers will work intensively with a guest artist in the creation and performance of a dance to be presented in the Hampshire Winter Dance Concert in February 2014, or the FCDD Faculty Concert in March 2014. In class students will study the artist's unique style, collaborate in creating and composing the movement, and hone their interpretation and performance skills. Additional rehearsals might be scheduled, possibly including evening/weekend/Jan Term/Spring 2014 times. Students interested in taking this course must audition for this project at the Five College Dance Department faculty auditions on September 7, 2013 from 1:00-3:00 in Scott Studio/Gym at Smith College. Cumulative Skills:

- MDB MAIN

**Additional Information:** Variable credit course.

HACU-0294-1

### **Joyce and Woolf in Context: British Literature Between the Wars**

L. Brown Kennedy, Lise Sanders

In her 1924 essay "Mr. Bennett and Mrs. Brown," Virginia Woolf observed, "On or about December, 1910, human character changed." Drawing inspiration from Woolf's famous phrase, this course focuses on modes of redescribing personhood in the work of James Joyce and Virginia Woolf, placing their writings in the larger context of British culture between the First and Second World Wars. In addition to reading texts by these two foremost modernists to explore their experiments with form and voice, we will also read lesser-known writers whose work is in conversation with the modernist canon. Themes to be addressed include the disjointedness and fragmentation of modernity; war, violence, and trauma; gender, sexuality, and the nation. Frequent short responses and a substantial research paper will be required. This course is

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designed for students concentrating in literature, history, and cultural studies, and prior coursework in literary studies is strongly recommended." Cumulative Skills: WRI

TTH 02:00PM-03:20PM FPH 102

HACU-0319-1 PR IP

### **Seminar in Music Composition**

Daniel Warner

This course will comprise weekly group lessons in music composition, with occasional private tutorials. Emphasis will be on the refinement of technical skills such as notation, orchestration, and formal construction. Students will also be encouraged to broaden their conceptual framework for writing music from the study of contemporary music literature. Student composers will have at least two works read and recorded during the semester. Pre-requisite is Contemporary Musical Practices (HACU303). Cumulative Skills: IND

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

HACU-0330-1 IP

### **Books, Book Arts, Artist Books, Bibliophilia**

Sura Levine

This course will examine the changing status of printed matter from the flowering of book design and book-bindings in turn-of-the-century England and the Continent through the early 20th-century transformative experiments of the Italian Futurists and the textual agitprop of the Russian Constructivists. Topics will explore the politics and possibilities of collaboration, innovation and design. Of particular interest will be such examples as William Morris's Kelmscott Press, the Brussels-based publishers Edmond Deman and la Veuve Monnom; the Art Nouveau book and the renaissance of typographic design in Europe and the US; and the revolutionary book arts of El Lissitzky and Filippo Marinetti. Instructor Permission required. Cumulative Skills: IND, WRI

TH 12:30PM-03:20PM ASH 111

HACU-0333-1 PR

### **Work**

Sara Rafferty

This class calls into question genre specificity and thematic orientation and instead examines the constructs and the philosophical tenets of work. Through independent work in multiple media - including drawing, painting, and basic printmaking, as well as performance, sculpture, installation - students will call into question value structures and assumptions of work in an individual artistic practice. Focusing on the manners of work that typically define art schools, collectives, and concepts of the American workplace," including the concept of an American work ethic will be foreground. Discussions regarding labor, duties, tasks, exertion, and industry will augment physical studio projects and performances. Readings will include Herman Melville, Carl Andre, Alain de Botton, Helen Molesworth, Joan Didion among others. Contemporary artists will be discussed. This class will also include several collaborative projects, including some that engage the broader community. You will be expected to work. Prerequisite: at least four studio art classes. A minimum of 8 hours per week outside of class time. Open to artists in Division III and late Division II." Cumulative Skills:

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

**Additional Information:** Field Trip \$60, Lab Fee \$100

HACU-0334-1 IP

### **Division III Projects Class: Photography and Mixed Media:, Sequence/Structure/Juxtaposition**

Jacqueline Hayden

This class is intended to be about, to further, your own work, what it is, what you plan with and through it, what you want it to be, both as it relates to your beginning Division Three projects, as well as to your general orientations as image-makers and-thinkers. It will be primarily up to you, therefore, to generate your visual production for the class - the work for it, that is to say, should extend from your own motivations and inspirations. A variety of exercises and assignments will, however, instigate and should develop structures for you with which to weave your work into larger statements, image-to-image and concept-to-concept. The course is open to advanced students beginning their Division III

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concentration or to late Division II students, dependent in the latter case on demand. Instructor Permission Required.

Cumulative Skills:

M 01:00PM-05:00PM JLC 131

**Additional Information:** Lab Fee \$50.

HACU-0360-1

IP

### **The Construction of Authenticity Through Aesthetic Sign Systems or The Ghost Who Haunts My Studio Looks Like a Younger Version of Me**

Jason Howey

Artists throughout history have consciously constructed artistic personas in order to access creative impulses perhaps not readily available to them without such a facade. This class examines to what degree the role of performer/pretender is an inherent part of any creative act (and if it is possible to acknowledge the existence of such a charade while still pursuing authentic forms of artistic expression). By delving into the fictive and performative aspects of art making, we will debate the many ways artistic gestures can be read" and discuss the possible ways gestural vocabularies can be undermined in order to open new and unexpected avenues for creative expression. Our format will consist of a collection of assignments, in class discussions, readings, screenings and mid-semester/final critiques. Requisite: Nomination by the Art Departments of each of the Five Colleges. Enrollment is limited to 15 (a maximum of three students from each of the five colleges)." Cumulative Skills:

F 01:00PM-05:00PM ARB STUDIO 2

**Additional Information:** Field Trip

HACU-121T-1 FY, DR

Distribution Area: CHL

### **The Body in Modern and Contemporary Art**

Sura Levine

The representation of the human body is central to the history of art. This course will explore this crucial subject as it has been portrayed over the past two centuries. The course begins with readings on anatomy and the shift from Jacques-Louis David's virile masculinity in the 1780s to a more androgynous and even feminized male as rendered by his followers. It then will explore the spectacle of a modern city in which prostitutes/ Venus/ femme fatales/other kinds of working women, often were favored over the domestic sphere. After examining art from the period of World War I where various assaults on traditional mimesis took place among avant-garde artists, this course will explore contemporary investigations of bodily representation, from the body sculpting projects of Orlan to identity politics and the ways that bodily representation have been developed. Cumulative Skills: IND, WRI, MCP

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

HACU-122T-1 FY, DR

Distribution Area: CHL

### **The Posthuman in Latin America**

Norman Holland

Recent narratives and films from Latin America have addressed and problematized the relationship between technology and human identity. This tutorial examines the ways in which cultural productions figure the encounter and interface between machine and organism in order to make sense of recent social and political realities. These texts provide glimpses of the human reality of most of Latin America, where economies race ahead," but their human components are more or less forgotten. Possible authors include Puig, Borinsky, Piglia, Lemebel, Eltit, and Fuquet. Possible films include Intimo terror, Cronos, La teta asustada, XXY, and Juan de los muertos." Cumulative Skills: WRI, MCP

TTH 09:00AM-10:20AM M 06:30PM-08:30PM EDH 4, EDH 4

**Additional Information:** Screenings will be outside of class on some Monday evenings.

HACU-123T-1 FY, DR

Distribution Area: ADM, CHL

### **Dancing Motown**

Constance Hill

For students of dance, music, black studies, cultural studies: Start your Hampshire education on the beat with a socio-political history of Rhythm & Blues that takes you from your seat to (dancing in) the street. In the classroom, we will learn about the evolution of R&B from its roots in jump blues, electric blues, blues-gospels, and doo-wop to a style of soul

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music that reached its height of popularity in the 1960s with Motown Records in the Motor City" of Detroit, where such tunes as Martha and the Vandellas' "Dancing in the Street" became not only infectious party song but reflective of the politically and racially-charged environment of black urban communities during the Black Power Movement. In the studio, we will combine basic tap steps and social dance moves into back-up dance-chorus routines in the style of Cholly Atkins, the legendary rhythm tap dancer who, as house director of Motown Records, devised "vocal choreography" for such acts as the Supremes, Temptations, Four Tops, and Gladys Knight & Pips. Class routines will be rhythmically succinct but simple enough to execute and enjoy. There will also be an R&B History and Singing Lab in which students learn back-up harmonizing singing style that engages with the lyrics while (like the dancing) remaining cool, relaxed, and in control. Open to all incoming first-year students wishing to refine their rhythmic sensibilities and move with grace and style. No dance experience necessary." Cumulative Skills: WRI, MCP, IND

MW 10:30AM-11:50AM T 07:00PM-09:00PM

MDB SMALL, MDB SMALL

**Additional Information:** Minimal dance experience necessary. Tap dance shoes required.

HACU-124T-1 **FY, DR**

**Distribution Area: ADM**

**Walking the Line/Drawing Tutorial**

Daniel Schrade

This course will introduce students to the fundamentals of visual art in general and drawing in particular by focusing on perception, composition, line and materiality. Students will draw from objects, the human figure, interior and exterior spaces, and from imagined sources. We will explore a variety of materials and work small and large scale. Maintenance of an individual sketchbook will be expected. Regular class critiques will assist in developing skills evaluating work in progress, and in analyzing formal composition principles. Readings and one paper on an artist to be assigned will be part of this class. Cumulative Skills: IND, MCP

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

**Additional Information:** Participants will have to supply individual materials for, approximately \$ 60. Lab Fee \$35. Field Trip \$25.

HACU-125T-1 **FY, DR**

**Distribution Area: CHL**

**Religious Experience and Literary Form**

Alan Hodder

Meditation, vision, conversion, mysticism, devotion, ecstasy, prayer: these are just some of the forms through which people of faith around the world have conceived of religious or spiritual meaning. The purpose of this tutorial is to introduce students to the study of world religions through a consideration of several modalities of religious experience as represented in texts variously drawn from Buddhist, Christian, Hindu, Jewish, and Native American sources. Adopting for our methodological framework a typology of religious psychology suggested by William James, we will examine each of these writings in their respective religious, historical, and literary contexts. Our basic concern will be to understand the problems of representing private, interior, or ineffable experiences in written forms. What can we understand of religious experience from its literary representations? What, for example, is the relationship between religious conversion and an allegory of faith? Is poetry better equipped than narrative for the expression or recreation of meditative experience? In addition to James's *The Varieties of Religious Experience*, our reading will include Bunyan's *The Pilgrim's Progress*, Jayadeva's *Gitagovinda*, Black Elk Speaks, Elie Wiesel's *Souls on Fire*, the *Buddhacarita*, the *Autobiography of St. Teresa of Avila*, *The Way of a Pilgrim*, and Basho's *The Narrow Road to the Deep North*. Cumulative Skills: WRI, IND, MCP

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

HACU-126T-1 **FY, DR**

**Distribution Area: ADM**

**Photography, Observation, Landscape: Portrait of a Place**

Sarah Mandle

This class will explore the role of place in the creation of art. For many artists, the work they create is bound tightly with a particular place - a landscape, a house, a city. This is especially true for photographers; the stillness and precision of photography is well suited to revealing, in depth, and over time, the subtle changes, details, and nuances of a place. Photographers such as Eugene Atget, Jem Southam, Barbara Bosworth, Roy DeCarava and Robert Adams have created bodies of work investigating one particular environment. In this class students will use photography, writing and sound to create an in depth portrait of a place. Each student will choose a location (in a building or in a landscape) and they will be expected to spend extensive time observing and responding to this place throughout the semester. Visits with ecologists, sociologists, architects and historians will help students refine their observations. At the end of the semester the

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*(see Appendix for Division I index)*

## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

class will create an exhibit of their work and a map of their places. No photography experience is required, but students will be expected to complete a substantial amount of reading, writing, looking and making outside of class. Cumulative Skills: IND

TTH 09:00AM-10:20AM

JLC 131

HACU-127T-1 **FY, DR**

Distribution Area: **CHL**

### **Scenes, Subcultures, Movements**

Scott Branson

What makes a particular place and time conducive to an artistic movement? How do people come together to form a scene? How do subcultures react and respond to the mainstream? What are the political and social forces that create literary, music, painting, film, dance, and other artistic communities? In the course, we will explore the work and history of a selection of artistic movements, which may include Bloomsbury, Dada, Surrealism, Harlem Renaissance, French New Wave, the Black Arts Movement, NY and UK punk, old-school hip-hop, and Dogme 95. We will examine how the avant-garde gains aesthetic and political influence and may eventually become mainstream. Our goal will be to see how different artists and works interact and to assess these movements critically in our writing. Each student will develop an independent project over the semester on a chosen scene that will culminate in a final presentation and paper. Cumulative Skills: WRI, MCP, IND

MW 10:30AM-11:50AM

EDH 2

HACU-128T-1 **FY, DR**

Distribution Area: **CHL**

### **Ethical Imagining in Contemporary Culture**

Lorne Falk

In his last interview Fluxus artist Dick Higgins said, "one of the areas that has been understated since the immediate post-war era has been ethics. Exploring the nature of kindness or of cruelty, or of the various implications of Bosnia or of militarism or things like that. Ethical exploration is an area of subject matter that has to be dealt with." More recently, Canadian cultural critic Jeanne Randolph has explored how we act morally and ethically while participating in a culture of abundance, opulence and consumerism. This course will explore ethics as a subject in the work of contemporary artists and thinkers in different media and disciplines, and across different cultures. It will explore ethical imagining as a cultural practice-how the imagination is elusive, contingent, yet exceedingly precious, and how it helps us understand changes in human relations and in culture that have evolved with 20C and 21C materialism." Cumulative Skills: IND, MCP, WRI

TTH 09:00AM-10:20AM

FPH 104

HACU-1IND-1 **DR**

### **Independent Study - 100 Level**

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

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HACU-2IND-1

### **Independent Study - 200 Level**

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

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HACU-3IND-1

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

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

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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### INTERDISCIPLINARY ARTS (IA)

IA/CSI-0103-1 DR

Distribution Area: **CHL**

#### **Introduction to Writing**

Ellie Siegel, William Ryan

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 instructor. Frequent, enthusiastic revision is an expectation. Limited to Division One Students. Cumulative Skills: WRI

WF 01:00PM-02:20PM

GRN WRC

IA-0114-1 DR

Distribution Area: **ADM**

#### **Where Are the Dressing Rooms? Exploring Spaces for Perform**

Peter Kallok

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

MW 10:30AM-11:50AM

EDH 104

IA-0116-1 DR

Distribution Area: **ADM**

#### **Creative Electronics**

Charles Malloch

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

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

LCD 113, LCD SHOP

**Additional Information:** The lab fee is \$90.00

IA-0120-1 DR

Distribution Area: **ADM**

#### **Sculpture Foundation**

Nathaniel Cohen

In this course fundamental sculptural ideas will be introduced in relation to the development of fabrication skills in a range of media including clay, wood, plaster, steel, and concrete. Student generated imagery in sculpture will foster discussions around representation, abstraction, the body, technology, public art, and installation art. Readings, image lectures, visiting artists and group critiques will further establish a creative and critical environment for the development of independent work in three dimensions. Cumulative Skills: IND

TTH 01:00PM-03:20PM

ARB SCULPT

**Additional Information:** The lab fee is \$70.00

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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IA-0125-1 DR

Distribution Area: ADM

### **Acting and Presence**

William MacAdams

What is presence on stage? And how does an actor manifest it? This course examines the work of the actor through a hands-on, experiential approach, focusing on the body, voice, and imagination. The course begins with an exploration of the body, and how one's physical form can be both a text and a jumping off point to create visual poetry on stage. We will then move to naturalistic scenes as a way to develop tools of text analysis, character development, and receiving and sending action. Essential to all our exploration is the principle that dynamic life on stage is found not within oneself but in relationship to scene partners, an ensemble, and the audience. Cumulative Skills: IND, MCP

MW 01:00PM-03:20PM EDH 104

**Additional Information:** All participants are required to participate in a two-day, physical theater workshop with Double Edge Theatre, on Friday, November 1st (3 pm - 8:30 pm) and Saturday, November 2nd (10 am, - 7 pm).

IA-0127-1 DR

Distribution Area: ADM

### **Concept, Process and Practice: Non-Disciplinary Art Founda**

John Slepian

The contemporary practice of art is less and less dependent on any particular disciplinary skill. Nonetheless, making art is very much still a rigorous process. It depends on highly developed critical, sensory and communicative skills. This studio art course is an introduction to some of the basic questions a contemporary artist must answer: What rules will guide the making of my work? What forms and materials will be best for what I wish to express? How can my work metaphorically embody my ideas? We will answer these questions and more through a series of collaborative and individual projects, readings and viewings, and frequent group critiques--the process of critique itself being one of the foundations of a successful art practice. Some familiarity with an art medium could be helpful, but is not necessary. Cumulative Skills: IND

TTH 09:30AM-11:59AM ARB STUDIO 2

IA/CS/NS-0142-1 DR

Distribution Area: ADM, MBI, PBS

### **Innovations for Change: Problem Solving for the Future**

Jana Silver, 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 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; whether a cap-and-trade system can reduce carbon emissions efficiently and equitably; why humans are so resistant to changing our habits; or 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. Cumulative Skills: IND

TTH 10:30AM-11:50AM F 10:30AM-11:30AM FPH WLH,

**Additional Information:** This class meets Tuesdays & Thursdays in WLH at 10:30-11:50., Each student will be assigned to a required discussion section, which will meet Fridays at 10:30-11:30, classroom to be determined.

IA-0148-1 DR

Distribution Area: ADM

### **Women's Design and Fabrication**

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. Cumulative Skills: IND

M 07:00PM-09:30PM W 04:00PM-05:20PM LCD SHOP, LCD 113

**Additional Information:** The lab fee is \$60.00

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(see Appendix for Division I index)

## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

IA-0157-1 DR

Distribution Area: ADM

### **Methods for Teaching Art to Children**

Jana Silver

This course will explore methods of teaching art to children in grades K-12. In this class, students will plan lessons, units of study and hands-on activities while learning theoretical and practical approaches relevant to the teaching of visual art. Working in groups and individually, students will apply creative and critical thinking to explore structured as well as experimental approaches to teaching art. Students will observe and participate in art teaching situations.

Cumulative Skills: MCP, IND

MW 10:30AM-11:50AM

FPH 108

IA-0180-1 DR

Distribution Area: ADM

### **Design Fundamentals**

Donna Cohn

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

MW 01:00PM-02:20PM

LCD 113

**Additional Information:** The lab fee is \$60.00

IA-0181-1 DR

Distribution Area: PCSJ

### **The Business of Change: Social Action , Through Entrepreneurship**

Megan Briggs Lyster

This course will explore how social entrepreneurship affects change in society. Using real world examples, participants in this course will identify key entrepreneurial methods and practices that are, or could be used to foster positive change. The course will start off with a look at the general effects entrepreneurship has on society and then move on to investigating key entrepreneurial processes and techniques that are used for creating change. For participants in this course to be successful, they must desire to make a difference in the world, be comfortable doing research, enjoy sharing their ideas and thoughts in discussions, and be self-directed. Cumulative Skills: IND

TTH 02:00PM-03:20PM

LCD 113

IA-0194-1 DR PR

Distribution Area: ADM

### **Classroom Drama: Theatre Education K-12**

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 readers 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. Prerequisite: Some coursework in theatre and/or education. Cumulative Skills: MCP, IND

TTH 12:30PM-01:50PM

EDH 104

**Additional Information:** There are no out-of-pocket expenses for field trips.

IA-0199-1 DR

Distribution Area: CHL

### **High Spirits: Reading and Writing about Spirituality**

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

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(8-29-13)

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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. Cumulative Skills: MCP, WRI

TTH 12:30PM-01:50PM

GRN WRC

IA-0203-1 **DR**

**Distribution Area: ADM**

### **Poetry Workshop**

Heather Madden

In this workshop, members will read and respond to the work of contemporary poets, complete weekly writing exercises and drafts of poems, and participate in peer workshops. Each workshop member will complete at least one critical analysis paper and develop a portfolio work that includes both a statement of poetic disposition and a poetry broadside. This workshop is designed for Division I students and is suitable for writers who have had at least one writing class in which peer critique was a significant element. Cumulative Skills: IND

W 09:00AM-11:50AM

GRN WRC

IA-0203-2 **DR**

**Distribution Area: ADM**

### **Poetry Workshop**

Heather Madden

In this workshop, members will read and respond to the work of contemporary poets, complete weekly writing exercises and drafts of poems, and participate in peer workshops. Each workshop member will complete at least one critical analysis paper and develop a portfolio work that includes both a statement of poetic disposition and a poetry broadside. This workshop is designed for Division I students and is suitable for writers who have had at least one writing class in which peer critique was a significant element. Cumulative Skills: IND

W 09:00AM-11:50AM

GRN WRC

IA-0229-1 **DR PR**

**Distribution Area: ADM**

### **Object and Environment**

Gregory Kline

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

MW 01:00PM-03:20PM

ARB SCULPT

**Additional Information:** The lab fee is \$75.00

IA-0237-1

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

Donna Cohn

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

TTH 10:30AM-11:50AM

LCD 113

**Additional Information:** The lab fee is \$60.00

IA-0249-1 **DR**

**Distribution Area: ADM**

### **Sequential Imagery 1**

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

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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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. Cumulative Skills: IND

TTH 01:00PM-03:20PM

ARB STUDIO 2

IA-0252-1

DR

PR

IP

Distribution Area: ADM

### **Intermediate Fiction Writing. Techniques in Fiction: The, Child Narrator**

Uzma Khan

This course explores why and how writers choose to tell stories through a child's eyes. If successful, their narratives inevitably evince more emotional appeal than if told through adult eyes. Yet the works -- often about war, family break-up, mental or physical disability, murder, and abuse -- are deadly serious. They are for adults. The child is often an innocent observer; the child is also the cunning survivor. In this space between guilelessness and guile lies his or her 'victory' for us, the grown-ups, as we find ourselves rooting for those who can be wronged but not undone. If the pattern is predictable, it is also endlessly varied. Or is it? We will look at works from around the world and from different time periods that have used the child's voice with varying degrees of success. NOTE: Students must attend the first day of class in order to be considered for enrollment. Cumulative Skills: IND, WRI

T 12:30PM-03:20PM

EDH 4

IA-0258-1

PR

IP

### **Who's Telling This Story: point of view for fiction writers**

Nathalie Arnold

Understanding the limits and possibilities of point of view is an essential step in becoming a writer. This reading and workshop course will introduce members to various kinds of literary point of view. Through focused writing exercises, intensive reading of contemporary U.S. and international fiction told in different modes, members will acquire a language for analyzing point of view in fiction, as well as practical experience in using varied points of view themselves. Most importantly, members will refine their ability to read as writers, mining published work for technical insights and guidance. Students will produce 2 pieces of fiction for the workshop and will also write a critical essay about point of view.

Prerequisite: At least one college-level intensive creative writing course featuring significant peer critique. Students must view creative writing as a key part of their Division II concentration. Instructor Permission only: NO PERMISSIONS GRANTED UNTIL FIRST WEEK. NO WRITING SAMPLES. ALL INTERESTED STUDENTS MUST ATTEND THE FIRST CLASS. Cumulative Skills: IND

T 06:00PM-08:50PM

EDH 4

**Additional Information:** Students are encouraged to have already FILED Division II., Ideally, students will be in their third semester of Division II, which, for non-transfers, would be their fifth semester at Hampshire.

IA-0260-1

DR

Distribution Area: ADM

### **Poetry in Process: Developing a Writing Practice**

Amy Dryansky

Sometimes translating ideas in your head into words on the page can be daunting. Sometimes you just don't feel inspired." We'll learn strategies to work with those awkward moments, use writing prompts to generate the raw material of poetry and look at strategies for revision that keep the work alive. Most of all, we'll honor "mistakes" as a path to brilliance. Emphasis on creating and revising new work, but we'll also practice reading/performing work, introduce ourselves to a variety of writers and poetic forms, and develop a shared vocabulary for our critical thinking. We will concentrate on creating a supportive community of individuals able to give as well as receive helpful and productive feedback. No prerequisites, but a prior college-level creative writing course is helpful. An ideal course for students in their 3rd semester contemplating a Division II in Creative Writing." Cumulative Skills: IND

T 06:00PM-08:50PM

EDH 5

**Additional Information:** Attendance on the first day of class is required.

IA-0262-1

DR

Distribution Area: ADM

### **Creative Reuse: Tinkering meets Repurposing**

Colin Twitchell

Recycling, remanufacturing, refurbishing, repurposing and up-cycling are all ways to add value, reduce waste and lower the environmental impact of used objects. Through the notion of tinkering, we will explore how discarded objects can

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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be creatively reused for utilitarian and artistic purposes. Through this process participants in the course will enhance their technological creativity and designing capacity. Using projects and experiential means (e.g. tinkering) students in this course will gain a deeper understanding of their creative process, improve their understanding of mechanical objects, explore the relationship between discarded and reused, acquire basic fabrication and design skills and do some intuitive engineering. Cumulative Skills: IND

WF 02:30PM-03:50PM LCD 113

**Additional Information:** Lab Fee: \$60.00

IA-0271-1 PR

### **Designers Reading Plays**

Peter Kallok

When designing costumes, projections, sound, lighting, props, or scenery, do theatre designers read plays any differently than a director or an actor? Should they? When reading a play, to what does a designer respond? Theme, character, dialogue, stage directions, place, time, rhythm, flow, and arcs all play into a designer's process of discovering the visual and aural possibilities of texts. How does a designer sift through the body of a script and discover clues of the physical nature of the play? This course focuses on reading plays with design in mind. We will read and discuss selected plays. Students will research period and aesthetic styles, lead discussions, present initial design ideas for each play, and work in design teams." Throughout the semester students will expand their design vocabulary and experiment with design presentations. Prerequisite: College level theatre course." Cumulative Skills:

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

IA-0272-1 PR IP

### **Directing Lab 2**

William MacAdams

In this advanced directing course, students will explore the many ways that directors approach text. We will begin by reading a single play, and doing exercises inspired by the book 'Backwards and Forwards' (see Textbook Information). In the second part of the course, we will be partnering with a diverse group of contemporary, professional playwrights. Each student will cast and direct a short piece written by one of the writers and, in order to sharpen their collaborative skills, discuss the rehearsal process with the playwright twice. In the final section of the course, students will direct interview-based theater pieces created and performed by members of Talya Kingston's 'Documentary Drama' course (IA-0275). Pre-requisite: a directing or directing/design course at Hampshire or another of the five colleges. Cumulative Skills: MCP, IND

TTH 09:30AM-11:50AM EDH 104

IA-0275-1

### **Documentary Theatre**

Talya Kingston

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

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

IA-0281-1 PR IP

### **Band, Cast, Sedge, Bask: Building a Collection of Poems**

Heather Madden

This workshop is designed for advanced students of poetry. Members will write and design a chapbook of 20-30 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 mixed mediums, collaboration, and hybrid forms. Workshop members are expected to submit work for peer feedback and to respond to peer work in the course of the semester. Each workshop member will also study and respond to collections of published poems, with an emphasis on 'first book' and small press publications. Limited to 16

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(8-29-13)

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students, this workshop is designed for those who have had at least one 200-level workshop in poetry. Instructor permission is required. Email hmIA@hampshire.edu for more information. Cumulative Skills: IND

T 12:30PM-03:20PM

LIB KIVA

IA-0285-1

PR IP

### **Creative Writing W'shop: Topics in Craft: Defamiliarization**

Uzma Khan

This is an intermediate creative writing course that explores Defamiliarization, what David Lodge in *The Art of Fiction* describes as Overcoming the deadening effects of habit by representing familiar things in unfamiliar ways." We will go about re-perceiving the ordinary through reading international novels and short stories; offering in-class presentations; writing critical response papers on the readings; writing original works of fiction; and keeping regular "sensory journal" entries in which individual, cultural, and/or universal habits are re-examined (e.g., on dress, foods, music, war.) and periodically shared with the class. Bringing supplementary materials to class (e.g., an article that made you rethink a comfortable position on war, a voice that capture a musical note you didn't think existed, an image that made you want to paint again.) is strongly encouraged. Prerequisite: Students must have taken at least one college-level writing courses featuring intensive peer review. Note: Students MUST attend the first day of class in order to be considered for enrollment." Cumulative Skills: WRI, MCP

W 01:00PM-03:50PM

EDH 4

IA-0332-1

PR IP

### **Division III Theatre Seminar**

Talya Kingston

This seminar is designed for first or second semester Division III students whose project involves some aspect of theatre. Seminar participants will be expected to read some key performance texts and discuss them in relation to their own work, as well as helping to select readings relevant to their area of focus. We will also attend performances and participate in workshops led by theatre practitioners. Considerable time throughout the semester will be devoted to students' presentation of works in progress, peer editing, and sharing strategies for completing large independent projects. Assignments will include brief reaction papers, as well as the creation of an annotated bibliography and an artist statement that could be incorporated into the Division III project. This seminar can be used as an advanced learning activity.

Cumulative Skills:

M 02:00PM-05:00PM

MDB SMALL

**Additional Information:** Additional costs for field trips approximately \$20 per student., This course is for Division Three students with a theatre focus only.

IA-0336-1

### **Division III Concentrators Seminar in Studio Art**

William Brayton

This critique-based seminar will provide a forum for the discussion of independent visual art production at the upper Division III level. Weekly rotating group critiques and presentations will provide an ongoing forum for the discussion of Division III work. 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. Several visiting artists will present their work and conduct individual critiques. Prerequisite: Division III or upper Division II in Studio Art. Cumulative Skills: IND

W 12:30PM-04:00PM

ARB STUDIO 2

IA-0346-1

PR

### **Advanced Sculpture**

Thomas Haxo

This course provides students with conceptual, theoretical, technical, and historical information and experiences in sculpture at the advanced level. Materials may include clay, wood, steel, lightweight concrete, and found objects will be incorporated within a series of compounding independent projects. The primary issues surrounding sculptural objects and installations in contemporary art will be addressed. Designed for upper Division II and Division III levels. Prerequisite: At

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(see Appendix for Division I index)

## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

least one of the following IA sculpture courses: Sculpture Foundation, Sculpture Tutorial, or Object and Environment.

Cumulative Skills: IND

TTH 09:30AM-11:50AM

ARB SCULPT

**Additional Information:** A lab fee of \$90.00 will cover the cost of most materials.

IA-121T-1      **FY, DR**

**Distribution Area: ADM**

### **The Practice of Fiction, for Beginners**

Nathalie Arnold

This introductory course is for students who have wanted to write fiction but have not yet had a forum in which to do so. Through weekly exercises, we will explore all the basic elements of craft, including: character, dialogue, point of view, setting, and conflict. Students will keep a writing journal. Students will choose one short story collection from an agreed-upon list, and will do some guided writing in response. Our goals are to invigorate our imaginations, and to gain concrete practice in the art of fiction. Cumulative Skills: IND

WF 10:30AM-11:50AM

EDH 4

IA-131T-1      **FY, DR**

**Distribution Area: ADM**

### **Playwriting**

Ellen Donkin

Our work in this tutorial will be more or less equally divided between reading plays and writing a one-act. The plays we read, which will include a wide variety of playwrights, will inform our exercise work even as they deepen and extend our sense of drama as a form. We will be paying particular attention to the way character is revealed through dialogue, ways to unfold exposition, segmentation of dramatic action, and how dialogue is shaped by character activity.

Cumulative Skills: IND, MCP

TTH 09:00AM-10:20AM

EDH 5

IA-160T-1      **FY, DR**

**Distribution Area: ADM**

### **Drawing Foundation Tutorial**

William Brayton

This tutorial provides initial preparation for work in drawing and other areas of the visual arts. Students will develop their ability to perceive and construct visual images and forms across a range of subject matter. Projects address both the two-dimensional picture plane and three-dimensional space from a broad array of observed and imagined sources. A wide variety of media will be used to explore the body, found and imagined objects, collage, and structures in the natural and built environment. Visual presentations and group critiques will provide students with historical and conceptual contexts for the development their own work. This course satisfies Division I distribution requirements and prepares students to complete independent work. Cumulative Skills: IND

TTH 09:30AM-11:50AM

ARB STUDIO 1

**Additional Information:** Individually purchased drawing materials will cost in the range, of \$100.

IA-1IND-1      **DR**

### **Independent Study - 100 Level**

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

IA-2IND-1

### **Independent Study - 200 Level**

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

IA-3IND-1

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

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

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**FALL 2013 COURSE DESCRIPTIONS**  
**(8-29-13)**

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**LANGUAGE STUDIES (LS)**

LS-0101-1      **DR, LS**

**Distribution Area: CHL**

**Elementary Spanish I**

Juan Carpio

This course is designed for students with no background in Spanish. Students are introduced to basic grammatical structures (including present, preterit 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. This class focuses on speaking and using the Spanish language. Topics of study are based on assignments from the course textbook, *Vistas*, current and global events and the students' experiences. Attendance and classroom participation count for sixty percent of the requirement for credit. Cumulative Skills: MCP

MW 04:00PM-06:30PM      FPH 103

**Additional Information:** This class is taught by faculty from the International Language, Institute of Massachusetts in Northampton (www.ili.edu). For, more information regarding placement in this course, please, contact Juan Carlos Carpio, jccLS@hampshire.edu

LS-0101-2      **DR, LS**

**Distribution Area: CHL**

**Elementary Spanish I**

Eliza Beardslee

This course is designed for students with no background in Spanish. Students are introduced to basic grammatical structures (including present, preterit 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. This class focuses on speaking and using the Spanish language. Topics of study are based on assignments from the course textbook, *Vistas*, current and global events and the students' experiences. Attendance and classroom participation count for sixty percent of the requirement for credit. Cumulative Skills: MCP

MW 06:00PM-08:30PM      FPH 108

**Additional Information:** This class is taught by faculty from the International Language, Institute of Massachusetts in Northampton (www.ili.edu). For, more information regarding placement in this course, please, contact Eliza Beardslee, ebLS@hampshire.edu

LS-0102-1      **DR, LS**

**Distribution Area: CHL**

**Elementary Spanish II**

Esther Lopez

This course is the second semester of Elementary Spanish and students enrolled in this course should have taken IA/LS-0101 or the equivalent. This class is taught entirely in Spanish and focuses on speaking and using Spanish. Students entering this level should be able to use the present, future (ir+a+infinitive) and preterit with some fluency and accuracy. Attention is given to building accuracy with grammatical structures introduced in IA/LS-0101 and focusing on the differences between the preterit and imperfect tenses along with pronoun use as well as an introduction to present subjunctive and more sophisticated grammar. All four skill areas (speaking, listening, reading and writing) are practiced through activities that are based on real-life situations, the course textbook, *Vistas* and the students' experiences. Classroom attendance and participation count for sixty percent of the requirement for credit. Cumulative Skills: MCP

MW 01:00PM-03:30PM      FPH 103

**Additional Information:** This class is taught by faculty from the International Language, Institute of Massachusetts in Northampton (www.ili.edu). For, more information regarding placement in this course, please, contact Caroline Gear, caroline@ili.edu

LS-0103-1      **DR, LS**

**Distribution Area: CHL**

**Beginning Yiddish I**

Ester-Basya Vaisman

Spoken by the largest number of Jews for the longest period of time in the most countries all over the world of all Jewish languages, Yiddish is the key to understanding Eastern European Jewish life. This course will provide an

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**FALL 2013 COURSE DESCRIPTIONS**  
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introduction to Yiddish language and culture. Students will develop basic speaking, listening, reading, and writing skills in Yiddish, using textbook materials, original texts, audio-visual sources, and group work emphasizing student participation. The course will also introduce students to the history of the Yiddish language and the breadth of Yiddish culture. Additionally, there will be a weekly, 45-minute discussion section at a time to be determined. Cumulative Skills:

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

LS-0110-1            **DR, LS**

**Distribution Area: CHL**

**Elementary Arabic I**

Olla Al-Shalchi

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. Cumulative Skills: MCP

MTWTHF 09:00AM-09:40AM                      ASH 111

LS-0111-1            **DR, LS**

**Distribution Area: CHL**

**Elementary Chinese I**

Kay Johnson

Elementary Chinese I: This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program and supervised by Professor Kay Johnson. It will cover the first semester of beginning Chinese. The second semester of beginning Chinese language will be offered during the spring semester. The course will follow the Integrated Chinese textbook series. The class will cover speaking, reading, and writing Chinese characters. Required books are: Integrated Chinese Textbook Level 1, Part 1; Integrated Chinese Workbook Level 1, Part 1; Integrated Chinese Character Workbook, Level 1, Part 1. Cumulative Skills: MCP

MTWTHF 05:00PM-05:50PM                      FPH 101

**Additional Information:** This course will be taught by Danni Song and supervised by Kay, Johnson.

LS-0123-1            **DR, LS**

**Distribution Area: CHL**

**American Sign Language I**

Ruth Moore

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, and also being able to give a skit in American Sign Language. Cultural aspects of the Deaf community will be shared through readings, videotapes/DVDs, and class discussion. Cumulative Skills: MCP

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

LS-0201-1            **DR, LS**

**Distribution Area: CHL**

**Intermediate Spanish I**

Samira Artur

This course is the first semester of Intermediate Spanish. Students enrolled in this course should have taken IA/LS-0102 or the equivalent and be able to use the present, future, preterit, imperfect tenses with some fluency and have a working knowledge of the present subjunctive. This course, taught entirely in Spanish, is designed to reinforce grammatical structures introduced in Elementary 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 through the textbook, Imagina, as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for sixty percent of the requirement for credit. Cumulative Skills: MCP

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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TTH 12:30PM-03:00PM

FPH 103

**Additional Information:** This class is taught by faculty from the International Language, Institute of Massachusetts in Northampton (www.ili.edu). For, more information regarding placement in this course, please, contact Samira Artur,saLS@hampshire.edu

LS-0202-1      **DR, LS**

**Distribution Area: CHL**

### **Intermediate Spanish II**

Esther Lopez

This course is the second semester of Intermediate Spanish. Students enrolled should have taken IA/LS-201 or the equivalent and be able to use the present, future, preterit, imperfect tenses, command forms and present subjunctive with some fluency. This course will solidify grammatical structures of Spanish through activities that practice all four skill areas: speaking, listening, reading and writing. Attention will be given to more sophisticated use of the subjunctive and compound tenses. Classroom activities and topics are connected to the culture and literature of the Spanish-speaking world through the textbook, Imagina, as well as students' own experiences. Emphasis is placed on speaking and writing in Spanish. Attendance and classroom participation count for 60 percent of the requirement for credit. Cumulative Skills: MCP

TTH 12:30PM-03:00PM

FPH 104

**Additional Information:** This class is taught by faculty from the International Language, Institute of Massachusetts in Northampton (www.ili.edu). For, more information regarding placement in this course, please, contact Caroline Gear,caroline@ili.edu

LS-0311-1      **LS      PR**

**Distribution Area: CHL**

### **Third Year Chinese I**

Kay Johnson

Third Year Chinese I: This course will be taught by a visiting professor of Chinese from the Hampshire College China Exchange program, D. Song 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 Reading Into A New China. 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 Reading Into A New China, vol. 1. The second semester of Third Year Chinese will be offered during the spring semester. Cumulative Skills: MCP

MWF 04:00PM-04:50PM

FPH 101

**Additional Information:** Completion of an intensive second year Chinese college course or, equivalent is required to enter this class., , This course will be taught by Danni Song and supervised by Kay, Johnson.

## FALL 2013 COURSE DESCRIPTIONS

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### NATURAL SCIENCE (NS)

NS-0104-1 DR

Distribution Area: **PBS**

#### **Optics and Holography**

Frederick Wirth

This course is an introduction to fundamental principles of optics as applied to image formation and holography. Each student will have a chance to produce two white-light visible holograms in our lab, as well as to undertake an individual project dealing with three dimensional image reproduction, holography, or more broadly defined optical phenomena. Topics will include geometric and physical optics, the nature and propagation of light, vision and color, photography, digital imaging, the Fourier transform and holography. Aesthetic considerations will be part of the course as well. Class will meet for one hour and twenty minutes twice a week, plus a lab of at least three hours for experimental investigations and holographic imaging. Projects will likely require more laboratory time. Advanced students wishing to help in the labs and pursue independent work should see the instructor. Cumulative Skills: IND, QUA, WRI

MW 01:00PM-02:20PM W 02:30PM-05:00PM

CSC 2-OPEN, CSC B16

NS-0112-1 DR

Distribution Area: **PBS**

#### **Puzzles and Paradoxes**

David Kelly

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

MWF 01:00PM-02:20PM

CSC 333

NS-0121-1 DR

Distribution Area: **PBS**

#### **Human Biology**

Christopher Jarvis

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

MW 09:00AM-10:20AM

CSC 2-OPEN

NS-0122/0322-1 DR

Distribution Area: **PBS**

#### **Sustainable Landscaping Practicum**

Lawrence Winship

Combining ideas, principles, and practices from horticulture, ecology and landscape design, we will develop and implement a sustainable landscape plan for part of the Hampshire College campus. We will first visit and come to understand several different natural plant communities in the Pioneer Valley and learn about native plants in the landscape from experts at Nasami Farm. We will learn how to identify herbs, vines, perennials, shrubs and trees, and how to place

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## FALL 2013 COURSE DESCRIPTIONS

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them with regard to soil, water, nutrients and canopy structure. We will then map an area, identify invasive species to be suppressed, and design a multi-storied sustainable plan incorporating both human and ecological design goals such as interesting flowers, colors, improved sight lines, and incorporation of edible species. Writing for the course will include a site inventory and an analysis of plant environment and dynamics, as well as a documented plan. Students will be expected to put in hours outside of class time improving and maintaining our site. NS 322 students will supervise design and action teams of NS 122 students. Cumulative Skills: QUA, IND

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

NS-0123-1 DR

Distribution Area: **PBS**

### **Human Variation: Race, Science, and Politics**

Alan Goodman

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

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

NS-0126/0326-1 DR

Distribution Area: **PBS**

### **Water in a Changing Climate**

Christina Cianfrani

Floods, droughts, and hurricanes have all been predicted to increase in response to climate change. How will these and other effects impact our access to freshwater? How will we adapt to these changing conditions? This class will cover a brief introduction to the science behind climate change predictions and look specifically at the impacts to the water cycle. We will also discuss how the ways in which we have changed the landscape affect our ability to respond to changes in water availability. Students will read and discuss primary literature, develop a research question and project, collect and interpret data (both in the field and the library), and learn the basic skills scientists use to analyze water-related issues.

Cumulative Skills: WRI, QUA

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

NS/CS/IA-0142-1 DR

Distribution Area: **PBS, ADM, MBI**

### **Innovations for Change: Problem Solving for the Future**

Steven Roof, 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 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; whether a cap-and-trade system can reduce carbon emissions efficiently and equitably; why humans are so resistant to changing our habits; or 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. Cumulative Skills: IND

TTH 10:30AM-11:50AM F 10:03AM-11:30AM FPH WLH,

**Additional Information:** This class meets Tuesdays & Thursdays in WLH at 10:30-11:50., Each student will be assigned to a required discussion section, which will meet Fridays at 10:30-11:30, classroom to be, determined.

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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

**Distribution Area: PBS**

### **Natural History of Infectious Disease**

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of Homo sapiens. We will also introduce the workings of Hampshire College. We will read R.S. Desowitz's *Federal Bodysnatchers* and the *New Guinea Virus* (2002) and P.J. Hotez's *Forgotten People, Forgotten Diseases*, and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups on one parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar, we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and writing. Collaborative work is expected throughout. Notes: Instructor permission is required for NS 353, not for NS 153.

Cumulative Skills: WRI, QUA, IND

TTH 10:30AM-11:50AM

CSC 2-OPEN

**Additional Information:** Instructor permission required for NS 353, not NS 153.

NS-0154-1

**DR**

**Distribution Area: PBS**

### **Science of Stress**

Cynthia Gill

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

MW 09:00AM-10:20AM

CSC 3-OPEN

NS-0202-1

### **Chemistry I**

Dulasiri Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, properties of matter, the gas laws, atomic structure, bonding and molecular structure, 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. Cumulative Skills: WRI, QUA

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

CSC 121, CSC 2-CHEM

NS-0204-1

### **Physics I**

Herbert Bernstein

The beginning of a three-semester sequence in Physics, this course will concentrate mainly on mechanics with applications to astronomy. Topics will include, kinematics and dynamics in one and two dimensions, planetary motion, conservation of energy and momentum, rigid bodies and rotation, and relativity. The course is calculus based and makes heavy use of computer modeling to develop realistic examples. It is highly recommended that students take calculus in the

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same semester that they begin this course. Weekly laboratory/field work is required. The labs are grouped into three major projects. Evaluations will be based on class participation, problem sets, and laboratory project reports. Cumulative Skills: QUA

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

CSC 3-OPEN, CSC 3-PHYC

NS-0207-1

### **Ecology**

Charles Ross

The science of Ecology investigates the distribution and abundance of organisms and their interactions with biotic and abiotic environments. This course will serve as an introduction to major areas of ecological study: population, community, and ecosystem ecology. Topics will include how populations are distributed in and limited by their environments, how organisms interact, how niches are determined, how ecosystems are structured, and how energy and nutrients flow through the biotic environment. A basic text in ecology as well as primary literature will guide lectures and discussions. We will include direct investigations of ecological phenomena in natural environments, and participants should be prepared for working in field conditions. Students will present their work in written and oral form. Cumulative Skills: QUA, WRI

MW 02:30PM-03:50PM

CSC 121

NS-0214-1

### **Principles of Sustainable Farming**

Agricultural sustainability is rooted in the viability of each individual farm. Ecologically and socially responsible farming practices can only be successful within the structure of a farm business that relies on effective resource management, efficient food production, and sales. Thus anyone interested in achieving sustainability through small scale, organic, local farming must first understand how farms function and then consider how to integrate sustainable practices to maximize positive impact. This course will consider the kinds of farming we see in our local area, and the guiding principles that farmers use to set up and structure their farming operations for success. Along the way, we will cover the sciences that inform farm management decisions and principles. Focus areas in farm management will be crop planning, crop rotation, soil fertility, insect and disease control, direct marketing, business structure/money management, cover crops, local/organic/sustainable/IPM, greenhouse management, winter production, and farm ecosystems. Focus areas in the sciences will be insect life cycles/ecology, soil science, plant physiology, and crop pathogens. Coursework will include visits to nearby farms, discussions, readings, short assignments/papers on specific topics, and the option for independent work. Jarrett Man is a current owner/manager of The Kitchen Garden, former manager of Stone Soup Farm and Red Fire Farm, and an alum of Hampshire. Cumulative Skills: IND, WRI

W 01:00PM-05:00PM

CSC 1-ECOL

NS-0217-1

### **Seeds and their Stories: The Cultural and Ecological History of, Food**

Tatiana Schreiber

How and why did the foods we eat today get here? Who first thought of domesticating corn or wheat, and how did they do it? How have the ways food is grown changed over time and in different parts of the world? The central theme of this course is the relationship between human cultures and food systems over time. The course considers the ways in which the cultivation of food is both shaped by the ecosystems in which it is grown and changes that ecosystem, both positively and negatively. In addition the course asks how political and social forces affect how food is grown and distributed. Students will discover how an understanding of these dynamics influences our contemporary relationship to the foods we eat. Issues such as the conservation of biological and cultural diversity; the development and sustainability of local ecological knowledge; the loss of top soil and ways in which it can be rebuilt using both innovative and traditional farming methods; the effect of climate change on agriculture; and political policies concerning agriculture, trade and the environment will all be addressed in the course and in students' individual research projects. Cumulative Skills: IND, MCP, WRI

TTH 02:00PM-03:20PM

CSC 333

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**(8-29-13)**

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NS-0221-1

**Animal Physiology**

Cynthia Gill

This course will cover physiology of organ systems within animal phyla with special emphasis on physiological adaptations of organisms to their environment. Topics will include osmoregulation, temperature regulation and neural, cardiovascular, respiratory, renal, digestive and endocrine function. One focus will be on cellular and molecular mechanisms common across systems and phyla. We'll also examine unique adaptations to extreme environments. Knowledge of basic biology and chemistry is not required but is recommended. Students will engage in class problems, lectures, and reading of text and primary scientific literature. Cumulative Skills: QUA

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

NS-0223-1

**Field Naturalist**

Noah Charney

The majority of this class will be held outside. Each week we will visit a different field site and spend the afternoon untangling the natural history of the landscape at that location. We will examine how plant and animal communities in western Massachusetts are shaped by processes such as geology, hydrology, weather, fire, and human land use. Students will be expected to learn skills in species identification and landscape interpretation. Class work will include a final group project as well as weekly assignments. We will meet in all weather conditions, and full participation and attendance at every class is mandatory. Students must be prepared to eat lunch in the field, must come with a sense of adventure, and must be eager to spend considerable time in forests and swamps. Cumulative Skills: WRI, IND

TH 10:30AM-05:30PM                      CSC 1-ECOL

NS-0255-1

**DR**

**Distribution Area: PBS**

**Watershed Hydrology**

Christina Cianfrani

How does water move through the landscape? What can we learn from studying streams and rivers? Students will explore topics in hydrology and watershed management. Areas of focus will include hydrologic cycle/water budgets, watershed characteristics, groundwater hydrology, aquatic ecosystems, and urban hydrology. Students will get their hands and feet wet in the lab and around Hampshire's campus, read and discuss primary literature, analyze data in teams, and learn basic skills scientist use to analyze water-related issues. In addition to gaining an understanding of hydrological processes, students will collect and analyze hydrologic data from a local watershed and develop a comprehensive watershed management plan. This course is suitable for upper-division students as well as first-year students with basic science background and an interest in water resources. Cumulative Skills: WRI, QUA

T 12:30PM-03:30PM                      CSC 1-ECOL

NS-0257-1

**Astrobiology: Ethics to Exoplanets**

Salman Hameed, Jason Tor

Are we alone in the universe? The essence of that question has likely been a source of inspiration since the dawn of humanity. The modern science of astrobiology is a transdisciplinary study of extraterrestrial life in the universe drawing from active research in astrophysics, biology, chemistry, and geology. A microbiologist, an astronomer, and a planetary scientist have teamed up to take you through this inter-disciplinary course, where we will look at the history of extraterrestrial debate and analyze the science behind astrobiology. We will investigate the properties of life as we know it and extrapolate these properties to consider the potential for simple life forms to exist on Mars and elsewhere in our solar system, to the possibility of intelligent life on habitable planets near distant stars, and finally the implications of extraterrestrial life to life on Earth. Cumulative Skills: WRI

M 07:00PM-09:40PM                      FPH WLH

NS-0260-1

**DR**

**Distribution Area: PBS**

**Calculus in Context (Calculus I)**

Kenneth Hoffman

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.

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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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 316-Linear Algebra or 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. Cumulative Skills: QUA

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

NS-0262-1

### **Biochemistry**

John Castorino

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

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

**Additional Information:** Prerequisite: none, but Organic Chemistry is desirable.

NS-0265-1

### **Statistics**

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. Cumulative Skills: QUA

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

NS-0273-1

### **Chemistry and Physics of Solar Energy and Energy Storage, Technology**

Rayane Moreira, Frederick Wirth

Chemistry and physics of solar energy and energy storage technology Harvesting energy from the sun has become an important element in implementing a sustainable energy future. The basic components of a solar electricity system, photovoltaic cells and batteries, are undergoing dramatic innovative development, and the 60-100% annual growth rate of solar electricity generation indicates that photovoltaic technology has become an affordable and practical sustainable energy source. This course will examine the chemistry and physics of photovoltaics and batteries, as well as recent research developments promising higher efficiency, lower cost, and new possibilities for implementation. We will consider these devices from a basic scientific point of view, perform simple experiments to elucidate their properties, read the current literature on the design, fabrication, and deployment of these devices, and explore how they work in energy systems. Students will propose and carry out a final project demonstrating their work in energy systems. Students will propose and carry out a final project demonstrating their understanding of these ideas. Cumulative Skills: IND, QUA, WRI

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

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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NS-0296-1 **PR**

### **Zymurgy**

Christopher Jarvis

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

F 10:00AM-05:00PM F 10:00AM-05:00PM CSC B2, CSC 2-MOLC

NS-0299-1

### **Learning Activity Projects**

Lynn Miller, Herbert Bernstein

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

NS-0314-1 **PR**

### **Organic Chemistry II**

Rayane Moreira

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

Cumulative Skills: WRI, QUA, IND

MWF 10:30AM-11:50AM W 01:00PM-05:00PM CSC 202, CSC 2-CHEM

**Additional Information:** Will be taught by Geremias Polanco Encarnacion, our new, mathematician

NS-0315-1

### **Elementary Theory of Numbers**

Geremias Encarnacion

Number theory is the branch of mathematics that deals with the properties of whole numbers. This is an area in which simplicity and complexity meet in an astonishing way. Therefore, in this course you will be presented with problems that, in most cases, are very easy to state, but whose degrees of difficulty range from very easy to incredibly difficult. We will focus on learning the tools and techniques that are used to attack problems in the field and beyond. By following an inquisitive approach in this exploration of the theory of numbers, we will help sharpen problem solving skills, the basic weapon of a professional mathematician. You will also learn and apply basic principles used in mathematical research. Topics include divisibility, primes and factorization, congruency, arithmetical functions, quadratic reciprocity, primitive roots, Dirichlet's series, and other topics at our discretion and as time permits. Cumulative Skills: QUA

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

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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NS-0322/0122-1

### **Sustainable Landscaping Practicum**

Lawrence Winship

Combining ideas, principles, and practices from horticulture, ecology and landscape design, we will develop and implement a sustainable landscape plan for part of the Hampshire College campus. We will first visit and come to understand several different natural plant communities in the Pioneer Valley and learn about native plants in the landscape from experts at Nasami Farm. We will learn how to identify herbs, vines, perennials, shrubs and trees, and how to place them with regard to soil, water, nutrients and canopy structure. We will then map an area, identify invasive species to be suppressed, and design a multi-storied sustainable plan incorporating both human and ecological design goals such as interesting flowers, colors, improved sight lines, and incorporation of edible species. Writing for the course will include a site inventory and an analysis of plant environment and dynamics, as well as a documented plan. Students will be expected to put in hours outside of class time improving and maintaining our site. NS 322 students will supervise design and action teams of NS 122 students. Cumulative Skills: QUA, IND

MW 02:30PM-03:50PM

CSC 333

NS-0326/0126-1

IP

### **Water in a Changing Climate**

Christina Cianfrani

Floods, droughts, and hurricanes have all been predicted to increase in response to climate change. How will these and other effects impact our access to freshwater? How will we adapt to these changing conditions? This class will cover a brief introduction to the science behind climate change predictions and look specifically at the impacts to the water cycle. We will also discuss how the ways in which we have changed the landscape affect our ability to respond to changes in water availability. Students will read and discuss primary literature, develop a research question and project, collect and interpret data (both in the field and the library), and learn the basic skills scientists use to analyze water related issues.

Cumulative Skills: WRI, QUA

TTH 10:30AM-11:50AM

CSC 333

NS-0350-1

PR

### **Structure and Function: Microscopy Research Methods**

Megan Dobro

The cutting edge of biology and technology is headed in the direction of microscopes. Microscopes provide beautiful data about complex systems in a variety of mechanisms. However, the results can often be difficult to interpret. In this course, we will study microscopy examples that have contributed greatly to our understanding of biology. We will use a few different types of microscopes and study the physics behind the image. Additionally, we will process and analyze new microscopy data from real research laboratories to contribute to the cutting edge of research. Cumulative Skills: IND, QUA

W 01:00PM-05:30PM

CSC 316

NS-0353/0153-1

IP

### **Natural History of Infectious Disease**

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of Homo sapiens. We will also introduce the workings of Hampshire College. We will read R.S. Desowitz's *Federal Bodysnatchers* and the *New Guinea Virus* (2002) and P.J. Hotez's *Forgotten People, Forgotten Diseases*, and other articles from the medical and scientific literature. Each student, for an evaluation, must write three essays and give one seminar on the public health, medical, social aspects of one of these parasitic diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. You are encouraged to work in small groups on one parasite. All students are expected to participate in the seminar, to write three essays from the original literature, and to lead one seminar. During the seminar, we will spend time thinking and working on the skills needed for successful college-level work: reading, study habits, seminar skills, and

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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writing. Collaborative work is expected throughout. Notes: Instructor permission is required for NS 353, not for NS 153.

Cumulative Skills: WRI, QUA, IND

TTH 10:30AM-11:50AM

CSC 2-OPEN

**Additional Information:** Instructor permission is required for NS 353, not NS 153.

NS-0388-1

PR IP

### **Advanced Methods in Molecular Biology**

John Castorino

This course is intended for Div III and advanced Div II students who are committed to proposing, developing, or carrying-through research projects involving techniques commonly used in a molecular biology lab. Students will learn intermediate to advanced approaches, protocols, and strategies for molecular biology. Depending on student projects, methods may include advanced PCR (inverse, nested, multiplexed, primer-based mutagenesis), qPCR, genomic and cDNA library construction, RNA and protein expression, hybridization methods, cloning and transformation strategies, imaging, cell-tissue culture, bioinformatics, and assessment of genomic variation. Readings will draw from primary literature, and students will present project reports in written and oral formats. Students may explore projects in development of, or in conjunction with, Div III work or independent studies. Selected students will develop projects in preparation for TAing a spring lab course in basic molecular biology methods. Prerequisites: Methods in Molecular Biology or equivalent lab experience is required. Cumulative Skills: IND, QUA, WRI

M 02:30PM-05:30PM M 02:30PM-05:30PM

CSC 2-OPEN, CSC 2-MOLC

NS-386I-1

PR IP

### **New Ways of Knowing**

Herbert Bernstein

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

TH 02:00PM-05:00PM

CSC 202

**Additional Information:** Prerequisite: some experience with critical analysis and a, well-developed (undergraduate) field of excellence. Instructor, permission required.

NS-109T-1

FY, DR

Distribution Area: **PBS**

### **Agriculture, Food and Health**

Elizabeth Conlisk

This hands-on course examines food in the broadest sense, from its production in the field to its complex role in health promotion and disease prevention. Students learn basic principals of agriculture, plant science, nutrition and epidemiology, with an emphasis on the original research linking food and food production to human health. Readings for the class are drawn from the primary and secondary scientific literature and from agriculture and nutrition textbooks. Students also assist with the weekly vegetable harvest on Hampshire's organic farm and participate in a new initiative linking the farm with an inner-city school in Springfield. This is an ideal course for students who are serious about scientific inquiry, community service and a few hours of farm work each week. Cumulative Skills: QUA, IND, WRI

TTH 09:00AM-10:20AM

CSC 333

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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NS-124T-1 **FY, DR**

**Distribution Area: PBS**

### **HIV/AIDS: 30 Years Later**

Megan Dobro

When the HIV virus was first identified as the cause of AIDS, people never imagined there would still be no cure 30 years later. In this seminar, we will read about the milestones of HIV research and discuss why finding a cure or vaccine has proven to be very difficult. Students can expect to learn about the life cycle of the HIV virus, methods of transmission, current tools for research, and social and political issues associated with the epidemic. We will examine different approaches to studying HIV and assess what is still unknown about its biology. At the end of the course, students will use what they have learned to develop their own ideas for curing AIDS. Cumulative Skills: WRI, IND, MCP

MW 10:30AM-11:50AM

CSC 316

NS-125T-1 **FY, DR**

**Distribution Area: PBS**

### **Ecology of New England Old Growth Forests**

Lawrence Winship

Not long ago, in the mid-1800s, the landscape of New England was primarily rolling farmland. Stands of trees covered less than 20% of Massachusetts. Now the reverse is true, and over 80% of the land is covered with young woods. The same kinds of trees are back, but the forests are substantially different and the impacts of human activity remain. Yet hidden within our second and third growth forests are patches of trees that were never clear-cut and in some cases were not cut at all. In those places, called "old growth" forests or "historic woodlots," we can get a glimpse of what the pre-colonial woodland might have been like. We can study forest ecology in the absence of direct human disturbance. The significance of old woods and the ecology of the plants, animals, and soil organisms found on sites undisturbed by intense human activity are "hot" topics among conservationists and forest managers alike. In this course, we will visit old growth sites, learn how to identify, age, and census trees, and how to read the history of a site. We will locate and map special trees, soils and plants. We will examine the literature on both the social and ecological significance of old trees and old soils. Students will complete group or individual projects." Cumulative Skills: WRI, IND, QUA

WF 10:30AM-11:50AM F 01:00PM-05:00PM

CSC 333, CSC 1-AGRI

NS-137T-1 **FY, DR**

**Distribution Area: PBS**

### **Sex, Death and Teeth: Life Stories Recorded in Teeth**

Alan Goodman

In this project-focused course we will research how teeth provide insights into health, nutrition, diet, and origins. Teeth develop in utero and during early life, and then are nearly inert. Because teeth grow somewhat like trees (teeth also have growth rings), one can use teeth as windows onto past lifetimes and geological times. We will learn how to read the record of nutrition and health from tooth size, shape and chemistry. Examples of hands-on projects include gender differences in prenatal nutrition among the Maya, lead pollution in contemporary Egypt and Mexico, and the geographic origin of enslaved Africans. This course is particularly recommended for students with interests in anthropology, archaeology, public health, and nutrition. Cumulative Skills: IND, QUA, MCP

TTH 09:00AM-10:20AM

CSC 1-ECOL

NS-141T-1 **FY, DR**

**Distribution Area: PBS**

### **Pattern and Coat Color**

Charles Ross

Natural organisms provide an unparalleled palette for almost every color and pattern imaginable. Why do organisms have stripes and spots? Why blue or red? This course will explore how and why various colors and patterns are produced in the biological world. We will investigate biochemical, genetic (and epigenetic), developmental, and environmental mechanisms as well as simple mathematical models to explain their production. Additionally, we will link patterns/colors to their functions, such as defense, warning, camouflage, communication, mate attraction, etc. We will use both applied and primary scientific research literature to explore topics in these areas. Students will research specific aspects or questions and present their findings in written and oral format. Cumulative Skills: QUA, IND

MW 10:30AM-11:50AM

CSC 2-OPEN

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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NS-195T-1      **FY, DR**

**Distribution Area: PBS**

### **Pollution and Our Environment**

Dulasiri Amarasiriwardena

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

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

CSC 121, CSC 2-CHEM

NS-1IND-1      **DR**

### **Independent Study - 100 level**

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

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NS-2IND-1

### **Independent Study - 200 Level**

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

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NS-3IND-1

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

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

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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### CO-CURRICULAR COURSES (CCR)

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

### INTERDISCIPLINARY ARTS (IA)

IA-0186-1      **CCR**

#### **Bicycle Frame Design and Fabrication**

Glenn Armitage

This co-curricular course will engage students in the process of designing and fabricating a custom bicycle frame. Students will learn about the array of anatomical and performance factors that designers must consider; use a frame design CAD program to analyze their design and create working drawings; and learn all the required fabrication methods for building welded steel frames. Those students wishing to build their own frame should expect to spend a significant amount of time in the shop outside of class. This course can be used to fulfill CEL-1 Division I requirement. Cumulative Skills:

F 09:00AM-12:00PM      LCD 113

**Additional Information:** Lab Fee: \$80.00

### OUTDOOR PROGRAMS AND RECREATIONAL ATHLETICS (OPRA)

OPRA-0101-1      **CCR**

#### **Beginning Shotokan Karate**

Samuel Kanner

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing and coordination to avoid an attack and striking as an effective means of counterattack to be used only if necessary. Students will learn basic methods of blocking, punching, kicking, and combinations; basic sparring; and basic kata, prearranged sequences of techniques simulating defense against multiple opponents. 5-College students will be graded pass/fail. Cumulative Skills:

MW 08:30PM-10:00PM      RCC 21

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0102-1      **CCR    PR**

#### **intermediate Shotokan Karate**

Samuel Kanner

Intermediate Shotokan Karate: In this course, the material learned in OPRA 0101 will be extended to include more combinations of techniques, greater freedom in sparring, and more complicated kata. This course may be repeated. Pre-requisite is completion of OPRA 0101. 5-College students will be graded pass/fail. Cumulative Skills:

TTH 07:00PM-08:30PM      RCC 21

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0105-1      **CCR**

#### **Fundamentals of Yoga**

Meredyth Klotz

Introduction to the practices of yoga. Meditation. Pranayama. Asana. Yoga Nidra. Relaxation. 5-College students will be graded pass/fail. Cumulative Skills:

M 09:00AM-10:30AM      RCC 21

**Additional Information:** This class may be used for CEL-1 credit.

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(8-29-13)

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OPRA-0106-1 **CCR**

### **Restorative Yoga**

Meredyth Klotz

Rest, relax and rejuvenate through yoga. All levels welcome! 5-College students will be graded pass/fail.

Cumulative Skills:

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

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0107-1 **CCR**

### **Gentle Yoga Flow**

Meredyth Klotz

Gentle Yoga Flow: Building on yoga fundamentals. All levels welcome. 5-College students will be graded pass/fail. Cumulative Skills:

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

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0108-1 **CCR PR**

### **Intermediate/Advanced Yoga**

Meredyth Klotz

Intermediate/Advanced Yoga: Yoga flow with inversions, backbends and challenging asana practice. Yoga experience required. 5-College students will be graded pass/fail. Cumulative Skills:

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

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0109-1 **CCR**

### **Partner Yoga**

Meredyth Klotz

Partner Yoga: Exploring yoga through partner work and play! 5-College students will be graded pass/fail.

Cumulative Skills:

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

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0110-1 **CCR**

### **Gentle Yoga Flow**

Meredyth Klotz

Gentle Yoga Flow: Building on yoga fundamentals. All levels welcome. 5-College students will be graded pass/fail. Cumulative Skills:

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

**Additional Information:** This year may be used for CEL-1 credit.

OPRA-0113-1 **CCR**

### **Aikido**

Mathew Snow

Aikido: Aikido is essentially a modern manifestation of traditional Japanese martial arts (Budo), derived from a synthesis of body, sword, and staff arts. Its primary emphasis is defensive, utilizing techniques of neutralization through leverage, timing, balance, and joint control. There is no emphasis on strikes or kicks since one is trained to blend and evade rather than confront. Beginners will practice ukemi (falling), body movement, conditioning, and several basic techniques. 5-College students will be graded pass/fail. Cumulative Skills:

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

**Additional Information:** This class may be used for CEL-1 credit.

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(8-29-13)

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OPRA-0115-1 **CCR**

### **Beginning Kyudo: Japanese Archery**

Samuel Kanner

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

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

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0116-1 **CCR**

### **Intermediate Kyudo**

Samuel Kanner

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

TTH 05:15PM-06:45PM                      RCC 21

**Additional Information:** This class may be used for CEL-1 credit.

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

### **Iaido: Japanese Swordsmanship**

Samuel Kanner

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

TTH 02:30PM-04:00PM                      RCC 21

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0118-1 **CCR**

### **Rape Agression Defense: Basic Physical Defense for Women**

Amanda Surgen, Troy Hill

The Rape Agression Defense system is a program of realistic self-defense tactics and techniques. The system is a comprehensive course for women that begins with risk awareness, prevention, reduction, and avoidance, while progressing on to the basics of hands-on defense training. It is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense/martial arts tactics. The RAD system of realistic defense provides women with the knowledge to make an educated decision about resistance. Safety and survival in today's world require a definite course in action. Women will learn effective options for taking an active role in their own self-defense and psychological well being. All physical abilities are welcome and no previous experience is necessary but consistent attendance or making up classes is necessary. Class will meet on Friday, September 13, 20, 27, and October 4 at 1:30-4 PM. 5-College students will be graded pass/fail. Cumulative Skills:

F 01:30PM-04:00PM                      RCC 21

**Additional Information:** Class meets ONLY on September 13, 20, 27 and October 4.

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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OPRA-0121-1 **CCR**

### **T'ai Chi**

Rob Zilin

T'ai Chi: T'ai Chi is an enjoyable exercise which gives a feeling of exquisite mental calm and emotional ease. T'ai Chi does not strain your joints or ligaments, but actually heals them and teaches your body to move with perfect efficiency. T'ai Chi will not strain your heart or circulatory system, but is a gentle and effective tonic to your heart. T'ai Chi is especially beneficial to the functions of your internal organs and builds up your body from the inside out. T'ai Chi has its origin as a valid martial discipline. Our emphasis will be the contrasts and similarities of the health art and martial art. This 2 hour class is open to beginner and experienced students. During the first few classes students will be sorted into appropriate practice groups depending on experience and ability. More advanced practices and intermediate form work will happen during the second hour of the class. 5-College students will be graded pass/fail. Cumulative Skills:

MW 06:30PM-08:30PM RCC 21

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0123-1 **CCR**

### **Beginning Whitewater Kayaking**

Michael Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, and kayak rolling. Class will meet Fridays on the River from 12:30pm - 6:00pm weather permitting, and on Wednesday in the pool from 1:00pm - 2:20pm. 5-College students will be graded pass/fail. Cumulative Skills:

W 01:00PM-02:20PM F 12:30PM-06:00PM RCC POOL, RCC RIVER

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0124-1 **CCR**

### **Beginning Whitewater Kayaking, Section 2**

Glenna Alderson

Beginning Whitewater Kayaking, Section 2: No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: equipment, strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing and kayak rolling. Class will meet Fridays on the river from 12:30 - 6:00PM, weather permitting, and on Wednesday in the pool from 6:00 - 7:00PM. 5-College students will be graded pass/fail. Cumulative Skills:

F 12:30PM-06:00PM W 06:00PM-07:00PM RCC RIVER, RCC POOL

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0126-1 **CCR PR**

### **Beyond Beginning Whitewater Kayaking**

Glenna Alderson

Beyond Beginning Whitewater Kayaking: This course is for students who have had previous whitewater kayaking experience. Students will learn to improve their whitewater techniques on class 2/3 water. Prerequisites include the ability to swim 300 yards of the pool, a kayak roll on moving water, and solid class II+ skills. 5-College students will be graded pass/fail. Cumulative Skills:

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

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0132-1 **CCR**

### **Outdoor Adventure Sampler**

Karen Warren

This course is an opportunity to experience the many activities that make up outdoor adventure. The class will also expose students to natural areas in the local region. Students will engage in the activities on a variety of levels from a

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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beginning introduction to a refinement of skills. Activities will include canoeing, sea kayaking, climbing, hiking, ropes course, and group initiatives. Class meets on Fridays from September 7 - November 16. 5-College students will be graded pass/fail. Cumulative Skills:

F 12:30PM-05:00PM

RCC FOYER

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0141-1 **CCR**

### **Beginning Swimming**

Glenna Alderson

Beginning Swimming: If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult swimmer 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 will include: breast, freestyle and elementary backstroke. Glenna Alderson is an American Red Cross certified instructor. 5-College students will be graded pass/fail." Cumulative Skills:

TH 03:00PM-04:00PM

RCC POOL

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0144-1 **CCR**

### **Thru Hiking**

Clemencia Caporale

Have you ever dreamed of hiking the Appalachian Trail, Pacific Crest Trail, or The Long Trail? Student will learn how to select gear and equipment for long distance hiking, prepare mail drops, meal plan for weeks at a time and execute a thru hike. The class will section hike the Robert Frost Trail during the semester, while planning for two different 3-day hikes, with a non-refundable lab fee of \$100 due by the second week of class. The lab fee will cover transportation, equipment, food, mail drops, permits, camping fees, and map. Completion of this course, participants will be equipped with the skills necessary to successfully thru hike any trail. 5- College students will be graded pass/fail. Cumulative Skills:

F 12:30PM-06:00PM

RCC FOYER

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0145-1 **CCR**

### **Outdoor & Wilderness Ethnics**

Clemencia Caporale

Students participate in various outdoor activities and learn about the seven principles of Leave No Trace, Wilderness Ethics, and local land issues. Students will learn techniques for disseminating low impact skills for backpacking, rock climbing, canoeing and more. Successful graduates of this course will gain skills to teach Leave No Trace techniques and ethics to their clients, friends and family. This class includes one overnight trip where students will hike, camp, and climb. Completion of this course will allow participants to teach Leave No Trace Awareness classes. 5- College students will be graded pass/fail. Cumulative Skills:

TH 12:30PM-03:00PM

LIB KIVA

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0151-1 **CCR**

### **Top Rope Climbing, Section 1**

Michael Alderson

Top Rope Climbing, Section 1: 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. Cumulative Skills:

T 12:30PM-06:00PM

RCC GYM

**Additional Information:** This class may be used for CEL-1 credit.

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## FALL 2013 COURSE DESCRIPTIONS

(8-29-13)

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OPRA-0152-1 **CCR**

### **Top Rope Climbing, Section 2**

Clemencia Caporale

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.

Cumulative Skills:

W 12:30PM-06:00PM

RCC GYM

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0155-1 **CCR PR**

### **Introduction to Sport Climbing**

Michael Alderson

Introduction to Sport Climbing: 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.

Cumulative Skills:

TH 12:30PM-06:00PM

RCC GYM

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0158-1 **CCR**

### **Beginning Mountain Biking**

Clemencia Caporale

This class is designed for beginners. The curriculum will cover proper techniques of shifting, braking, hill climbing and descent, body and pedal position, and navigating obstacles on the trail. Students will also learn basic bicycle maintenance and tuning. We will spend part of the class time riding for fun and fitness, and the rest on improving riding skills. Completion of this course, will equip participants with the skills necessary to successfully ride many of the natural trails in the Holyoke Range (Hampshire's back yard). Class begins on September 4 and ends on October 16. 5-College students will be graded pass/fail. Cumulative Skills:

W 10:00AM-11:30AM

RCC FOYER

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0164-1 **CCR**

### **Beginning Spinning**

Amanda Surgen

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

TTH 03:30PM-04:30PM

RCC FOYER

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0173-1 **CCR**

### **Strength and Conditioning**

Troy Hill

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

MWF 10:30AM-11:30AM

RCC GYM

**Additional Information:** This class may be used for CEL-1 credit.

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(8-29-13)

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OPRA-0174-1 **CCR**

### **Basic Strength Training**

Troy Hill

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

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

OPRA-0175-1 **CCR**

### **Speed and Agility Training**

Troy Hill

The class will focus on improving foot, speed, agility, and explosiveness through drills and plyometrics. The class will meet Tuesday and Thursday from 2pm-3pm for 6 weeks, September 10 - October 8. 5-College students will be graded pass/fail. Cumulative Skills:

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

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0185-1 **CCR**

### **Fundamentals of Tennis**

Arthur Carrington

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

TH 02:00PM-03:00PM MSC CTS/TRK

**Additional Information:** This class may be used for CEL-1 credit.

OPRA-0203-1 **CCR**

### **Backyard Wilderness**

Karen Warren

The Connecticut River Valley is a bioregion rich in natural variety and beauty. This course will be an opportunity to explore the natural places in our own backyard while examining the concept of wilderness in contemporary society. The social, spiritual, ecological, artistic, accessible and personal perspectives of wilderness will be the foundation of this place-based education class. By hiking and paddling we will attempt to develop a sense of place with some truly magical local outdoor sites. Readings and projects will further develop this concept of a backyard wilderness. Each class will venture outdoors to participate in activities including a swamp walk, working with a outdoor universal access program, using primitive earth-based skills, and overnight camping in order to understand wilderness perspectives experientially. Class is co-taught with Joe Olbrych. THIS CLASS IS OPEN TO FIRST-YEAR STUDENTS. Cumulative Skills:

W 01:00PM-05:00PM RCC FOYER

**Additional Information:** This class may be used for CEL-1 credit

OPRA-0208-1 **CCR PR**

### **Experiential Education from Theory to Practice**

Karen Warren

This course will offer an overview of the theoretical tenets of experiential education and how they can be applied in a variety of settings, including the outdoors, and alternative and traditional classrooms. Topics to be addressed include current issues in experiential education, oppression and empowerment in education, teaching experientially, creative expression, and the historical and philosophical basis of experiential education. The course format will include readings,

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## **FALL 2013 COURSE DESCRIPTIONS**

**(8-29-13)**

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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. Cumulative Skills:

TH 01:00PM-05:00PM

YURT LECTURE

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## Division I Distribution Requirements (for all entrants, beginning fall 2011)

### Distribution Areas

To fulfill the Division I distribution requirement, all students must satisfactorily complete a course in each of 4 out of the 5 following distribution areas, which faculty have identified as characteristic of and fundamental to Hampshire's distinctive academic program.

- **Arts, Design, and Media (ADM)**

Courses meeting distribution in this area explore creativity and works of the imagination, the broader context of artistic practices, the roles and responsibilities of makers and audiences, and students' development of their own original artistic voices.

Some of the artistic modes included in this distribution are: acting, directing and theatrical production, architecture, art education and book arts, choreography and dance, poetry, fiction and creative nonfiction writing, analog and digital media arts: graphic design, film, video, photography installation and performance art, analog and digital music, drawing, painting, and sculpture.

- **Culture, Humanities, and Languages (CHL)**

Courses meeting distribution in this area examine and interpret the texts and the artifacts (created works, performances, rituals) through which humans, both historically and currently, have sought to make meaning of their experience and expressed their feelings, beliefs and values.

Courses in CHL may come from a variety of disciplines including art history, comparative literature, cultural studies, foreign languages, literary analysis and criticism, mythology, philosophy, the analysis of popular culture, religious studies and semiotics.

- **Mind, Brain, and Information (MBI)**

Courses meeting the MBI distribution are devoted to the study of the mind and brain, individual and social behavior, language and communication, and computers and digital technologies.

Among the traditional disciplines that contribute to MBI are psychology, neuroscience, computer science, philosophy, linguistics, animal behavior, anthropology, education, and mathematics/statistics.

- **Physical and Biological Sciences (PBS)**

Courses meeting distribution in this area concern the exploration of physical and biological phenomena. Courses are designed to empower students to effect positive change through analysis, hypothesis-testing, problem-solving, theory-building, exploration, representation and experimentation, as they learn to use scientific theories and methods to observe, investigate, understand, describe and predict physical and biological phenomena.

Among the contributing traditional disciplines are chemistry, environmental sciences, physics, mathematics, astronomy, anthropology, health sciences, and engineering.

- **Power, Community, and Social Justice (PCSJ)**

Courses meeting distribution in this area examine the social and political dimensions of a broad range of human activities, including how the ways that events, periods, societies or groups are described and understood, can affect communities and individuals.

This distribution incorporates studies of philosophy, sociology, history, psychology, economics, anthropology, legal studies, and politics.

### Cumulative Skills

In Division I, students must also develop competence in the four core cumulative academic skills:

#### **Quantitative Reasoning (QUA)**

For QUA, students are evaluated on progress/proficiency in basic elements of numeracy, critically evaluating quantitative information and applying quantitative methods.

#### **Independent Work (IND)**

For IND, students are evaluated on progress/proficiency in learning how to frame an independent project, learning to incorporate outside suggestions, learning to revise, and learning to evaluate one's own work.

#### **Writing (WRI)**

FOR, WRI, students are evaluated on progress/proficiency in sentence-level clarity and basic grammatical conventions, identifying a research topic, building arguments, using evidence, and working with and appropriately citing a variety of sources.

#### **Multiple Cultural Perspectives (MCP)**

For MCP, students consider how social identities such as race, gender, and class shape worldviews and lived realities. This examination should include an analysis of the student's own identity.