

# Five College Course Offerings by Five College Faculty, 2011–2012

## African Studies

*Fall 2011*

**Mount Holyoke: Politics 398**

**Seminar: The Rwanda Genocide in Comparative Perspective**

In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this seminar explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the twentieth century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the UN International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Sierra Leone and the Democratic Republic of the Congo.

*Catharine Newbury*

*Professor of Government (at Smith College in the Five College Program)*

**Smith: Government 232**

**Women and Politics in Africa**

This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities.

Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists.

*Catharine Newbury*

*Professor of Government (at Smith College in the Five College Program)*

## Arabic

*Fall 2011*

**Amherst: Arabic 101**

**First Year Arabic I**

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic 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.

*Mohamed Hassan*

*Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program*

**Amherst: Asian 201**

**Second Year Arabic I**

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. 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.

*Mohamed Hassan*

*Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program.*

**Hampshire: IA/LS 110**

**Elementary Arabic I**

See Amherst: Arabic 101 above.

*Heba Arafah*

*Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)*

**Amherst: Arabic 301**

**Third Year Arabic I**

This yearlong course continues the study of Modern Standard Arabic. The course concentrates on all four-skills: reading, writing, speaking, listening. Students will read and discuss authentic texts by writers throughout the Arab world. Topics address a variety of political, social, religious, and literary themes and represent a range of genres, styles, and periods.

*Abdelkader Berrahmoun*

*Five College Teaching Fellow in Arabic (at Smith College in the Five College Program)*

**Mount Holyoke: Asian 130f (01/02)**

**First Year Arabic I**

See Amherst: Arabic 201 above.

*Heba Arafah*

*Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)*

**Mount Holyoke: Asian 232f**

**Second Year Arabic I**

See Amherst: Asian 201 above.

*Heba Arafah*

*Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)*

**Smith: Arabic 100Y**

**Elementary Arabic**

See Amherst: Arabic 201 above.

*Abdelkader Berrahmoun*

*Five College Teaching Fellow in Arabic (at Smith College in the Five College Program)*

**Smith: Arabic 200**

**Intermediate Arabic I**

See Amherst: Asian 201 above.

*Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)*

**UMass: Arabic TBA**

**Elementary Arabic**

See Amherst: Arabic 201 above.

*Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)*

*Spring 2012*

**Amherst: Arabic 102**

**First Year Arabic II**

This yearlong course introduces the basics of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. Beginning with a study of Arabic script and sound, students will complete the study of Elementary Arabic 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.

*Mohamed Hassan*

*Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program.*

**Amherst: Arabic 202**

**Second Year Arabic II**

This year-long course continues the study of Modern Standard Arabic. The course concentrates on all four skills: speaking, listening, reading, writing. 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.

*Mohamed Hassan*

*Senior Lecturer in Arabic (at Amherst College in the Five College Program) and Director of the Five College Arabic Language Program.*

**Amherst: Arabic 302**

**Third Year Arabic II**

This year-long course continues the study of Modern Standard Arabic. The course concentrates on all four-skills: reading, writing, speaking, listening. Students will read and discuss authentic texts by writers throughout

the Arab world. Topics address a variety of political, social, religious, and literary themes and represent a range of genres, styles, and periods.

*Abdelkader Berrahmoun*

*Five College Teaching Fellow in Arabic (at Smith College in the Five College Program)*

**Hampshire: IA/LS 111**

**Elementary Arabic II**

See Amherst: Arabic 102 above.

*Heba Arafah*

*Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)*

**Mount Holyoke: Asian 131s-01/02**

**First Year Arabic II**

See Amherst: Arabic 102 above.

*Heba Arafah*

*Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)*

**Mount Holyoke: Arabic 233s**

**Second Year Arabic II**

See Amherst: Arabic 202 above.

*Heba Arafah*

*Five College Lecturer in Arabic (at Mount Holyoke in the Five College Program)*

**Smith: Arabic 100Y**

**Elementary Arabic**

See Amherst: Arabic 102 above. *Abdelkader Berrahmoun*

*Five College Teaching Fellow in Arabic (at Smith College in the Five College Program)*

**Smith: Arabic 201**

**Intermediate Arabic II**

See Amherst: Arabic 202 above.

*Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)*

**UMass: Arabic TBA**

**Elementary Arabic II**

See Amherst: Arabic 202 above.

*Nahla Khalil, Five College Lecturer in Arabic (at the University of Massachusetts in the Five College Program)*

## Archaeology

*Fall 2011*

**Mount Holyoke: Anthropology 216 (01)**

**Archaeology of Food**

This course explores the study of ancient foodways with a focus on how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago. The first half of the course presents the types of archaeological data and analytical methods used to study the “agricultural revolution” in a variety of regions. The second half explores a number of themes within the archaeology of food that investigate the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food.

*Elizabeth Klarich*

*Assistant Professor of Anthropology (at Smith College in the Five College Program)*

**Smith: Anthropology 135**

**Introduction to Archaeology**

The study of past cultures and societies through their material remains. How archaeologists use different field methods, analytical techniques, and theoretical approaches to investigate, reconstruct, and learn from the past. Data from settlement surveys, site excavations, and artifact analysis are used to address economic, social, political, and ideological questions across time and space. Course taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality, and state-level societies across the globe. Relevance of archaeological practice in modern political, economic, and social contexts is explored. Limited to first years and sophomores. Enrollment limited to 30.

*Elizabeth Klarich*

*Assistant Professor of Anthropology (at Smith College in the Five College Program)*

*Spring 2012*

**Amherst: Anthropology 220****Collecting the Past: Art and Artifacts of the Ancient Americas**

Early European explorers, modern travelers, collectors, curators, and archaeologists have contributed to the development of ancient Latin American collections in museums across the globe. This course traces the history of these collecting practices and uses recent case studies to demonstrate how museums negotiate—successfully and unsuccessfully—the competing interests of scholars, donors, local communities, and international law. Students will learn how archaeologists study a variety of artifact types within museum collections and will have the opportunity to conduct independent research projects using pre-Columbian pottery and textile collections from the Mead Museum at Amherst College. Limited to 18 students.

*Elizabeth Klarich*

*Assistant Professor of Anthropology (at Smith College in the Five College Program)*

**Smith: Anthropology 2xx****Archaeological Method, Theory, and Practice**

The theoretical foundations of archaeological research, variety of methods available to analyze material culture, interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. Course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture, and innovative directions in the field of anthropological archaeology. The roles and responsibilities of archaeologists in heritage management, museum development, and community outreach. Anthropology 130 and 135 recommended, but not required.

*Elizabeth Klarich*

*Assistant Professor of Anthropology (at Smith College in the Five College Program)*

**Architectural Studies**

*Fall 2011*

**Hampshire: HACU 291****Riverscaping: Design, Collaboration, and Practice**

The fall of 2011 marks the launch of the riverscaping design/build competition. In conjunction with the event, this course invites students to participate in research and architectural design in both a classroom and office environment. Students will team up with local artists and architectural practitioners working both in and out of their offices/studios to complete the challenges of the project and the submission requirements of the competition. Students will work with their team to develop their own individual design projects, identifying their own approach to the riverscaping project and organizing the final design panels for submission. Students will be required to meet once per week in class to discuss readings, progress, and experiences within the different practicing environments. This course requires substantial out-of-class studio work and commitments to a rigorous schedule of production. It is open to all Five College students, but requires that all students have completed at least one architectural design studio prior to the start of this course. Instructor permission required—contact Thom Long at [tlong@hampshire.edu](mailto:tlong@hampshire.edu) for details.

*Thom Long*

*Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program)*

**Hampshire: HACU 138T****Architecture, Art, and Environment: Riverscaping**

The river is connection and separation. It is passage and obstacle. It is community and battlefield. It is music and noise. It is art and function. It is local and global. It defines our past and will define our future. In this tutorial course, students will explore the role of the river as a medium that binds together multiple histories, sciences, theories, arts, practices, and communities. While highly interdisciplinary in nature, this course will focus on the relationships between art, people, and the environment. Students will par-

ticipate in research projects, readings, short papers, design experiments, and small art projects. Our objective is to use the river as a muse to explore the interconnectedness of communities and cultures, in both historical and contemporary (technology-driven) frames. The content and focus of this course is driven by the framework of the ongoing Five College Riverscapes project ([riverscapes.org](http://riverscapes.org)). Students working on this project will collaborate often with upper-level students in another Riverscapes course. These learning exchanges will encourage skill sharing, participatory learning, creative intellectual exchange, and future academic collaboration.

*Thom Long*

*Assistant Professor of Architecture and Design  
(at Hampshire College in the Five College Program)*

#### **Mount Holyoke: Architectural Studies 205 Sculpting Space**

This studio course will be a design investigation of a particular theme in or approach to architecture and the built environment. Students will develop and apply traditional and contemporary architectural skills (sketches, plans, elevations, models, computer diagramming, and various modes of digital representation) to interdisciplinary and socially pertinent design problems. Creative and indexical study and analysis will be used to generate and foster a broad range of concepts and language to solve architectural issues involving site, construction, inhabitation, function, form, and space. Our goal is to apply creative techniques in art and sculpture to the creation of meaningful space.

*Thom Long*

*Assistant Professor of Architecture and Design  
(at Hampshire College in the Five College Program)*

*Spring 2012*

#### **Amherst: European Studies 216 / Art 216 Digital Constructions: Intermediate Architectural Design**

We will explore the intellectual and creative process of making and representing architectural space. The focus will be on exploring the boundaries of architecture—physically and theoretically, historically, and presently—

through digital media. Our process will prompt us to dissect twentieth-century European architectures and urban spaces and to explore their relationships to contemporary, global issues. The capstone of the course will be a significant design project requiring rigorous studio practices, resulting in plans, sections, elevations, and digital models. This course will introduce students to various digital diagramming, drawing, and modeling software, while challenging students to question the theoretical and practical implications of these interdisciplinary media processes. This course will combine lectures, reading, discussion, and extensive studio design. Prerequisite: ARHA 111. Admission with consent of instructor. Limited to 10.

*Thom Long*

*Assistant Professor of Architecture and Design  
(at Hampshire College in the Five College Program)*

#### **Hampshire: HACU 307**

#### **Advanced Design and Media Lab: Art, Architecture, and Environment**

This course is open to second year Division II and Division III students and Five College seniors completing or anticipating advanced architectural or other design studio projects. It provides a structured and critical creative environment for students to explore, experiment, and design in both an individual and collaborative studio setting. Students will develop their own individual design projects, identifying their own approach, scope, and thesis, then executing their creative acts throughout the semester and will be expected to engage in the creative challenges presented by the course while working on their own independent semester-long projects. This course is highly interdisciplinary in nature, yet designed for students developing projects in physical arts, graphic design, interactive design, industrial design, environmental design, architecture, and urban planning. There will be an intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. This course requires substantial out-of-class studio work and commitments to a rigorous schedule of production, culminating in a collective exhibition at the end of the semester.

Students must have an individual project in mind or in progress at the start of the term. Non-Hampshire students should have an established work methodology and have taken several studios in art or architectural design. Instructor permission required—priority for acceptance will be given to upper-level students; Contact Thom Long at [tlong@hampshire.edu](mailto:tlong@hampshire.edu) for details.

*Thom Long*

*Assistant Professor of Architecture and Design (at Hampshire College in the Five College Program)*

## Art and Technology

*Fall 2011*

**Hampshire: IA 338**

**Art, Nature, Technology**

The discourses of art, nature, and technology have been intertwined for centuries, but as technology becomes more sophisticated, it is possible for artworks to go beyond just representing nature, and to begin to simulate it or engage it directly. This course will explore the ways that art can employ both the ideas and tools encountered in areas of research like artificial life, the simulation of complex systems, remote environmental sensing, biomimicry, and green technology. Students will complete a series of conceptually based art projects culminating in a final project of their own devising. Projects will be contextualized by looking at the work of artists working with nature, from the earth art of the 1960s to contemporary work such as Ken Goldberg's Telegarden. There will be series of readings on topics like the social construction of nature.

*John Slepian*

*Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program)*

**Smith: Art 162**

**Introduction to Digital Media**

An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics work station. Enrollment limited to 14.

*John Slepian*

*Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith colleges in the Five College Program)*

*Spring 2012*

**Hampshire: IA 241**

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

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

*John Slepian*

*Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program)*

**Smith: Art 361**

**Interactive Digital Multimedia**

This course emphasizes individual projects and one collaborative project in computer-based interactive multimedia production. Participants will extend their individual experimentation with time-based processes and development of media production skills (3D animation, video, and audio production) developed in the context of interactive multimedia production for performance, installation, CD-ROM, or Internet. Critical examination and discussion of contemporary examples of new media art will augment this course. Prerequisites: ARS 162 and permission of the instructor. Enrollment limited to 14.

*John Slepian*

*Assistant Professor of Art and Technology (at Hampshire [home campus] and Smith Colleges in the Five College Program)*

## Asian/Pacific/American Studies

Fall 2011

Mount Holyoke: History 231f

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

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

*Richard T. Chu*

*Associate Professor of History (at the University of Massachusetts in the Five College Program)*

UMass: History 247

### “Empire,” “Race,” and the Philippines: Indigenous Peoples vs. the Spanish, U.S., and Japanese Imperial Projects

Is the United States an “empire”? Today, U.S. political, military, and economic involvement in many parts of the world, such as the Middle East, makes this an urgent and important question. This course addresses the issue of American imperial power by examining the history of U.S. colonization of the Philippines, during the first half of the twentieth-century, and by comparing it with that of two other imperial powers—Spain and Japan. Themes to be discussed include imperialism, colonialism, religion, ethnicity, gender, orientalism, nationalism, postcolonialism, neo-colonialism, crony capitalism, globalization, and militarism.

*Richard T. Chu*

*Associate Professor of History (at the University of Massachusetts in the Five College Program)*

Spring 2012

Amherst: History 249

### Asian-Pacific American History

This course is an introductory survey course in the history of Asian-Pacific-Americans within the broader historical context of U.S. imperialism in the Asia-Pacific region. We will compare and contrast the historical experiences of specific groups of the A/P/A community; namely, those of Chinese, Filipino, Japanese, Korean, Southeast Asian (Vietnamese, Cambodian, and Hmong), Asian Indian, and Pacific Islander descent. The objective of the course is to provide the students with a fundamental understanding of A/P/A history that is inextricably linked to the goal of the United States to establish military, economic, and cultural hegemony in the world as seen through its colonial and neo-colonial policies both in the U.S. and the Asia-Pacific region. Thematically, the course will focus on imperialism, migration, race and racism, class, gender, sexuality, immigration, colonialism, postcolonialism, nationalism, ethnicity, globalization, and transnationalism. Discussions will emphasize the complexity and diversity, as well as the commonalities, of certain groups of A/P/A community affected by American imperialism.

*Richard T. Chu*

*Associate Professor of History (at the University of Massachusetts in the Five College Program)*

UMass: History 253

### Asian-Pacific American History

See above.

*Richard T. Chu*

*Associate Professor of History (at the University of Massachusetts in the Five College Program)*

## Dance

Fall 2011

Hampshire: HACU 270

### Fleeting Images: Choreography on Film

From silent slapstick comedy and grandiose musicals to martial-arts action films and music television videos, the dancing body has riveted the camera’s eye since the creation of moving pictures at the turn of the twentieth

century. This course examines the centrality of dance in the motion picture, and at the same time shows how the medium of film has transformed the physics of dance (time, space, energy) into fantastical visual dimensions. We will focus on works that have most successfully produced a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body. As we analyze the kinetic images that are choreographies of body and camera (discerning how each move is rhythmically paced, shot, edited, and scored; and the roles of the choreographer, director, editor in shaping and controlling the moving image), we hope to enlarge the concept of so-called screen dance and gain an understanding of how dance functions to maintain and assert cultural and social identities. Putting into theory to practice, we will form small group collaborations to create an original study in choreography for the camera. Students will engage in all aspects of production, from concept, choreography, and performance to direction, lighting, sound, and editing.

*Constance Valis Hill*

*Professor of Dance (at Hampshire College in the Five College Program)*

#### **Mount Holyoke: Dance 377**

##### **Advanced Study: Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop**

This survey of twentieth-century American dance moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer's body, and a radically changed dance aesthetic—to the radical postmodernism of the nineties when the body continued to be the site for debates about the nature of gender, ethnicity, and sexuality. We will investigate how the political and social environment, particularly the civil rights/black power movement, anti-war/student movement, and the women's movement, with its proliferation of feminist performance works, informed the work of succeeding generations of dance artists and yielded new the-

ories about the relationship between cultural forms and the construction of identities. While individual artists pursued radically different methods, materials, and strategies for provoking new ideas about dance, body, and corporeal aesthetics, altogether, they instigated new frames and viewing positions from which to understand how dance communicates; and inspired a fresh new group of self-conscious and socially-conscious dance artists/activists who insisted on speaking directly to their own generation.

*Constance Valis Hill*

*Professor of Dance (at Hampshire College in the Five College Program)*

*Spring 2012*

#### **Hampshire: HACU 240**

##### **Jazz Modernism**

Embellishing upon Ralph Ellison's astute remark that much in American life is "jazz shaped," this course presents a multidisciplinary introduction to the study of jazz and its inflection of American expressive culture. We will learn as much about jazz as an American vernacular musical form with a distinct African heritage as how the music made its cross-disciplinary mark in the literary, visual, and performing arts, becoming the motive and method for shaping a distinctly modernist aesthetic. As we examine the relationship between jazz music and dance, we will look not only at corporeal embodiments of the blues, swing, bebop, and rhythm and blues, but how jazz rhythm, improvisation, call-and-response patterning, and elements of swing altered the line, attack, speed, weight, and phrasing of contemporary dance forms. We will apply this inflective model to artistic expressions across the disciplines as we consider jazz as the master trope of the twentieth century, the definitive sound and shape of America.

*Constance Valis Hill*

*Professor of Dance (at Hampshire College in the Five College Program)*

#### **UMass: Dance 171**

##### **Twentieth-Century American Dance**

From the light-transforming dances of La Loie and the barefoot dances of Isadora to the graceful cakewalking of Ada Overton and George Walker, bending over backward until

their heads almost touched the floor; from the zealous modernists to the irreverent post-modernists; from ballroom, boogie, and shim-sham-shimmy to jazz tap, bebop, and hip-hop: this survey of twentieth-century American dance looks at all the steps, styles, and genres, the classical and cultural traditions that shaped American vernacular dance forms. Viewing cultural history through the lens of movement and performance, we will ask, what are the particular social and cultural traditions that shaped images of American dance performance, as we trace our own roots as dance artists within the twentieth and twenty-first century continuum.

*Constance Valis Hill*

*Professor of Dance (at Hampshire College in the Five College Program)*

## English

*Fall 2011*

**Amherst: English 300**

**Encountering Islam in Medieval and Renaissance Literature**

This course provides an introduction to some of the most popular texts of the medieval and Renaissance periods in England by focusing on stories of Christian-Muslim encounter. These stories of interfaith conflict and union offer an important prehistory to the highly charged relations between Christians and Muslims today. Such interfaith encounters lay at the center of numerous early modern texts, generating a wide variety of stories about love, warfare, friendship, and conversion. We will place these stories in their proper historical contexts, learning about the history of the Crusades as well as about the rise of English commerce with the Ottoman empire. How did literature contribute to the formations of religious, national, and racial identity? We will consider the interrelations between literary form and cultural history, as well as the significance of genre in shaping stories of Christian-Muslim encounter. Texts include poetry, prose, and drama by such authors as Geoffrey Chaucer, John Mandeville, Geoffrey of Monmouth, Edmund Spenser, William Shakespeare, Christopher Marlowe, Mary Wortley Montagu, and others.

*Jane Degenhardt*

*Associate Professor of English (at the University of Massachusetts in the Five College Program)*

**UMass: English 891JK**

**Religion, Magic, and the Shakespearean Stage**

Religious rituals, black magic, and theatrical entertainment were linked by controversy in Shakespeare's England: were they potent acts or empty performances? How did they seduce and endanger unwitting audiences? Foregrounding the plays of Shakespeare and his contemporaries, we will explore the intersecting cultural histories of religious persecution, witchcraft trials, and movements to close down the theaters. We will consider how England's religious culture was destabilized not only by the Protestant Reformation but also by global trade and travel, which increasingly exposed the English to Islam, Judaism and other religions of the world. To what extent did audiences believe in the power of Othello's witchcraft, Prospero's conjuring, or Paulina's miraculous resurrection? Why was theatrical enactment considered so dangerous? Our focus will extend beyond the interpretation of simple representational allusions to grapple with the particular semiotics of theatrical performance. Readings will include a balance of plays and critical/theoretical writings.

*Jane Degenhardt*

*Associate Professor of English (at the University of Massachusetts in the Five College Program)*

*Spring 2012*

**Mount Holyoke: English 317**

**Studies in Renaissance Literature: Religion, Magic, and the Shakespearean Stage**

Religious rituals, black magic, and theatrical entertainment were linked by controversy in Shakespeare's England: were they potent acts or empty performances? How did they seduce and endanger unwitting audiences? Foregrounding the plays of Shakespeare and his contemporaries, we will explore the intersecting cultural histories of religious persecution, witchcraft trials, and movements to close down the theaters. We will consider how England's religious culture was destabilized not only by the Protestant Reformation but also by global trade and travel, which increasingly exposed the English to Islam, Ju-

daism, and other religions of the world. To what extent did audiences believe in the power of Othello's witchcraft, Prospero's conjuring, or Paulina's miraculous resurrection? Why was theatrical enactment considered so dangerous? Our focus will extend beyond the interpretation of simple representational allusions to grapple with the particular semiotics of theatrical performance. Plays may include *The Winter's Tale*, *Othello*, *The Merchant of Venice*, *Pericles*, *The Renegado*, *The Witch of Edmonton*, *Dr. Faustus*, and others.

*Jane Degenhardt*  
Associate Professor of English (at the University of Massachusetts in the Five College Program)

### UMass: English 221

#### Shakespeare Lecture

This course offers a broad survey of Shakespeare's canon, including a sampling of comedies, tragedies, histories, and romances. We'll unlock the mysteries of Shakespeare's plays by focusing on the beauty of their language, the cultural norms that they challenge, and the realities of theater and performance in Renaissance England. Why do we read Shakespeare? Why do his plays continue to resonate today? Under what conditions were his plays written and performed? Through careful reading and discussion, we will explore what makes Shakespeare's plays so powerful, both for Renaissance audiences and for modern-day ones. Special attention will be given to Shakespeare's exploration of cultural outcasts, his playful manipulations of gender and sexuality, and his often unsettling moral messages. Two essays, an oral presentation, a midterm, and a final exam. Attendance at lectures and consistent participation in discussion sections required.

*Jane Degenhardt*

Associate Professor of English (at the University of Massachusetts in the Five College Program)

## Film/Video

Fall 2011

### Hampshire: HACU 287

#### Film/Video: Directing and Performance

This is an advanced practice/theory course for Div II and Div III video and film students interested in developing and strengthening the element of performance in their work.

How does performance for the camera differ from performance for the stage? How do we find a physical language and a camera language that expand upon one another in a way that liberates the imagination? This course will explore performance and directing in their most diverse possibilities, in a context specific to film and videomakers. The class will emphasize the development of individual approaches to relationships between performance, text, sound, and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, narration and voice-over, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Tala Hadid, Charles Burnett, Eija-Liisa Ahtila, Claire Denis, Anri Sala, Nagisa Oshima, Wong Kar Wai, Pedro Almodovar, the Wooster Group, and Apichatpong Weerasethakul among others. Students will complete three projects. Instructor permission required.

*Baba Hillman*

Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)

### Mount Holyoke: Film Studies 210

#### Beginning Video Production: The Personal and the Political in Documentary

In this introductory video production course, we will study and make documentaries that highlight connections between the private and the public, the local and the global, the personal and the political. We may use our own stories as a jumping off point to explore larger historical, economic, environmental, or social forces. Conversely, we might begin by looking at events on the world map and then trace a path back to our own coordinates. Through screenings, readings and discussion, as well as video projects, students will develop their own points of view while learning the vocabulary of moving images and gaining production and post-production technical training. Prerequisite: Introduction to Film Studies. Application and permission

of instructor required. Enrollment limited to 12.

*Bernadine Mellis*

*Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)*

**Smith: Film Studies 280**

**Experimental Documentary: Beginning Video Production**

In this course, we'll radically rethink what it means to use film to tell the truth, bear witness, or represent reality. We'll explore work that challenges conventions while still locating itself (if uneasily) under the umbrella of documentary. Through screenings, readings, and our own video projects, we will investigate various critical interventions into the form. We will look at the diary film, performative documentary, reworked archival imagery, the essay film, ambient video, multimedia, hybrid forms, queered texts, and more. As an introduction to video production, the course will provide a foundation in the principles, techniques, and equipment involved in making short videos. Prerequisite: Introduction to Film Studies. Application and permission of instructor required. Enrollment limited to 12.

*Bernadine Mellis*

*Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)*

**UMass: Communications 497J**

**Advanced Video Production: Directing and Performance for Film and Video**

This is an intermediate-level production/theory course for video and film students interested in developing and strengthening the element of performance in their work. The class will emphasize the development of individual approaches to relationships between performance, text, sound, and image. We will discuss visual and verbal gesture, dialogue and voice-over, variations of approach with actors and non-actors, narration and voice-over, camera movement and rhythm within the shot, and the structuring of performance in short and long form works. Screenings and readings will introduce students to a wide range of approaches to directing and performance. We will study works by Fanta Regina Nacro, Nagisa Oshima, Marina Abramovic, Abdellatif Kechiche, Yamina Ben-guigui, and Apichatpong Weerasethakul

among others. Students will complete three projects and will participate in workshops on lighting, editing, and cinematography. Instructor permission required.

*Baba Hillman*

*Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)*

*Spring 2012*

**Amherst: English 287/Film and Media Studies 228**

**Introduction to Media: Super 8 Film and Digital Video**

This course will introduce students to basic Super 8 film and digital video techniques. The course will include workshops in shooting for film and video, Super 8 film editing, Final Cut Pro video editing, lighting, stop-motion animation, sound recording, and mixing. Students will learn to think about and look critically at the moving and still image and will complete three moving image projects, including one Super 8 film, one video project, and one mixed media project. Weekly screenings will introduce students to a wide range of approaches to editing, writing, and directing in experimental, documentary, narrative, and hybrid cinematic forms. Screenings include works by Martha Rosler, Bill Viola, the Yes Men, Jennifer Reeves, Mona Hatoum, Guillermo Gomez-Pena, Dziga Vertov, D.A. Pennebaker, Jean-Pierre Gorin, Cecile Fontaine, and Johanna Vaude. Priority given to FAMS majors.

*Baba Hillman*

*Associate Professor of Video/Film Production (at Hampshire College in the Five College Program)*

**Hampshire: HACU 292**

**Cinematography and the City: The Politics of Landscape and the Body**

This film production/theory course will address cinematic representations of the body in relation to the architecture and space of cities including Hong Kong, Buenos Aires, Algiers, Los Angeles, Havana and Paris. We will consider the determining roles of the body and the camera within films that center on the performance of shifts in cultural identities, emphasizing the body as the primary site of negotiation of identity. We will ques-

tion how cinematic languages function as aesthetic systems that reflect the ways in which the body is coded in terms of gender, race, and class. Screenings include works by Tsai Ming-liang, Charles Burnett, Claire Denis, Wong Kar Wai, Tala Hadid, Jia Zhangke, Jean Vigo, and Tomas Gutierrez Alea among others. The course will include workshops in cinematography and performance. Students will complete three projects. Instructor permission required.

*Baba Hillman*

*Associate Professor of Video/Film Production  
(at Hampshire College in the Five College Program)*

**Mount Holyoke: Film Studies 310  
Advanced Documentary Production Workshop**

In this class, we will take skills and insights gained in introductory production courses and develop them over the length of the semester through the creation of one ten-minute documentary project. We will explore the ethical questions and ambivalences inherent in this medium, seeking complex answers to difficult questions about representation and the often blurry lines between fiction and nonfiction. We will watch documentaries each week, films that introduce us to new ideas and information both in their content and in their form. Come with your idea; we will hit the ground running with proposal writing the first week. Prerequisite: Beginning Video Production or its equivalent. Application and permission of instructor required. Enrollment limited to 12.

*Bernadine Mellis*

*Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)*

**Smith: Film Studies 282  
Advanced Documentary Production Workshop**

See above.

*Bernadine Mellis*

*Visiting Artist in Film Studies (at Mount Holyoke College in the Five College Program)*

## Geosciences

*Fall 2011*

UMass: Geo 105

### Dynamic Earth

The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the scientific ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Francisco earthquake of 1906, the 79 A.D. eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (Washington), Pinitubo (Philippines), and Kilauea (Hawaii).

*J. Michael Rhodes*

*Professor of Geochemistry (at the University of Massachusetts in the Five College Program)*

*Spring 2012*

UMass: Geo 591V

### Volcanology

A systematic discussion of volcanic phenomena, including types of eruptions, generation and emplacement of magmas, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology, with particular emphasis on Hawaiian, ocean-floor and Cascade volcanism. Each week deals with a particular topic in volcanism and includes a lecture, readings from the textbook, and class presentations. For the class presentation, each student is required to select and read a paper from an appropriate journal, and come to class prepared to discuss the paper. Honors students will "adopt" a currently active volcano. They will report, on a regular basis, to the class what their volcano is doing during the semester, and prepare a final term report on their adopted volcano.

*J. Michael Rhodes*

*Professor of Geochemistry (at the University of Massachusetts in the Five College Program)*

## History

*Fall 2011*

**Amherst: History 121**

**Medieval Europe: From Charlemagne to Columbus**

The period from the rise of the Holy Roman Empire to the discovery of the New World has been rightly described as the “making of Europe.” This course explores aspects of medieval institutions, society, and culture from the Mediterranean to Scandinavia and beyond, looking at royal and aristocratic authority, the power of the papacy, and the emergence of urban classes. Attention will be drawn to agrarian and commercial revolutions, to technological advances and revivals of intellectual activity, letters, and the arts, but also to warfare and religious conflict. We will discover how people lived, how they viewed themselves, and how their perceptions of the world changed. Two class meetings per week.

*Teresa Shawcross*

*Assistant Professor of History (at Amherst [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Mount Holyoke: History 108**

**Middle East History from the Rise of Islam to the Ottoman Empire**

Survey of principal economic, social, cultural, and political features of the Middle East and North Africa from late sixth through seventeenth centuries. Topics include: rise of the new monotheistic faith of Islam; the formation and evolution of classical and medieval Muslim institutions; local diversities within the unifying systems of Muslim beliefs, law, and administration; Muslim reactions to the Crusades and the Mongol invasions; the emergence of Islamic imperial systems; and material and intellectual exchanges and interactions between Muslim and non-Muslim communities and polities.

*Nadya Sbaiti*

*Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Mount Holyoke: History 349**

**The Roman Empire in the Age of Justinian and Theodora**

The Roman Empire underwent a dramatic transformation during the transition from antiquity to the middle ages. It was an era of great challenges and great achievements. The borders of the empire expanded as lost territories were reconquered. The legal code behind most modern legal systems was created. Some of the most impressive buildings of all-time were constructed. Yet foreign invasions and internal revolts caused upheavals, while the traditional fabric of society was threatened by plague. The Christianisation of the state led to the persecution of other faiths. This seminar aims to shed light on political, social and cultural history. We end by looking at the rise of a new power: Islam.

Meets Humanities I-B requirement

*Teresa Shawcross*

*Assistant Professor of History (at Amherst College [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Smith: History 307**

**Problems in Middle Eastern History**

This seminar will trace the history of relations between the regions now known as the United States and the Arab world, from approximately the seventeenth century to the present. Reading both primary and secondary sources, we will cover the impact of policies towards Native Americans on the initial missionary projects to the Near East. We will further explore Arab and American perspectives on one another through travel, the impact of the nineteenth-century American missionaries on education and social relations, and explore the effects of the “Wilsonian moment” in the Middle East. How did Arab immigrants to the U.S. become “white?” What roles did gender, race, and religion play throughout these periods? We will consider how the discovery of oil, and Cold War and global geopolitics altered the dynamics between the U.S. and the Arab world. In that vein, we will interrogate several frameworks, including what have been termed American Orientalism and political Islam, and end with an examination of post-9/11 relations.

*Nadya Sbaiti*

*Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)*

Spring 2012

**Amherst: History 222**

**The Byzantine Empire**

Based in Constantinople—ancient Byzantium and present-day Istanbul—the Eastern Roman, or Byzantine Empire, survived the collapse of the Western Roman Empire by over a millennium. This long-lived state on the crossroads of Europe and Asia was Roman in law, civil administration, and military tradition, but predominantly Greek in education and language, and Christian in religion. The course explores the changing face of medieval Byzantium as it turned itself into one of the greatest civilizations the world has known. We trace the empire's survival through the dramatic centuries of the Islamic conquests, Iconoclasm, and the Crusades, until its final fall to the Ottoman Turks. Two class meetings per week.

*Teresa Shawcross*

*Assistant Professor of History (at Amherst College [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Mount Holyoke: History 211**

**Education in Middle Eastern History**

This course examines the history of education in the Middle East during the modern period, or from the late eighteenth century to the present. It traces the shift from Islamic education to missionary and colonial educational institutions and content to the rise of nationalist systems of pedagogy. Education is arguably the most formative aspect of a literate person's life and has been perceived and used as an index of one's "enlightenment," the "modernity" of a society or nation, a harbinger of "freedom," and as a vehicle for inculcating ideology. But what, really, does it mean to be educated? How did that change over time? What impact did the shift from an oral to written tradition have on the different societies? How is the definition of education related to notions of upbringing, knowledge, and culture? We will examine how competing notions of "modern" education influenced the rise of "secular," Islamist, and Western-oriented pedagogies, the role of the intellec-

tual, the social, political, and cultural capital of language, and the significance of education in the formation of the contemporary Middle East.

The weeks are divided in a "chrono-thematic" manner, meaning that we will progress more or less in chronological fashion while attempting to cover the most important themes of each era. There will of course be some overlap, and students will be asked to consider the implications of this overlap in analyzing the significance of education during this period. Readings will cover various cities and countries within the Middle East, as well as North Africa, with occasional selections from outside the region for comparative purposes. Theoretical readings are divided as needed through the weeks and should be used as a "roadmap" with which to think about the material. Students will also be asked to reflect upon their educational backgrounds and experiences and investigate their own epistemological underpinnings.

*Nadya Sbaiti*

*Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Mount Holyoke: History 217**

**The Crusades**

The medieval Crusades were a strange mixture of romantic sensibility, religious inspiration, and bloodthirsty xenophobia. How was it that Western Christendom was inspired to recover the Holy Land in 1099, coming face to face with two other great civilizations: Byzantium and Islam? What was the aftermath? Topics considered will include the exploration of violence in Eastern Europe, medieval pilgrimage to holy places and the idea of a "holy land," the structure and divisions within Islam, chivalric culture, and the idea of crusading martyrdom.

Meets Humanities I-B requirement

*Teresa Shawcross*

*Assistant Professor of History (at Amherst College [Home Campus] and Mount Holyoke colleges in the Five College Program)*

**Smith: History 208**

**Making of the Modern Middle East**

Survey of the factors shaping principal political, economic, and social life in the Middle East and North Africa from the eighteenth

through the twentieth centuries. Examines multiplicity of societies, customs, and traditions; British, French, and U.S. imperialism; the creation of modern states; development of nationalist, socialist, and Islamist ideologies; the emergence and impact of Zionism; the Islamic revolution in Iran; the Gulf wars and the geopolitics of oil. Throughout, special attention devoted to the changes affecting the lives of individuals and social groups such as women, workers, and peasants.

*Nadya Sbaiti*

*Assistant Professor of History (at Smith [Home Campus] and Mount Holyoke colleges in the Five College Program)*

## International Relations

*Fall 2011*

### **Hampshire: Critical Social Inquiry 209**

#### **The Rivals: U.S.-China Geopolitics in the Twenty-first Century**

This course will examine the impact of China's rise on international affairs generally and U.S.-Chinese relations in particular. It will focus especially on issues of contention in U.S.-Chinese relations: Taiwan, North Korea, Iran, energy competition, trade, and the environment. Students will be expected to select a particular problem for research in-depth.

*Michael T. Klare*

*Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)*

### **Mount Holyoke: International Relations 237**

#### **International Human Rights**

This course provides an introduction to the basic concepts of, and issues in, international human rights. Prior to World War II, there was very little focus on the question of human rights within the international system and within the discipline of international relations. Since that time we have seen a significant expansion of human rights theory, practice, and institutions. This course outlines the historical, ideational, and institutional developments of human rights. It exposes students to a range of theoretical propositions and empirical findings to understand the role (and limits) of human rights in the international system today.

*Jon Western*

*Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)*

### **Smith: Government 250**

#### **Case Studies in International Relations**

In fall 2011, the course will focus on the global politics of energy, food, and water. The course will begin by considering the role of resource competition and resource scarcity in contemporary world affairs, and how these phenomena are likely to be affected by globalization, climate change, population growth, and the rise of new economic dynamos like China and India. It will then examine current trends regarding the global demand for and supply of energy, food, and water. Students will be expected to choose a particular country or problem for intensive study.

*Michael T. Klare*

*Professor of Peace and World Security Studies (at Hampshire College in the Five College Program)*

### **UMass: Political Science 351**

#### **International Security Policy**

This course examines major theories of war and international cooperation and their relationship to current trends in globalization and global governance. We will explore today's major international security challenges such as proliferation, terrorism, insurgency, ethnic conflict, failing states, environmental degradation, resource scarcity, demographic stress and migration, and global poverty. We will study the mechanisms and institutions designed to manage these threats and the challenges of integrating and coordinating multiple international actors such as international organizations, NGOs, states, and domestic actors. We will also study the potential effects of structural changes in the international system with the rise of China and the new strategic positions of regional powers such as Turkey, Brazil, Russia, and India.

*Jon Western*

*Associate Professor of International Relations (at Mount Holyoke College in the Five College Program)*

*Spring 2012*

**Hampshire: Critical Social Inquiry 254  
War, Resources, and Sustainability**

This course will examine the relationship between resource competition, climate change, and conflict in the modern world. The course will look at a variety of contemporary conflicts from around the world and attempt to determine the degree to which they are fueled by environmental and resource considerations. This will involve study of both existing conflicts, such as those now under way in Africa and the Middle East, and potential conflicts, such as that between the United States and China over access to energy and mineral supplies. The course will also consider the ways in which changes in consumption behavior and the development of energy alternatives can reduce the risk of conflict. Student will be expected to select a particular aspect of this topic or a case study for intensive research.

*Michael T. Klare*

*Professor of Peace and World Security Studies  
(at Hampshire College in the Five College Program)*

**Mount Holyoke: International Relations 331  
International Human Rights Advocacy**

*Jon Western*

*Associate Professor of International Relations  
(at Mount Holyoke College in the Five College Program)*

**Smith: Government 341**

**U.S. Foreign Policy, Human Rights, and Democracy**

Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the U.S. have on the development of democracy around the world and on the emergence of—and compliance with—international human rights conventions, protocols, and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural, and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy is-

ues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa.

*Jon Western*

*Associate Professor of International Relations  
(at Mount Holyoke College in the Five College Program)*

**UMass: Political Science 392**

**Global Energy Politics**

An assessment of the energy policies of major producing and consuming nations at a time of increased competition for the world's remaining fossil fuels and growing pressure to embrace climate-friendly alternatives. The course look in particular at the competing energy policies of the U.S., China, Russia, India, and the EU nations. Each student will be expected to choose a particular country or issue for in-depth research and analysis.

*Michael T. Klare*

*Professor of Peace and World Security Studies  
(at Hampshire College in the Five College Program)*

**Italian**

*Fall 2011*

**UMass: Italian 126H**

**Intensive Elementary Italian Honors**

The course's goal is to provide students with the opportunity to gain functional fluency in Italian in one semester so that they can, in future semesters, integrate language into their major concentrations. In addition to mastering the traditional four skills (speaking, listening, reading, writing), students will simultaneously use the language as a bridge to Italy's culture, history, and literature. Unlike the non-honors Italian 126, this course meets five times per week with the professor and an additional hour in small conversation groups with a native speaking fellow from the Università di Bologna-Forlì hosted by the UMass Italian program. First-years and sophomores only.

*Elizabeth H. D. Mazzocco*

*Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program)*

## Japanese

*Fall 2011*

### **Amherst: Japanese 101**

#### **Introduction to the Japanese Language**

This course is designed for students who have never previously studied Japanese. The course will introduce the overall structure of Japanese, basic vocabulary, the two syllabaries of the phonetic system, and some characters (Kanji). The course will also introduce the notion of “cultural appropriateness for expressions,” and will provide practice and evaluations for all four necessary skills—speaking, listening, reading, and writing. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. No prerequisite.

*Fumiko Brown*

*Five College Lecturer in Japanese*

### **Amherst: Japanese 103**

#### **Review and Progress in Japanese**

This course is designed for students who have completed Japanese 102, have already begun studying Japanese in high school, other schools, or at home before coming to Amherst but have not finished learning basic Japanese structures, or have acquired a substantial number of characters (Kanji). This course is also for individuals whose proficiency levels of the four skills (speaking, listening, reading, and writing) are uneven to a noticeable degree. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Requisite: Some Japanese instruction at high school, home, other schools, or Japanese 102.

*Fumiko Brown*

*Five College Lecturer in Japanese*

### **Mount Holyoke: Asian Studies 395**

#### **Independent Study**

This course helps students attain higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Prerequisite: Asian 223 or equivalent (see Ms. Nemoto for replacement); 4 credits

*Fumiko Brown*

*Five College Lecturer in Japanese*

*Spring 2012*

### **Amherst: Japanese 102**

#### **Building Survival Skills in Japanese**

The course will emphasize active learning by each student in the class by means of the materials in the course and individualized or small group discussions with the instructor. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. By the end of this course, students are expected to be familiar with most basic Japanese structures, to have acquired a substantial vocabulary, and to have gained sufficient speaking, listening, reading, and writing proficiency levels, which will enable the students to survive using Japanese in Japan. As for literacy, some more new characters (Kanji) will be added by reading and writing longer passages. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Prerequisite: Japanese 101 or equivalent.

*Fumiko Brown*

*Five College Lecturer in Japanese*

### **Amherst: Japanese 104**

#### **Beyond Basic Japanese**

This course is a continuation of Japanese 101 or Japanese 103. The course will emphasize active learning from each student in the class by the use of the course materials and individual or small group discussions with the instructor. By the end of this course, students are expected to be able to use basic Japanese structures with a substantial vocabulary and to have attained post elementary speaking, listening, reading, and writing proficiency levels. As for literacy, some more new characters (Kanji) will be added by reading and

writing longer passages. Small groups based on the students' proficiency levels will be formed, so that instruction accords with the needs of each group. Two group meetings and two individualized or small group practice sessions per week are normally required throughout the semester. Prerequisite: Japanese 101, 103, or equivalent.

*Fumiko Brown*

*Five College Lecturer in Japanese*

**Mount Holyoke: Asian Studies 326s**

**Third-Year Japanese II**

This course continues Asian Studies 324, Third-Year Japanese I. Emphasizes attaining a higher level of proficiency in modern Japanese through the extended use of the language in practical contexts. The class will be conducted mostly in Japanese. Meets language requirement; does not meet a distribution requirement. Prerequisite: Asian 324 or equivalent ; 4 credits; enrollment limited to 15.

*Fumiko Brown*

*Five College Lecturer in Japanese*

## Korean

*Fall 2011*

**Mount Holyoke: Asian Studies 160f**

**First-Year Korean I**

An introduction to spoken and written Korean. Emphasis on oral proficiency with the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

**Smith: Korean 101**

**Korean I**

See above.

*Suk Massey*

*Five College Lecturer in Korean*

**Smith: Korean 201**

**Korean II**

This course places equal emphasis on oral/aural proficiency, grammar, and reading and writing skills. Various aspects of Korean society and culture are presented with weekly visual materials. Prerequisite: 102 or permission of the instructor. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

*Spring 2012*

**Mount Holyoke: Korean 161s**

**First Year Korean II**

A continuation of 160f. Prerequisite: 160f or permission of the instructor. Enrollment limited to 15. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

**Smith: Korean 102**

**Korean I**

A continuation of 101. Prerequisite: 101 or permission of the instructor. Enrollment limited to 15. 4 credits

*Suk Massey*

*Five College Lecturer in Korean*

## Music

*Fall 2011*

**Hampshire: HACU 269**

**Master Musicians of West Africa**

This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries of African musical practice. Individuals covered this semester include Babatunde Olatunji (Nigerian drummer), Youssou N'Dour (Senegalese singer), Kandia Kouyate (Malian *jelimuso*), and Ephraim Amu (Ghanaian composer). The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

*Bode Omojola*

*Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)*

**Mount Holyoke: Music 229****African Popular Music**

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*, *soukous* and *mbaqanga* will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment in Africa. The course also discusses the growth of hip-hop music in selected African countries by exploring how indigenous cultural tropes and the social dynamics of postcolonial Africa have provided the basis for its local appropriation. Themes explored in this course include the use of music in the construction of identity, the interaction of local and global elements, and the political significance of musical nostalgia.

*Bode Omojola*

*Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)*

*Spring 2012*

**Mount Holyoke: Music 226****World Music**

This course is a survey of selected musical traditions from different parts of the world, including Africa, Indonesia, India, the Caribbean, and the United States. The course adopts an ethnomusicological approach that explains music as a cultural phenomenon, and explores the social and aesthetic significance of musical traditions within their respective historical and cultural contexts. It examines how musical traditions change over time, and how such changes reflect and relate to social and political changes within a given society. Weekly reading and listening assignments provide the basis for class discussions.

*Bode Omojola*

*Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)*

**Smith: Music 220****Topics in World Music: Master Musicians of Africa I: West Africa**

This course concentrates on the lives and music of selected West African musicians. Departing from ethnographic approaches that mask the identity of individual musicians and treat African societies as collectives, this course emphasizes the contributions of individual West African musicians whose stature as master musicians is undisputed within their respective communities. It examines the contributions of individual musicians to the ever continuous process of negotiating the boundaries and identities of African musical practice. Musicians covered this semester include Akan female professional singers in Ghana; Youssou N'Dour (Senegalese musician), and Babatunde Olatunji, the late Nigerian drummer. The variety of artistic expressions of selected musicians also provides a basis for examining the interrelatedness of different African musical idioms, and the receptivity of African music to non-African styles.

*Bode Omojola*

*Assistant Professor of Ethnomusicology (at Mount Holyoke College in the Five College Program)*

**Russian, East European, Eurasian Studies**

*Fall 2011*

**Amherst: History 136/Russian 235****Soviet Century: The Rise and Fall of the Communist Experiment**

This course will explore the history of Soviet state and society through the revolutionary turmoil, Stalin's socioeconomic transformations and terror, World War II, and the Cold War. As we follow the development of the Soviet Union, we will focus on topics such as the role of ideology in policy and everyday life, people's reactions and adaptations to unprecedented pressures of "really existing socialism," function of terror, repression and accommodation in Communist society, and the place of the USSR on the changing map of world powers in the twentieth century. While we will discuss the role of leaders and institutions, we will also pay attention to cultures and practices of everyday life that devel-

oped behind the Iron Curtain. Materials for the class will include writings by contemporary historians, memoirs, novels, films, and art works from the Mead Museum. Two class meetings per week.

*Sergey Glebov*

*Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)*

**Amherst: Russian 101**

**First-Year Russian I**

Introduction to the contemporary Russian language, presenting the fundamentals of Russian grammar and syntax. The course helps the student make balanced progress in listening comprehension, speaking, reading, writing, and cultural competence. Five meetings per week.

*Evgeny Dengub*

*Five College Lecturer of Russian*

**Mount Holyoke: Russian and Eurasian Studies 251f**

**Advanced Russian Language: From Reading to Speaking**

We will study a variety of texts and set them into the cultural context that marks them as distinctly Russian. Texts will be selected from a broad range of genres and sources. Readings, discussions, short oral and written reports. Special attention to complex grammatical constructions and vocabulary building. Taught in Russian.

The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency, and overcome speaking inhibitions. Texts will include short stories, films, and interviews. Frequent short writing assignments. Meets language requirement; does not meet a distribution requirement

*Evgeny Dengub*

*Five College Lecturer of Russian*

**Smith: History 239**

**Empire Building in Eurasia since 1750**

The emergence, expansion, and maintenance of the Russian and Soviet Empire to 1929.

The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement, rise of the Communist government), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats.

*Sergey Glebov*

*Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)*

*Spring 2012*

**Amherst: Russian 102**

**First-Year Russian II**

Continuation of RUSS 101. Prerequisite: RUSS 101 or equivalent.

*Evgeny Dengub*

*Five College Lecturer of Russian*

**Amherst: TBA**

Course topic to be announced.

*Sergey Glebov*

*Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)*

**Mount Holyoke: Russian and Eurasian Studies 252s/Film Studies 220s**

**Special Topics in Film Studies: Advanced Russian Film and Literature**

Students will view films, read excerpts from Soviet and Russian prose about childhood and coming of age, and study the sociocultural aspects of becoming an adult in Russia. Films will include: *Ivan's Childhood*, *The Scarecrow*, *The Thief*, *The Return*. Readings will include literary texts and film reviews. We will continue to work on oral and writing skills, and vocabulary. Russian 252 prepares students to express opinions, ideas, points of view and critiques on films, social issues and cultural phenomena using more complex and rich language. Meets Humanities I-A requirement.

*Evgeny Dengub*

*Five College Lecturer of Russian*

**Smith: History 340****Problems in Russian History**

Topic: Stalinism and its Histories

The phenomenon of Stalinist society created in the Soviet Union in the 1930s and replicated across the former Communist world. Stalinism was responsible for mass murder and victory over Hitler's Germany. Detested by millions, it was often supported by Europe's leading intellectuals. Social, economic, cultural, ideological and political preconditions for the party-state, the cult of the leader, mass violence and terror, and the command economy. How and why Stalinist regimes mobilized populations for large-scale social change and war. How histories of Stalinism were written and imbedded in the culture and politics of the twentieth century. Comparisons to other totalitarian regimes.

*Sergey Glebov*

*Assistant Professor of History (at Smith [Home Campus] and Amherst colleges in the Five College Program)*

**Women's Studies**

*Fall 2011*

**Hampshire: CSI 260****Rethinking the Sexual Body**

This seminar will provide a forum for students to consider the relationship between body theory, gender, and sexuality both in terms of theoretical frameworks within gender studies, and in terms of a range of sites where those theoretical approaches become material, are negotiated, or are shifted. We will pay particular attention to the historical slippage among racial and sexual bodily signs and symbols. The course is a fully interdisciplinary innovation. It will emphasize the links rather than differences between theory and practice and between cultural, material, and historical approaches to the body, gender, and sexuality.

*Angela Willey*

*Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program)*

**UMass: Women, Gender, Sexuality Studies 297B****Race, Gender, Sexuality, and Science**

Explores the intersections of gender, race, sexuality, and science and the role science has played in shaping these categories. Also examines the cultural studies of science to understand the centrality of science in the world today—what science is, who gets to practice science, and how science is related to the larger political, cultural, and social contexts.

*Angela Willey*

*Assistant Professor of Women's Studies (at the University of Massachusetts in the Five College Program)*

*Spring 2012*

**Mount Holyoke: Gender Studies 201****Methods and Practices in Feminist****Scholarship**

How do scholars produce knowledge? What can we learn from differences and similarities in the research process of a novelist, a biologist, an historian, a sociologist, and a film critic? Who decides what counts as knowledge? We will examine a range of methods from the humanities, social sciences, and natural sciences, including visual analysis, archival exploration, interviewing, and ethnography, as we consider the specific advantages (and potential limitations) of diverse disciplinary approaches for feminist inquiry. We will take up numerous practical questions as well as larger methodological and ethical debates. This course provides a foundation for advanced work in the major. Prerequisite: Gender Studies 101 and 4 credits from a natural or physical science course with lab

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**UMass: TBA**

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- 3 = on leave for second semester
- 4 = teaching first semester
- 5 = teaching second semester

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