Sustainability Courses at Hampshire College

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
2	CS-0257	Under-grad.	Cognitive Science	Critical Pedagogy of Place: A tool for environmental action and social change	F15	Critical pedagogy of place: a tool for environmental action and social change. In this advanced course on environmental education, we will read seminal works on notions of place (Thoreau; Leopold), critical pedagogy (Freire), place-based (Sobel), critical theory (hooks). We will also read modern thinkers such as Gruenwald/Greenwood, Berry, Gough and others. We will spend time in "places" to investigate our own notions and perceptions thereof to connect the theory and practice. Students in this class will also help shape how we are to prepare the next generation of environmentally-focused change agents. This will be accomplished through a whole-class, semester-long activity, where students enrolled in this course will be directly involved in the development, hosting and implementation of a mini-conference for environmental education scholars. Prerequisite: CS 0194 Environmental Education: Foundations and Inquiries (preferred). If the student has not taken CS 0194, they must have taken a course on Critical Pedagogy or a course on Critical Theory and receive permission from the Instructor.	1
3	CSI-0122	Under-grad.	Critical Social Inquiry	The Political Economy of Food	F15	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.	1
4	CSI-0154	Under-grad.	Critical Social Inquiry	New Media, Global Youth Cultures and Environmental Social Change	F15	This class explores the relationship between new media technologies, global youth and transnational environmental social movements. While the class looks at new media technologies broadly, a large part of the course will focus on the role and impact of social media in developing participatory networks that are complementary to on-ground academic-activist movements in the global north or south, with a special focus on Asia and the US. We explore the potentials of new media and the ways in which global youth navigate this unlikely space for the realization, sustenance and application of Freire's concept of conscientizacao (critical consciousness) to create new discourses that bring about lasting environmental change. We will be comparing case studies across Asia and the US, to understand the nuanced differences in the way in which global youth from both geo-political locations are using new media technologies for sustaining transnational environmental social movements. The impact of the youth's online activism that bypasses political economic structures of academic and civil society institutions is examined along with interrogating how communities of exchange and action are formed as a result of using new media as tool for social transformation.	1
5	CSI-0176	Under-grad.	Critical Social Inquiry	Global Poverty: Theories and Practices	F15	Poverty action and alleviation are terms that have been used in relation to how we imagine engaging with the so-called "Third World." This course seeks to analytically engage with poverty practices utilizing different models and paradigms of poverty alleviation around the world. Furthermore, the investigation of poverty alleviation will be situated within a larger historical context of 20th and 21st century international development. While global poverty action and alleviation has been propagated through state-led International development projects, the course also seeks to examine the role of non-governmental organizations, social movements, private corporations, and philanthropic foundations all aimed at tackling and eradicating poverty. The course also examines the ways in which poverty is concentrated in urban settings. While most of the course content is situated in the "Third World," case studies on poverty and inequality in the "First World" will be examined as well interrogating normative notions of the "Third World" and "First World."	2

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6	CSI-0210	Under-grad.	Critical Social Inquiry	Introduction to Economics	F15	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 and society 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.	2
7	CSI-0212	Under-grad.	Critical Social Inquiry	Population and Development: Crisis, Controversy and the Politics of Coercion	F15	This course is an introduction to international development history and theory, through the lens of population. "Overpopulation" has been seen as an impediment to nations' economic and social development and a global environmental and security crisis requiring an emergency response on an international scale. This course will challenge this account of population and explore notions of modernity, environmental sustainability, gender, race and place in international development theory. We will look at the history of population control and trace the international shift toward sexual and reproductive health and rights (SRHR). We will also look at current issues in SRHR, the so-called "rebirth of family planning," the large youth population in the global South, and on-going population control abuses, including forced sterilization and mass-dissemination of long-acting contraception. Finally, we will investigate how the population "problem" has served as a model for subsequent international development issues, like AIDS and climate change.	1
8	CSI-0235	Under-grad.	Critical Social Inquiry	Economic Development	F15	As recently as 250 years ago the world had a roughly equal level of development. Today, the richest country in the world has an average income level around 400 times that of the poorest. What are the reasons behind this divergence? How have the 'poor' countries attempted to reverse the gap and how have these attempts transformed societies within those countries? The course examines these general themes and consists of two components: First, we will survey contemporary debates in development economics, including such topics as development ethics (e.g. what is development? development by whom and for what?), development theory and models (e.g. import substitution, micro enterprises, export orientation), and development critiques (e.g. the impact of the 'green' revolution on the rural poor). Second, student research teams will choose a developing country at the beginning of the course to study in depth, applying the ideas discussed in class. The groups will periodically present their research to the class to help us achieve a larger sense of the challenges faced in seeking effective, equitable development.	2
9	CSI-0244	Under-grad.	Critical Social Inquiry	Environmental Ethics: Feminist, Queer, Crip	F15	This course is an in-depth study of environmental ethics. Reading widely in classic environmental literature, we begin by interrogating the changing referent of the term 'nature,' from animals and wilderness, to city parks and the organics movement. We then critically compare 1) 'nature' with forms of life that are socially naturalized (e.g. able-bodied people) and 2) anti-nature (e.g. toxic waste) with the so-called socially unnatural (e.g. the queer, the immigrant). Drawing on ecofeminism, queer ecology, and disability theory, students learn that a robust environmental ethics must address degrading ecosystems alongside social hierarchies and marginalization. Students will be required to write a series of short papers and one final research project. At least one prior course in philosophy is recommended; one prior course in philosophy or ecology is required. This course is part of the Ethics and the Common Good Program.	1

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10	CSI-0254	Under-grad.	Critical Social Inquiry	Climate Blowback: Climate Change, Resource Scarcity, War and Peace	F15	This course will consider the impacts of climate change and resulting resource scarcities on international peace and security. It will identify the likely environmental impacts of climate change - rising sea levels, prolonged droughts, desertification, etc. - and consider how they will heighten the risk of internal and international discord and conflict. It will also consider actions that can be taken by governmental and non-governmental organizations to reduce the risk of disorder and conflict arising from climate change and resource scarcity. Students will read and discuss recent UN and related studies on these problems, and conduct individual or team research on a particular aspect of the larger problem. The course will involve lectures, class discussion, student presentations, and in-depth student research.	1
11	CSI-0265	Under-grad.	Critical Social Inquiry	Environmental Human Rights in the International Legal Regime	F15	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.	2
12	HACU-0280	Under-grad.	Humanities, Arts, and Cultural Studies	Green Cities	F15	Green Cities refers to nature within the urban environment - the integration of designed natural environments, the preservation and interpretation of nature, and the celebration of nature in public art. Surrounding green spaces within our cities is an infrastructure of community support, outreach, and political action that are necessary for their survival. "Green" also refers to the sustainable processes of cities in our evolving built environments. It is important for the language of this course that we look at Green Cities through the lens of the creators: architects, landscape architects, planners, artists and performers. Critical analysis is a first step to understanding, assessing and developing creative solutions. The seminar is structured through international case studies, both historical and contemporary. Each case study will be investigated through three primary ideas: 1. transformation and evolution of the space 2. Context - physical, ecological, social and political and 3. Design approach, strategy and process.	1
13	IA-0122	Under-grad.	Interdisciplinary Arts	Intro to Social Entrepreneurship	F15	Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurism as a vehicle for change, and the different forms and structures social entrepreneurism can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies, guest speakers, some tasty snacks (for educational purposes only), and at least one field trip. The course will culminate in a session where students will pitch their ideas to real social impact investors.	2

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14	IA-0180	Under-grad.	Interdisciplinary Arts	Design Fundamentals	F15	This tutorial level design class will begin with a series of guided activities and culminate in a final independent project. We will work with tools, materials and resources available in the Center for Design fabrication shop (metal, plastics, cardboard). Students will become familiar with a range of basic design tools and skills - hand sketching, SketchUp (computer 3D modeling) and prototyping in materials such as cardboard, metal and plastic. We will also consider aesthetics, manufacturability and usability of the objects we create. Throughout the course students will work towards improving visual communication skills and the ability to convey ideas. There will be a selection of readings and media viewings; students are encouraged to make suggestions of this content.	2
15	IA-0212	Under-grad.	Interdisciplinary Arts	Entrepreneurial Approaches to Food Systems Change	F15	Food is about subsistence but is also so much more - the food system impacts our health, environment, economics, and cultural expression. In this class students will learn about the good, bad, and ugly of the current food system, and develop ideas to make a positive difference, on campus and beyond. Students will practice social entrepreneurship principles and skills by developing systems change ideas all the way to "pitch" presentations to real investors & decision-makers. In particular, students will explore the 100% Local Challenge Hampshire College is tackling, understand its obstacles, and opportunities, and develop entrepreneurial solutions. No prior entrepreneurship or agriculture experience is necessary, but there will be some spreadsheets and basic math. Class includes case studies, accomplished social entrepreneur speakers visiting and skyping in from around the world, some tasty snacks (for educational purposes only), and at least one field trip.	1
16	IA-0237	Under-grad.	Interdisciplinary Arts	Appropriate Technology in the World	F15	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.	1
17	IA-0262	Under-grad.	Interdisciplinary Arts	Creative Reuse: Tinkering Meets Repurposing	F15	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 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.	2
18	NS-0126 & NS-0326	Under-grad.	Natural Science	Water in a Changing Climate	F15	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.	2

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19	NS-0132	Under-grad.	Natural Science	Integrated Sciences: Where Does the Water Go? Water, Carbon, and Nutrient Flow in a Living Building	F15	This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-132T: Water, Carbon, and Nutrient Flows, will focus on the inputs and outputs of water, carbon and nutrients from the living building using a systems approach. We will learn methods for measuring the quality and quantity of water and the nature of nutrient cycling throughout the building. Basic topics will include the hydrologic cycle, biogeochemical cycles, carbon footprint and offset analyses, greywater recycling, and stormwater reuse.	1
20	NS-0140	Under-grad.	Natural Science	Integrated Sciences: Modeling Systems for a Living Building	F15	This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Design Projects, during the spring semester. Students enrolled in NS-140T: Modeling Systems, will use mathematical models to build our understanding of the processes occurring in the living building. We will learn how to build mathematical models, simulate solutions, and investigate dynamics. We will then build models to explore the cycling of water, carbon and nutrients, and the microbial processes involved in water and waste treatment in the living building.	1
21	NS-0142 & CS-0142 & IA-0142	Under-grad.	Cognitive Science, & Interdisciplinary Arts & Natural Science	Innovations for Change: Problem Solving for the Future	F15	Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include guest lectures from experts in the field of climate change and sustainability. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.	1

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22	NS-0150	Under-grad.	Natural Science	Agriculture, Ecology, and Society	F15	This course looks at agriculture as a set of ecological systems and issues. It refers to ecology in both the sense of interactions between organisms (e.g., crops, pests, and predators) and their environment, and in the larger-scale sense of environmental impacts and related social and political issues. A broad range of topics will be covered, including pesticides and alternatives, soil fertility and erosion, the role of animals, genetically modified crops, biofuels, global vs. local trade, and more. The course work will consist of readings, discussion, written assignments(with revisions as needed), work at the Hampshire farm, group and independent projects, guest lectures and films, and field trips. Given the fieldwork, students should always be prepared to walk and be outside (e.g., sun screen, rain gear, sensible shoes). Some fieldwork may include other times and days to be arranged in class.	1
23	NS-0156	Under-grad.	Natural Science	Integrated Sciences: Who Does the Dirty Work? Microbes in a Living Building	F15	This course is part of an integrated science learning experience combining microbiology, biogeochemistry, hydrology, and mathematical modeling using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature, complete problem sets, and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Integrated Sciences II: Collaborative Design Projects, during the spring semester. Students enrolled in NS-156T: Microbes in a Living Building, will focus on the microbial components of drinking water and waste processing in the living building. We will explore waterborne diseases, microbial diversity, and metabolism throughout the building's treatment systems, and compare these systems with other innovative approaches to water and wastewater treatment.	1
24	NS-0195	Under-grad.	Natural Science	Pollution and Our Environment	F15	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 Third World nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports.	1
25	NS-0207	Under-grad.	Natural Science	Ecology	F15	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	2
26	NS-0236	Under-grad.	Natural Science	Twelve New England Forests	F15	Shaped by climate, elevation, and continuous disturbance, the forests of New England are diverse, ever-changing, and frankly beautiful. In this class we take day-long field trips to twelve forests, reading the literature on each forest type and learning to identify trees and other denizens. We will practice methods for scientific investigation, including community census and analysis and dendrochronology. We will learn to read the landscape for clues about history and stand dynamics.	2

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27	NS-0251	Under-grad.	Natural Science	Illuminating the Future: Light Responsive Materials in Biology and Renewable Energy	F15	Light responsive materials--substances that can sense, modify, and harvest light energy--have emerged as a central element of current and future technologies in diverse fields. In biology, a major recent breakthrough, the brainbow, for the first time allows us to see the connectivity of neurons in the brain. Fluorescent microscopy is used to visualize structure and detect disease, and light-activated compounds are being developed for drug delivery. In renewable energy, fluorescent organic compounds are among the fastest-developing photovoltaic materials, promising to largely replace conventional silicon. Paper-thin, flexible organic solar cells offer tunable light-harvesting capabilities at a fraction of the cost of silicon cells, and can be installed on roofs and windows and incorporated into curtains, tents, and even clothing. This course examines these emerging technologies and the light-responsive materials at their core. Students will be introduced to the physics of light sensing and harvesting and examine the applications in biology and renewable energy through current research literature. Each student will have the opportunity to examine particular applications in-depth through oral presentations, short reports, and a final paper. Prerequisite: one semester of college-level chemistry.	1
28	NS-0287	Under-grad.	Natural Science	Elements of Sustainability	F15	Even if we have answers for the basic questions raised by the problem of sustainability there are still many approaches to determining a proper course of action. The viewpoints of LCA, the "ecological footprint," and "Natural Capitalism" each provide a standard against which to measure any particular program of change or development. We are presently challenged to make policy judgments of vital importance, to develop technologies and systems that increase sustainability, and to design and present these things in ways that ensure widespread adoption. In this course we will employ several case studies to examine these difficult issues. Emphasis will be placed on understanding underlying scientific principles, evaluating evidence available from the technical and scientific literature, and developing innovative approaches and solutions.	1
29	NS-0381	Under-grad.	Natural Science	Terrestrial Ecology	F15	This course is primarily for a relatively small group of more advanced students to do field studies in terrestrial ecology, field trips, and readings from primary literature. We will use the Hampshire College forests and fields, the canopy walkway, farm center, and off-campus sites as our study areas. We'll be outside as much as possible early on, and visit several habitats and locations of interest. We'll also carry out several field problems or small sampling projects, focusing on studies of vegetation, birds, insects and other invertebrates, and salamanders, among others, also depending upon the weather, results of our work as they develop, and the interests of the participants in the course. Prerequisite: some previous ecology or science	2
30	CS-0210	Under-grad.	Cognitive Science	The Social Psychology of Building Peace in the Context of Violent Intergroup Conflict	F16	This social psychology class focuses on contextual factors of and potential obstacles to pursuing peace and reconciliation following violent intergroup conflict. Themes that will be addressed include: the role of history and memory, perceptions of victimhood, group-based emotions, the desire for retribution, and ideology. The course will also address means of fostering reconciliation through justice mechanisms, apologies, and reparations. We will use a psychological lens through which to explore these issues, but other disciplinary perspectives will be highlighted and an interdisciplinary approach will be encouraged. Student evaluations will be based on class participation, written critical responses to selected readings, verbal summaries and presentations of selected readings, and a research proposal that will consist of a project proposal, a draft, and a final paper.	2

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31	CS-0261	Under-grad.	Cognitive Science	Oceans of Change: Ocean and Human Protection in the Face of Climate Change	F16	How do we help people learn about, understand, and enact pro-environmental behavior (e.g., drive less, political action, consumer choice)? We will explore this question through the example of the ocean. Marine ecosystems are under immense human pressures. Ninety percent of fish stocks are overfished; coral reefs are dying; dead zones are growing; ocean acidity is increasing. These all have human consequences, often disproportionately impacting marginalized people (poor; indigenous; minorities). Against this backdrop, we'll explore how to move forward through theories from cognitive science (why can't people "understand" climate issues?), ecopsychology (why don't people use less energy?), learning sciences (how do we design climate change curriculum), psychology (don't people care?), and cultural studies (indigenous peoples know how to live sustainably, right?). Through class discussion, whole-class and individual project-based work, and short class papers, students will develop broad-based knowledge about both marine science and perspectives for promoting a better human-nature future.	1
32	CS-0279	Under-grad.	Cognitive Science	The Hampshire Woods: Creating a long-term database of animal biodiversity	F16	Although previous students and classes have studied various aspects of biodiversity in the Hampshire Woods over the years, much of the data they collected tends to be lost with the passing of time. The goal of this class is to take the first steps toward building a long-term database of animal diversity on Hampshire property. The rationale for this goal is that the earth's climate is near the beginning of likely dramatic upcoming changes, and it is of utmost importance to document biodiversity now, before we lose species we may not have realized were here. Students in this exploratory class will work together to figure out a plan for documenting biodiversity. We will examine how long-term databases are used by other research groups, set up a pilot database of our own, and will spend a good deal of time exploring our woods to learn together about what is there. Students with experience or interest in natural history, animal identification, and computer databases are particularly encouraged to join the class.	2
33	CSI-0110	Under-grad.	Critical Social Inquiry	Global Poverty: Theories and Practices	F16	Poverty action and alleviation are terms that have been used in relation to how we imagine engaging with the so-called "Third World." This course seeks to analytically engage with poverty practices utilizing different models and paradigms of poverty alleviation around the world. Furthermore, the investigation of poverty alleviation will be situated within a larger historical context of 20th and 21st century international development. While global poverty action and alleviation has been propagated through state-led international development projects, the course also seeks to examine the role of non-governmental organizations, social movements, private corporations, and philanthropic foundations all aimed at tackling and eradicating poverty. The course also examines the ways in which poverty is concentrated in urban settings. While most of the course content is situated in the "Third World," case studies on poverty and inequality in the "First World" will be examined as well interrogating normative notions of the "Third World" and "First World."	2
34	CSI-0158	Under-grad.	Critical Social Inquiry	The Global Economy: What rules serve the public interest?	F16	This course explores the intended and unintended consequences of cross-border economic transactions. How are people and national economies affected by trade, foreign debt, migrant labor contracting, cross-border monopolies over seeds and medicines, and corporate tax avoidance using tax havens? We examine the role of transnational firms (TNFs), asking who wins and who loses from such firms' activities, and from the rules governing them. How and why have such rules evolved? How powerful are TNFs over people and governments in the countries that host them, and why? Case studies include management of mineral, energy, water, and land resources; efforts to curb tax havens' facilitation of crime, corruption, bribery, and tax evasion; debt-driven dependence on private lenders and multinational organizations (IMF, World Bank); and the likely impact of proposed agreements like the Trans-Pacific Partnership. We consider standard views along with alternative approaches that analyze power structures and suggest solutions.	2

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35	CSI-0180	Under-grad.	Critical Social Inquiry	Introduction to Cultural Anthropology	F16	This course introduces students to the discipline of anthropology, the study of human cultures and societies. In particular, students will explore cultural anthropology's themes, concepts, and methodologies, beginning with the discipline's emergence in the United States in the early 20th century and moving into 21st century anthropological inquiries. The course will be organized around a series of basic questions: How do anthropologists ask questions? How do they conduct research? How do they make sense of the world around them? What does anthropology have to offer a world with often vexing social and political problems? What are anthropology's limitations and constraints? What might a publicly engaged anthropology look like, especially in an era of globalization? We will investigate these questions by exploring anthropological work in specific areas including new media; food and culture; the cultures of science and biomedicine; and, anthropology beyond the human.	1
36	CSI-0210	Under-grad.	Critical Social Inquiry	Introduction to Economics	F16	This course will provide an introduction to economics from a political economy perspective. Most of the class will be devoted to examining economic theories that have been developed to explain and support the operation of the market-based, capitalist system. In particular, we will study how different theories attempt to explain the determination of prices, output, profits, wages and employment. The relationships between economy, polity and society 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.	2
37	CSI-0218	Under-grad.	Critical Social Inquiry	Housing: The Geography and Politics of Shelter	F16	Through what economic, political, and social processes are our living environments constituted? What does it mean to be shelterless and homeless in our propertied world? This course will look at housing processes and housing policies in and across a range of global contexts. It will explicitly adopt a comparative and transnational approach to the geography of housing, showing how a globalized perspective provides important insights into local shelter struggles and housing policy debates. In the broadest sense, the course will use housing as a lens to study space and society, state and market, the public and private sectors, power and change.	2
38	CSI-0219	Under-grad.	Critical Social Inquiry	Beyond the population bomb: Rethinking population and environment in an era of climate change	F16	Population, or "overpopulation," has long been blamed as a primary reason for environmental problems, including climate change. In this class, we will critically examine the gendered and racialized ways that environmental thinkers have framed population in relation to resource scarcity, food insecurity, conflict and violence, environmental degradation and climate change. Starting from the 1948 bestsellers Our Plundered Planet and Road to Survival to the 2014 coffee table book, Overdevelopment, Overpopulation, Overshoot, we will analyze environmental discourses that call for population reduction to address environmental issues. We will explore how these discourses influence environmental activism, impact sexual and reproductive health policy, and fuel anti-immigrant rhetoric, while obscuring the complex contributors to environmental problems. In the class, we will look to reproductive, environmental and climate justice movements to find frameworks that take action on environmental issues while fighting for social justice.	1

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
39	CSI-0232	Under-grad.	Critical Social Inquiry	Rivers of Life and Death	F16	Rivers have become sites of contention surrounding how they can best serve the people living along them and the nations through which they flow. For some, they provide cultural meanings and livelihoods; for others, they represent progress in the ways they can be developed and used. We will critically examine several case studies of rivers to unpack the cultural, environmental, economic, and identity conflicts that arise worldwide as people's concepts of rivers collide. Issues explored will include colonization and trade, indigenous histories and rights, economic development and dams, water rights, environmental debates, and transnationalism. The rivers we will look at will likely include the Connecticut, the Mekong (Southeast Asia), the Ganges (India), the Yangtze (China), and the Amazon (South America), each bringing different stories of meaning, conflict, development, and environmentalism. Students will research a river of their choice throughout the semester. Theories from anthropology, history, human rights and agrarian studies will inform our explorations of these rivers and their controversies.	2
40	HACU-0208 & CS-0208	Under-grad.	Humanities, Arts, and Cultural Studies	Architecture Studio: Foundations	F16	This studio introduces the formal and typological orders of architecture, emphasizing the comprehension of spatial delineators as abstract entities and the theoretical development of design concepts. Students will develop a critical understanding of architecture's motivating factors and evaluate the physical forms of buildings and their spatial configurations. A sequence of design exercises challenge students to analyze building precedents and transform them as a credible stage for future architectures. Additionally, students will consider how current social and cultural phenomena can influence and transform traditional notions of architecture. Students will be introduced to a variety of visual communication skills including modeling building, diagramming, and drawing to graphically and verbally convey design intentions. Students will be required to participate in at least one workshop day outside of class time aimed at improving upon these skills. This course combines lectures, readings, discussions and critique to foster a creative and vibrant studio culture.	2
41	HACU-0268	Under-grad.	Humanities, Arts, and Cultural Studies	Social Issues and Interview Practices in Studio Video Production	F16	This intermediate level production course places the interview as the locus of inquiry in order to explore, respond to, express, the ways in which social issues such as racism, economic inequality, homophobia, transphobia, sexism, bullying, hate speech and hate crimes, disability, incarceration, to name a few, affect us. In Social Issues and Interview Practices In TV Studio Video Production, students create, research and analyze the process of producing scripted, story-based, socially engaged, short non-fiction videos. The course examines elements of performance for the camera, studio and in the field shooting, various interview and editing techniques as well as the form, history, and function of the non-fiction genre in the U.S. The course is ideal for students who have completed other production courses and wish to further expand their skills and create a production portfolio. The first part of the course will be studying components of studio-based production with hands-on in class short production exercises. In the process, students will understand the various production roles of a studio shoot. In the remaining weeks, students will produce a short documentary for the web and public screenings and have the opportunity to work with the instructor in the production of three stylized studio interviews for Real Women Wear Orange, a documentary film by Braccus Giovanno and Carol Soto.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
42	IA-0122	Under-grad.	Interdisciplinary Arts	Intro to Social Entrepreneurship	F16	Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurism as a vehicle for change, and the different forms and structures social entrepreneurism can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies and guest speakers. The course will culminate in a session where students will pitch their ideas to real social impact investors for feedback and support.	2
43	IA-0212	Under-grad.	Interdisciplinary Arts	Entrepreneurial Approaches to Food Systems Change	F16	Food is about subsistence but is also so much more - the food system impacts our health, environment, economics, and cultural expression. In this class students will learn about the good, bad, and ugly of the current food system, and develop ideas to make a positive difference, on campus and beyond. Students will practice social entrepreneurship principles and skills by developing systems change ideas all the way to presenting their enterprise ideas. In particular, students will explore the food systems of Hampshire College, and nearby Holyoke, MA, to learn about the assets and challenges of these communities, to better generate real entrepreneurial ideas. No prior entrepreneurship or agriculture experience is necessary, but there will be some spreadsheets and basic math. Class includes case studies, accomplished social entrepreneur speakers visiting and skyping in from around the world, some tasty snacks (for educational purposes only), and at least one field trip.	1
44	IA-0262	Under-grad.	Interdisciplinary Arts	Creative Reuse: Tinkering Meets Repurposing	F16	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 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.	1
45	NS-0109	Under-grad.	Natural Science	Food and Health	F16	Food and Health will be organized as a Teaching and Learning Community (TLC), a new Hampshire initiative designed to encourage informal learning experiences in first-year tutorials. The course will focus on the complex role of food in health promotion and disease prevention, and will serve as an introduction to the fields of nutrition and epidemiology. In one of our two course meetings each week, we will meet in the classroom, learning to think critically about dietary research and about scientific research in general. The other meeting will be organized around an activity, trip, or community gathering related in some way to food, taking us places both on- and off-campus. Readings will be drawn from the primary and secondary scientific literature as well as the lay press. Possible topics include high fructose corn syrup; food fermentation; the Mediterranean diet; organic vs. conventionally grown food; and genetically modified food. Students will have the opportunity to explore their own food-related questions in a final independent project, and to gain agricultural experience by assisting with the weekly vegetable harvest on Hampshire's organic farm. They will also be asked to help develop the hands-on activities for the second half of the semester.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
46	NS-0126 & NS-0326	Under-grad.	Natural Science	Water in a Changing Climate	F16	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.	2
47	NS-0132	Under-grad.	Natural Science	Integrated Sciences: Sustainable Water Use/Reuse	F16	his course is part of an integrated science learning experience combining water resources, mathematical modeling and energy using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes (NS132, NS140 and NS143) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in NS132 Sustainable Water Use/Reuse will focus on the "Net Zero" water systems within the Kern Center Living Building. We will explore the cycling of greywater through the wetland systems within the building using a systems approach. We will learn methods for measuring water quality and quantity. Basic topics will include the hydrologic cycle, biogeochemical cycles, greywater recycling, and stormwater reuse.	1
48	NS-0140	Under-grad.	Natural Science	Integrated Sciences: Modeling Systems	F16	This course is part of an integrated science learning experience combining water resources, mathematical modeling and energy using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes (NS132, NS140 and NS143) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in NS140, Modeling Systems, will focus on using mathematical models to understand the water and energy systems in the living building. We will learn what mathematical models are and when, why, and how to analyze them. We will then build simple models of systems in the Kern Center including the cycling of nutrients in the indoor planters and the energy production by the solar panels.	1

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
49	NS-0143	Under-grad.	Natural Science	Integrated Sciences: Designing a Net Zero Building	F16	This course is part of an integrated science learning experience combining water resources, mathematical modeling and energy using the new Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes (NS132, NS140 and NS143) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in NS143, Designing a Net Zero Energy Building, will assess how the Kern Center is meeting the Living Building Challenge "net zero" energy requirement, which requires the building to generate all the electricity it uses. Students will learn about electrical power and energy, solar photovoltaic systems, energy efficiency features of modern buildings, and behavioral strategies for conserving energy. Student work in this class will help ensure the Kern Center achieves Living Building Certification.	1
50	NS-0150	Under-grad.	Natural Science	Agriculture, Ecology, and Society	F16	This course looks at agriculture as a set of ecological systems and issues. It refers to ecology in both the sense of interactions between organisms (e.g., crops, pests, and predators) and their environment, and in the larger-scale sense of environmental impacts and related social and political issues. A broad range of topics will be covered, including pesticides and alternatives, soil fertility and erosion, the role of animals, genetically modified crops, biofuels, global vs. local trade and more. The course work will consist of readings, discussion, written assignments(with revisions as needed), work at the Hampshire farm, group and independent projects, guest lectures and films, and field trips. Given the fieldwork, students should always be prepared to walk and be outside (e.g., sun screen, rain gear, sensible shoes). Some fieldwork may include other times and days to be arranged in class.	1
51	NS-0181 & NS-0381	Under-grad.	Natural Science	Sustainable Technology	F16	The structures and systems of the Hampshire campus have both obvious and subtle effects on our lives as individuals and as a community. In addition, their design, construction, functioning, maintenance and eventual disposal have long-term effects on the environment and the local and global ecology. We will use these systems to examine a number of ways in which technological decisions can be evaluated in a larger context, and, in so doing, develop tools for evaluating proposals for "greening" our campus. Students will work problem sets, write two papers, read and present original literature to the class, and develop original projects in fields of interest. Evaluations will be based on class participation, problem sets and papers, class presentations and a report on the final project.	1
52	NS-0195	Under-grad.	Natural Science	Pollution and Our Environment	F16	This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several topics, including acid rain; automobile emissions; ozone layer depletion; climate change; mercury, lead and cadmium poisoning; pesticides; solid waste disposal; and problems of noise and thermal pollution will be addressed. We will emphasize some of the environmental issues affecting our immediate community, as well as those in developing nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports. Class participation, satisfactory work on the required class projects, problem sets, literature critiques, and laboratory/field reports are required for evaluation.	1

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
53	NS-0229	Under-grad.	Natural Science	Exploring Amazonia: The scientific inquiry of a region	F16	This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several topics, including acid rain; automobile emissions; ozone layer depletion; climate change; mercury, lead and cadmium poisoning; pesticides; solid waste disposal; and problems of noise and thermal pollution will be addressed. We will emphasize some of the environmental issues affecting our immediate community, as well as those in developing nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports. Class participation, satisfactory work on the required class projects, problem sets, literature critiques, and laboratory/field reports are required for evaluation.	2
54	NS-0233	Under-grad.	Natural Science	Anthropology of Food and Nutrition	F16	Are we what we eat? We eat foods for social and cultural reasons, and we eat foods because they contain nutrients that fuel our cells and allow us to function -- grow, think, and live. The quest for food is a major evolutionary theme and continues to profoundly shape ecological, social, and human biological systems. In this course we will consider some of the many ways that food and nutrition are related to the human condition, for example: (1) symbolic meanings of food, (2) the evolution of food systems to genetically modified foods, (3) the deadly synergy of malnutrition and infection, (4) the ecological and political-economic causes of undernutrition and obesity, and (5) "nutritional epidemiology" and the role of diet and nutrition in the etiology of diverse diseases. Throughout the course, we will focus on "doing nutritional anthropology," including assessing the dietary and nutritional status of individuals in our community.	2
55	NS-0236	Under-grad.	Natural Science	Twelve New England Forests	F16	This is a field course about forests. Shaped by climate, elevation, and continuous disturbance, the forests of New England are diverse, ever-changing, and beautiful. In this class we take field trips to twelve forests, reading the literature on each forest type, learning to identify trees and other denizens, and evaluating forest function, uses, and management strategies from the perspective of multiple-use forestry. We will learn to read the landscape for clues about history and stand dynamics, and also take steps in the scientific method, from observation to research design.	2
56	CS-0194	Under-grad.	Cognitive Science	Environmental Education: Foundations and Inquiries	F17	Environmental Education: Foundations and Inquiries: 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.	1

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57	CS-0279	Under-grad.	Cognitive Science	The Hampshire Woods: Creating a long-term database of animal biodiversity	F17	The Hampshire Woods: Creating a long-term database of animal biodiversity: The goal of this class is to build a long-term database of animal diversity on Hampshire property. The rationale for this goal is that our environment, both local and global, is dramatically changing, and it is of utmost importance to document biodiversity now before we lose species we may not have realized were here. Students in this exploratory class will work together to learn to identify and document our local fauna. We will spend a good deal of time exploring our woods to learn together about what is there. We will also examine how long-term databases are used by other research groups, explore citizen science research projects, and add our data to our own citizen science database project. Students with experience or interest in natural history, animal identification, and computer databases are particularly encouraged to join the class.	2
58	CS-0284	Under-grad.	Cognitive Science	Is inequality making us sick? A biocultural approach to health in the United States	F17	A biocultural approach to health in the United States: The main goal of this course is to examine inequality in the context of sickness and health in the United States. Using a biocultural perspective, the synergistic interface of biology and culture provides a framework for how to examine health in an interdisciplinary manner. We will examine the ways in which inequality engenders ill health, is socially constructed, and the important role that social institutions, ideology, and cultural and medical practices play in creating and perpetuating various forms of inequality. Using a series of case studies that will clarify the way to go about studying inequality and health, students will examine diverse health experiences and the ways in which culture constructs perceptions of health and effective delivery of health care. We also examine the role the medical research plays in setting health care agendas. Students will finish the term with a clearer understanding how health inequalities are generated and perpetuated, and how to think critically about their own health choices. Given time constraints, we will not be able to study everything related to this topic.	2
59	CSI-0122	Under-grad.	Critical Social Inquiry	Economics of Peacebuilding	F17	This course focuses on the theory and practice of peacebuilding and post-conflict economic recovery in the aftermath of mass violent conflict. Some questions we will explore are: how has the theory and practice of post-conflict recovery evolved since World War II? Should economic policies during peacebuilding phases differ from 'normal' economic development? How do economic policies interact with social, political and cultural factors to produce positive (or negative) outcomes? In what ways do internal and external actors support or inhibit the process of peacebuilding? The course will briefly examine various cases of post-conflict recovery in the last thirty years and then focus on the case of Syria and the regional crisis in the Middle East.	2
60	CSI-0163	Under-grad.	Critical Social Inquiry	We Have Never Not Been Here": Introduction to Native American Studies	F17	This interdisciplinary course offers an introduction to important topics in the field of Native American Studies. We will examine history, literature, art, politics, and current events to explore the complex relationship between historical and contemporary issues that indigenous peoples face in North America, with a focus on the United States. We will pay particular attention to the creative ways that indigenous communities have remained vibrant in the face of ongoing colonial struggle. Topics include histories of Indian-settler relations, American Indian sovereignty, Indigenous ecological knowledge practices, American Indian philosophical and literary traditions, and American Indian activism.	2
61	CSI-0210	Under-grad.	Critical Social Inquiry	Introduction to Economics	F17	Introduction to Economics: This course introduces students to the ways in which economists typically analyze issues, using models of how prices, output, profits, wages, and employment are determined. These models also help decide how the government can and should sometimes intervene-such as to reduce unemployment, or to use taxes or subsidies to encourage useful activities and discourage harmful ones (like pollution). A critical approach is part of the course: As time permits, we ask foundational questions about how economists decide what makes society better off, what is left out of the standard models, where power fits in, and what economic policies or arrangements best serve the common good. The course is designed to fully prepare students for taking intermediate economics courses such as those in the Five Colleges.	2

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62	CSI-0235	Under-grad.	Critical Social Inquiry	Economic Development	F17	Economic Development: As recently as 250 years ago the world had a roughly equal level of development. Today, the richest country in the world has an average income level around 400 times that of the poorest. What are the reasons behind this divergence? How have the 'poor' countries attempted to reverse the gap and how have these attempts transformed societies within those countries? The course examines these general themes and consists of two components: First, we will survey contemporary debates in development economics, including such topics as development ethics (e.g. what is development? Development by whom and for what?), development theory and models (e.g. import substitution, micro enterprises, export orientation), and development critiques. Second, student research teams will choose a developing country at the beginning of the course to study in depth, applying the ideas discussed in class. The groups will periodically present their research to the class to help us achieve a larger sense of the challenge faced in seeking effective, equitable development.	2
63	CSI-0241 & HACU-0241	Under-grad.	Critical Social Inquiry & Humanities, Arts, and Cultural Studies	Designing for Life: Sustainable Agriculture, Ecology, and Design in Northern Thailand	F17	Designing for Life: Sustainable Agriculture, Ecology, and Design in Northern Thailand: This two-semester course, with an integrated Jan-term field component in Thailand, investigates the intersections of design (building and land use), anthropology/social justice, and ecology, with a focus on a case study in Northern Thailand. The fall semester will build background and theoretical knowledge in these areas generally and our case study in Thailand specifically. Students will critically examine ways in which design is influenced by cultural, historical, and ecological factors. They will learn about social justice issues in Southeast Asia that are impacted by structural forms of agriculture, climate change, economics, and social structure. How can architectural and land use design empower rural peoples? What does resilience look like for rural farmers who face significant economic, social, and ecological change? Over January, selected students will accompany the faculty to our field site in Northern Thailand for primary research. Second semester will be project based with students working in interdisciplinary teams of anthropology/ecology/architecture students. Instructor permission required, with prerequisites for architecture students and a background in either Asian studies, ethnographic methods, and/or ecology for other students.	1
64	CSI-0244	Under-grad.	Critical Social Inquiry	Autonomism, and Labor: Business Ethics for Radicals	F17	Autonomism, and Labor: Business Ethics for Radicals: In this course we will explore the problems of fairness and exploitation in capitalist labor practices. We will orient our readings and discussions around the basic question: Is work necessary?	2
65	CSI-0284	Under-grad.	Critical Social Inquiry	Is inequality making us sick? I biocultural approach to health in the United States	F17	Is inequality making us sick? A biocultural approach to health in the United States: The main goal of this course is to examine inequality in the context of sickness and health in the United States. Using a biocultural perspective, the synergistic interface of biology and culture provides a framework for how to examine health in an interdisciplinary manner. We will examine the ways in which inequality engenders ill health, is socially constructed, and the important role that social institutions, ideology, and cultural and medical practices play in creating and perpetuating various forms of inequality. Using a series of case studies that will clarify the way to go about studying inequality and health, students will examine diverse health experiences and the ways in which culture constructs perceptions of health and effective delivery of health care. We also examine the role the medical research plays in setting health care agendas. Students will finish the term with a clearer understanding how health inequalities are generated and perpetuated, and how to think critically about their own health choices. Given time constraints, we will not be able to study everything related to this topic.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
66	IA-0121	Under-grad.	Interdisciplinary Arts	Intro to Social Entrepreneurship	F17	Intro to Social Entrepreneurship: Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurism as a vehicle for change, and the different forms and structures social entrepreneurism can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies and guest speakers. The course will culminate in a session where students will pitch their ideas to real social impact investors for feedback and support.	2
67	IA-0169	Under-grad.	Interdisciplinary Arts	Theatre & Performance of Social Change	F17	Theatre & Performance of Social Change: From anti-Apartheid protest theater to D'Lo; from Teatro Campesino to students creating work at Hampshire and beyond, theater makers have often played a key role in envisioning and embodying social change. What sparks their passion? How do they balance theatrical craft with activist vision? And how can we learn from both their successes and from the places in their work that are inconsistent, incomplete, and contradictory? In this course, students will read texts, watch videos and on-line work, and lead discussions to explore the dynamic, electric, and sometimes explosive relationship between artists and their time.	2
68	IA-0212	Under-grad.	Interdisciplinary Arts	Entrepreneurial Approaches to Food Systems Change	F17	Entrepreneurial Approaches to Food Systems Change: Food is about subsistence but is also so much more - the food system impacts our health, environment, economics, and cultural expression. In this class students will learn about the good, bad, and ugly of the current food system, and develop ideas to make a positive difference, on campus and beyond. Students will practice social entrepreneurship principles and skills by developing systems change ideas all the way to presenting their enterprise ideas. In particular, students will explore the food systems of Hampshire College, and nearby Holyoke, MA, to learn about the assets and challenges of these communities, to better generate real entrepreneurial ideas. No prior entrepreneurship or agriculture experience is necessary, but there will be some spreadsheets and basic math. Class includes case studies, accomplished social entrepreneur speakers visiting and skyping in from around the world, some tasty snacks (for educational purposes only), and at least one field trip.	1
69	IA-0237	Under-grad.	Interdisciplinary Arts	Appropriate Technology in the World	F17	Appropriate Technology in the World: 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	2
70	IA-0275	Under-grad.	Interdisciplinary Arts	Introduction to Industrial Design	F17	Introduction to Industrial Design: This course is a broad-brush introduction to the field of industrial design. Classes will be held at the HC Center for Design. Topics will include sketching and rendering, construction of models and prototypes, design for mass production, and project management. Emphasis will be on sustainable use of materials and resources. Prerequisite: IA-0130 Design Fundamentals at Hampshire College or a similar introductory hands-on problem solving and design class.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
71	NS-0115	Under-grad.	Natural Science	Molecules of the Farm and Forest	F17	Molecules of Farm and Forest: This course will explore the natural product chemistry of plants through a combination of classroom, field and lab experiences. We'll take advantage of both the Farm Center and the richly forested areas on and around Hampshire's campus to learn about the roles of molecules plants make, from lipids and carbohydrates to antioxidants to pigments to toxins, in both the human world and the lives of plants themselves. In class we will learn to analyze primary literature as well as critically examining articles from the popular press. Students will regularly present readings and lead discussions, as well as completing a full-semester project on a topic of their choice.	2
72	NS-0132	Under-grad.	Natural Science	Integrated Sciences: Sustainable Water Use/Reuse	F17	Integrated Sciences: Sustainable Water Use/Reuse: This course is part of an integrated science learning experience combining water resources, mathematical modeling, and microbiology using the Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes (NS132, NS140 and NS156) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in NS132, Sustainable Water Use/Reuse, will focus on the "Net Zero" water systems within the Kern Center Living Building. We will explore the cycling of greywater through the wetland systems within the building using a systems approach. We will learn methods for measuring water quality and quantity. Basic topics will include the hydrologic cycle, biogeochemical cycles, greywater recycling, and stormwater reuse.	1
73	NS-0140	Under-grad.	Natural Science	Integrated Sciences: Modeling Systems	F17	Integrated Sciences: Modeling Systems: This course is part of an integrated science learning experience combining water resources, mathematical modeling, and microbiology using the Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the systems of the living building in their specific discipline. Once a week all three classes (NS132, NS140 and NS156) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in NS140, Modeling Systems, will focus on using mathematical models to understand the water and energy systems in the living building. We will learn what mathematical models are and when, why, and how to analyze them. We will then build simple models of systems in the Kern Center including the cycling of nutrients in the indoor planters and the energy production by the solar panels.	1

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
74	NS-0142 & CS-0142 & IA-0142	Under-grad.	Cognitive Science, Interdisciplinary Arts & Natural Science	Innovations for Change: Problem Solving for the Future	F17	Innovations for Change: Problem Solving for the Future: Worried about climate change and how we will live sustainably in the future? Join us to brainstorm and assess solutions together. This will be a course for first and second year students interested in learning how to evaluate potential solutions to current local and global environmental and social problems. The course will be co-taught by faculty across the curriculum at Hampshire and will include both large lectures and breakout working groups. The course will be divided into modules focused on specific problems and potential solutions, such as how the arts can help educate and engage the public in making positive changes for sustainable living; why humans are so resistant to changing our habits; whether excess greenhouse gases can be safely stored via carbon sequestration; and how we might ameliorate losses to biodiversity due to climate change. In addition to engagement in readings, lectures, discussion and activities, small teams of students will be expected to explore a problem in greater depth and present their ideas to the class at the end of the term.	1
75	NS-0150	Under-grad.	Natural Science	Agriculture, Ecology, and Society	F17	Agriculture, Ecology, and Society: This course looks at agriculture as a set of ecological systems and issues. It refers to ecology in both the sense of interactions between organisms (e.g., crops, pests, and predators) and their environment, and in the larger-scale sense of environmental impacts and related social and political issues. A broad range of topics will be covered, including pesticides and alternatives, soil fertility and erosion, the role of animals, genetically modified crops, biofuels, global vs. local trade and more. The course work will consist of readings, discussion, written assignments (with revisions as needed), work at the Hampshire farm, group and independent projects, guest lectures and films, and field trips. Given the fieldwork, students should always be prepared to walk and be outside (e.g., sun screen, rain gear, sensible shoes). Some fieldwork may include other times and days to be arranged in class.	1
76	NS-0156	Under-grad.	Natural Science	Integrated Sciences: Microbes in a Living Building	F17	his course is part of an integrated science learning experience combining water resources, mathematical modeling, and microorganisms using the Hampshire College Kern Center, built to the Living Building Challenge Standard, as a case study. Students will meet twice a week to explore the science behind the microbial systems of the living building. Then, once a week all three classes (NS132, NS140 and NS156) will meet together to complete interdisciplinary projects, share expertise, and form a collaborative science learning community. Students will read and share primary literature and work collaboratively on projects. We will learn about the campus living building from the architects and design engineers, take field tours, and meet faculty across campus engaged with the project. Students who complete this course may choose to continue their work using the living building in NS280, Collaborative Project Design, during the spring semester. Students enrolled in Microbes in the Living Building (NS156) will explore the role microorganisms play in the built environment, particularly the treatment of greywater and composting biogeochemical processes. We will apply microbiology lab methods to assess the characteristics and quantity of microorganisms throughout the building.	1
77	NS-0161	Under-grad.	Natural Science	Global Change Ecology	F17	Global Change Ecology: Stasis doesn't exist in nature, so what defines global change? What are its causes? Do earth system feedbacks amplify or retard human-changes? At what temporal and spatial scales do humans worry about global change and why? To explore current historical changes in science, politics, law, management, and cultural ideas about the nature of science, we will draw on primary literature, as well as films, newspaper articles, and foundational environmental science books (i.e., Silent Spring, Cadillac Desert, The World without Us). This seminar-style course will be driven by student-led discussions. The course will also include field trips to research sites studying global change phenomena and local sites undergoing change, including the Hampshire College Farm Center and solar arrays.	1

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78	NS-0195	Under-grad.	Natural Science	Pollution and Our Environment	F17	Pollution and Our Environment: This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several topics, including acid rain; automobile emissions; ozone layer depletion; climate change; mercury, lead and cadmium poisoning; pesticides; solid waste disposal; and problems of noise and thermal pollution will be addressed. We will emphasize some of the environmental issues affecting our immediate community, as well as those in developing nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports. Class participation, satisfactory work on the required class projects, problem sets, literature critiques, and laboratory/field reports are required for evaluation.	1
79	NS-0208	Under-grad.	Natural Science	Science in a Cultural Context	F17	Science in a Cultural Context: In this course we will develop an understanding of scientific inquiry and its methods as a human activity, inextricably linked to the cultural context in which it unfolds. By examining some of the major scientific revolutions in physics, we will ask: What kinds of truths do the sciences produce and how? What is the role of data and technology in the making of scientific progress? What is the interaction between the sciences and other aspects of culture, such as politics, religion, and the arts? What kind of a person is a scientist and how does that depend on the time and place? We will seek the answers by collaboratively studying a variety of sources, including historical documents; scholarly works of historians, philosophers, and other types of scholars; and both scientific and reflective writings of scientists themselves. This course will be accessible to all students who are interested in how scientific inquiry fits into the historical and contemporary cultural contexts. This is a reading- and writing-intensive course and written work will be assigned for each class.	2
80	NS-0218	Under-grad.	Natural Science	Forest Ecology for Management	F17	Forest Ecology for Management: How does the structure and composition of forests shift over time and across events, and how does this affect forest function? In this largely field-based course, we will construct an understanding of the core concepts of forest ecology, consider a diversity of forest management goals, and conduct research for management applications. In the field, students will practice an array of methods to address research questions in local forested landscapes. Plant identification will be a component of this course. Student learning will be assessed based on demonstration of the application of ecological knowledge to management challenges through engagement in the classroom and field activities, and completion of a forest research project.	2
81	NS-0229	Under-grad.	Natural Science	Amazonia: Ecology and Society	F17	Amazonia: Ecology and Society: Amazonia: a vast, complex, and conflicted region of South America. What roles do the Amazon forests and rivers play in local, regional and global ecology? Who governs this vast region that touches nine nations? What is at stake in its destruction? Who lives there, and why do they stay? We will explore the region from multiple perspectives, looking at science, policy, culture and conservation. Developing an understanding of tropical rainforest ecology, basin hydrology, and forest function (and multiple ways of understanding these) will be coupled with considerations of the role of culture, policy and conservation in shaping this region today. Our inquiry will be largely based in readings, film and discussion. Considerable writing, both analytical and reflective, will be expected.	2

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82	NS-0238	Under-grad.	Natural Science	Selected Topics in Public Health	F17	Selected Topics in Public Health: This course examines major events and controversies in public health, historical and contemporary, and serves as an introduction to the closely related field of epidemiology. Emphasis will be placed on the biology of disease as well as social, political and environmental factors that contribute to health disparities. Readings for the class will be drawn from the primary and secondary scientific literature as well as the lay media. Course topics will be wide-ranging (e.g., health care reform, vaccines and autism, the declining age at puberty, Type II diabetes, food deserts, the epidemiology of Zika virus, human health effects of climate change) and will emphasize the interdisciplinary nature of public health research and practice. In addition to weekly assignments related to the readings, students will conduct two small data analyses and will explore a topic of their own choosing for a final independent project. This is an ideal course for students who are drawn to the prevention mindset of public health and would like to know more about career opportunities.	2
83	NS-0255	Under-grad.	Natural Science	Watershed Hydrology	F17	Watershed Hydrology: Water covers 71% of the earth and is crucial for our existence. In this course we will study the processes by which water moves through the landscape and atmosphere with a focus on freshwater resources. Areas of focus will include hydrologic cycle/water budgets, groundwater hydrology, issues associated with water quality, quantity and availability, and the use of natural systems to treat contaminated water. Students will explore the primary literature, complete lab exercises, visit local field sites, and work in teams to collect field data and complete projects. This course is suitable for upper-division students as well as first-year students with basic science background and an interest in water resources.	2
84	CS-0194	Under-grad.	Cognitive Science	Environmental Education: Foundations and Inquiries	S16	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.	1
85	CSI-0112	Under-grad.	Critical Social Inquiry	Engaging the City: Philosophy and Urban Politics	S16	The human species has quite recently become a predominantly urban one. In this course, we will analyze and practice ethical engagement with the city. We begin by investigating philosophy's relationship to the city, stretching back to the development of dialogical thinking in the polis of Athens. How is philosophical reflection affected by the space in which it takes place (whether wilderness, country, suburbs, or city)? That is, what does the place of the thinker have to do with the thoughts they can think? But also, how can and should these spaces be transformed by ethical considerations? How ought we to move forward into our urban future? Cities-as hubs of diversity and development, poverty and segregation, waste management and police surveillance-provide one of the most demanding sites for ethical engagement today. This course is part of the Ethics and the Common Good Program.	2

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86	CSI-0205	Under-grad.	Critical Social Inquiry	The Ethics, Methods, and Practices, of International Development	S16	nternational development through the lenses of volunteer tourism, philanthropic projects, cultural and social immersion programs, NGO work, para-professional or professional affiliation with a global institution, and academic fieldwork in sites throughout the Global South are some of the main vectors through which poverty action has been imagined and practiced. Through self-reflexive analysis, this course examines the histories, practices, politics, and personal investment involved in working within and alongside institutions, organizations, and communities claiming to address a range of issues related to poverty and inequality. This course provides a framework for discussing methodological, logistical, and ethical concerns that one may encounter in international development practices.	2
87	CSI-0207	Under-grad.	Critical Social Inquiry	Global Infrastructures	S16	Cities are primarily understood through their key physical attributes, which include rail and bus systems, mixed-use re-development projects, athletic stadiums, and highway systems. Through a diverse set of projects such as Robert Moses' ambitious and contentious plans in modernizing New York City, efforts in Curitiba, Brazil to create a systematic public bus system, and the World Cup's expeditious construction of stadiums in the name of global common good, the course will examine the political, economic, and social entanglements explicitly tied to the exercise of urban development. Premised on a trans-urban comparative approach, the course will examine a range of ideas, debates, and research within and between cities and infrastructural projects in the Global North and Global South. The main goal for the course is to train students in critical analysis in processes of urban development.	2
88	CSI-0210	Under-grad.	Critical Social Inquiry	Introduction to Economics	S16	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 and society 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.	2
89	CSI-0236	Under-grad.	Critical social Inquiry	Middle East Economies	S16	The Uprisings that swept the Middle East and North Africa (MENA) region have had a profound impact on the political economy of authoritarian regimes within the region as well as academic frameworks used to explain them. This course examines the economics of the MENA region and asks the following questions: Do the uprisings represent failures of the developmental state, neo-liberalism, or authoritarian regimes? How does human development within MENA compare to other regions in the developing world? To what extent does either religion or oil explain economic outcomes? What impact will the upheaval associated with the uprisings themselves have on the economies of the different countries? The course will explore these questions through theoretical readings, case studies from Syria, Egypt, and the Gulf as well as guest speakers from within or specializing in the region.	2

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90	CSI-0237	Under-grad.	Critical Social Inquiry	U.S. Environmental Law and Policy: The Role of Activism	S16	This course will explore the legal regime in the United States in which citizens and activists work to protect public health and the environment, and various approaches to environmental activism. How does the law help protect us and our environment? What are its shortfalls? Who are the stakeholders in this system? What can you do to make change happen? We will explore the law and policy around major environmental issues including global climate change, mass toxic chemical exposure, environmental impacts of the industrial food system and more, through analyzing the different approaches, values and impacts of environmental activists dedicated to these issues. The different kinds of activism we will analyze in this course include: 1. direct action and eco-terrorism; 2. playing "insider politics"; 3. grassroots activism; 4. conservation; 5. corporate social responsibility work; 6. litigation, and; 7. art. In addition to assigned readings, students will watch a collection of topical environmental documentaries and films. Coursework will include two short response papers and a semester-long project on an environmental activist or activist group (including interviewing your subject) culminating in a final written report and in-class presentation.	1
91	CSI-0274	Under-grad.	Critical Social Inquiry	Sun, Sand, Sex . and Saving Africa?: The Anthropology of Tourism in Africa	S16	The Anthropology of Tourism in Africa: Lions and Maasai, elephants and Bushmen, camels and Tuareg - Africa is seen as the continent of colorful cultures, picturesque people and thatched huts. This course introduces students to some of the key themes and debates in the anthropology of tourism, exploring the commodification of culture and nature in Africa as objects with marketable value. We will examine the historical, political, social and cultural contexts in which African countries, communities, and individuals articulate and sell notions of the "exotic", "tradition", "authenticity" and "indigeneity". Engaging with ethnographies we will examine the various forms of tourism: safaris, volunteerism, adventure tourism, eco-tourism, roots tourism or pilgrimage, romance and sex tourism. Examining relations between 'hosts' and 'guests' - brokers, tour operators, guides, 'experts', tourists and local populations - we will focus on the possibilities, problems and challenges presented by tourism in North, South, East and West Africa. Paying close attention to the ways in which the 'tourist gaze' produces and reproduces notions of race, class, gender, sexuality and desire, students will be asked to reflect upon and theorize their own tourist experiences. We will also discuss internal tourism, namely the reasons why when Africans become tourists, they rarely visit their own country.	2
92	HACU-0208	Under-grad.	Humanities, Arts, and Cultural Studies	Architecture Studio: Foundations	S16	This is the first studio for those students interested in the design fields: architecture, interior design, landscape architecture, and product design. These fields all share a studio based approach to problem solving that is at once spatial, material, conceptual and social. Over the course of the semester, students will be given a series of projects that will introduce visual communication tools such as plans, elevations, and sections, projected drawings and model making. Emphasis will be placed upon developing a conceptual approach to a problem and developing a design process that may lead to unexpected outcomes. The specific projects will address issues of the body, light, comfort and materials. All projects will be presented in a studio critique format with drawings and models conveying the intent of the design project.	2

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93	IA-0122	Under-grad.	Interdisciplinary Arts	Intro to Social Entrepreneurship	S16	Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurism as a vehicle for change, and the different forms and structures social entrepreneurism can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors.Students will work individually and in teams. Class includes case studies, guest speakers, and at least one field trip. The course will culminate in a session where students will pitch their ideas to real social impact investors for feedback and support.	2
94	IA-0224	Under-grad.	Interdisciplinary Arts	Setting the Stage for Social Change	S16	How can scenic, lighting, and sound design enhance or underscore a social or political message? How can a designer's vision influence one's experience or interpretation of a performance? In this class we look at designers and designs whose work has amplified or challenged traditional and nontraditional social and political texts. Throughout the semester students will be challenged to create scenery, lighting, and sound designs with the intention of enhancing or confronting the social or political themes of selected works. Within a studio format students will have the opportunity to further develop their skills in scenic, lighting, and sound design presentations. Prerequisite: A college level theatre design course.	2
95	IA-0281	Under-grad.	Interdisciplinary Arts	Appropriate Technology & Business Models for Bottom-of-Pyramid Innovations	S16	In this class students will strive to develop affordable and effective equipment paired with business models with the goal of adding value to agricultural products in Asia and Africa, or more locally. Technologies may include grain threshing, seed harvesting, food drying and fermentation. Students will learn how invention and technology fits with economic development. Students will learn basic principles of design and prototyping innovations, as well as social enterprise models for sustainability and dissemination. Students will research agricultural, community, and economic conditions in target regions, and will have interaction through skype and other media with partners from other countries. Students will be working in the design workshop and must be willing and able to use tools and machinery. Prerequisite: At least one previous course in social entrepreneurship and/or design, or permission of instructor.	2
96	IA-0290	Under-grad.	Interdisciplinary Arts	Improving the World: Actualization Through Entrepreneurship	S16	Students that take this course will learn how to equip themselves with the appropriate entrepreneurial skills so that they can actualize their ideas (whether big or small) for improving the world. This course will be a hands-on approach, through actualizing participant ideas, to getting things "out there" for broader benefit. Key topics covered will include clear articulation and presentation of your idea, how to know if your idea is viable, who might be interested, what's needed to put your idea into motion, action planning and measuring the success of your idea. Though this is a primarily project based course, case studies, readings and other means will be used to explore, develop and realize your idea.	2
97	IA-0294	Under-grad.	Interdisciplinary Arts	Environmentally Sustainable Design: Study and Practice	S16	Is it possible to completely eliminate negative environmental impact of the everyday things we buy with careful design? We will learn about where raw materials come from, how they are used in manufacture, and how they are disposed of. We will investigate alternative materials or design approaches that may result in less waste. Students will then choose one consumer product to investigate; how it was made, the source of its components and materials, and what typically happens typically upon disposal. The final project for the course will be to design a functionally equivalent "no-harm to the environment" version of one or more products researched by students in this class. Prerequisite: Students who take this class should be diligent, resourceful researchers, comfortable with the process of making functional objects, and willing to work as part of a team. Provide evidence of this - such as an evaluation, piece of work.	1

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98	NS-0128	Under-grad.	Natural Science	Environmental Conflict in the Anthropocene	S16	Environmental conflict in the Anthropocene How do you respond when someone asks you, "Is climate change real?" "Is sea-level rise real?" "Is 'fracking' really that bad?" The past century has been marked by a myriad of environmental changes. Understanding the causes and consequences of these changes within a scientific framework is important to being part of an engaged global citizenry. The goal of this course is to introduce the field of environmental science and convey that building one's understanding of the natural world within a scientific context can help us to address the environmental challenges facing our planet. Using primary scientific literature, books, newspaper articles, film, and field trips, we will build scientific literacy to contextualize a variety of environmental problems and solutions.	1
99	NS-0151 & NS-0351	Under-grad.	Natural Science	Tree Rings and Climate Change	S16	Standing as silent sentinels, trees in temperate regions record temperature, rainfall, amount of sunlight and response to disturbance in the width of their annual growth rings. We can use the patterns of these rings as surrogate climate records for years before people recorded weather data. In this project-based course, we will first learn the techniques of dendochronology, the science of reading tree rings, including collection and preparation of samples, data collections and analysis, and the biology of tree growth. We will travel to various sites around New England and collect tree cores in stands where the climate signal is likely to be strong and where we can also find evidence of significant ecological events such as fire, logging, hurricanes and farm abandonment. 300-level students will act as team leaders for the main course projects.	2
100	NS-0159	Under-grad.	Natural Science	Pesticide Alternatives	S16	The use of synthetic chemical pesticides has created environmental and health problems throughout the world, from the contamination of water supplies in Western Massachusetts to the poisoning of farm workers in Costa Rica. This course will examine problems associated with pesticides and how they arise, and how much we actually know vs. how much we only suspect. We will then review in detail various alternative methods for pest control, such as the "biological control" of pests using their natural enemies, or the use of plant extracts or their own sex attractants to repel, attract, or confuse them. Some background on the issues of sustainable agriculture, environmental pollution, and health in general will be included for context. The politics of pesticide use, such as who really benefits from the overuse of pesticides and how they are often "dumped" in the Third World, will also be an important component. This course will consist of lectures, discussions, films, field trips, and field/lab research, including using live insects to test or develop various methods or mechanisms.	1
101	NS-0267	Under-grad.	Natural Science	Ecosystem Ecology: A Biogeochemical Perspective	S16	Ecosystems are defined by the interactions between the plants, animals, microorganisms, and abiotic environmental features that affect them. This course will cover the flows of energy, carbon, and nutrients within ecosystems, tracing the key processes tha	2
102	NS-0268	Under-grad.	Natural Science	Introduction to Geographical Information Systems (GIS) and Natural Resource Management	S16	Geographic Information Systems (GIS) are evolving computerized tools that greatly facilitate describing, modeling, and managing our natural resources. In this course, we will learn GIS tools, specifically ArcGIS and Google Earth, necessary to map and analyze natural resources, focusing on the Hampshire College campus. We will learn about making and using maps, using technology ranging from counting footsteps to satellite navigation (Geographic Positioning Systems, GPS). We will learn how to create new GIS data as well as find appropriate existing data. We will learn how to use GIS tools to map features, analyze landscapes, model processes, and manage natural resources. We will concentrate on learning the practical aspects of GIS as a tool for natural science investigations. In addition to class activities, students will develop their own GIS projects during the second half of the semester that allow them to pursue their specific interests and refine their GIS skills.	2

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103	NS-0280	Under-grad.	Natural Science	Integrated Sciences II: Collaborative Design Projects	S16	This course is a continuation of NS132T, NS140T, and NS156T and will provide students a path for completing independent and collaborative projects centered around the Kern Center living building on Hampshire's campus. Students will learn skills in independent and collaborative research, project design, grant writing, presentation, and science writing. Students may use this course to develop project proposals for summer work as part of Integrated Sciences III or to prepare them for work in Division II. This course is open to all students from NS132T, NS140T, NS156T or by instructor permission.	2
104	NS-0294	Under-grad.	Natural Science	Sustainable Agriculture	S16	This course is a broad introduction to the practices of sustainable agriculture and organic farming. It includes experience in the field, combined with study of the underlying science and technology of several key agricultural topics and methods, as well as some more economic/political aspects. We will focus on sustainable and/or organic methods that minimize the use of nonrenewable resources and the associated pros and cons. Coursework will include activities and assignments at the Hampshire College farm and nearby farms/groups, as well as short papers, problems, and options for independent work in particular areas. In-class topics also include readings, discussions, and assignments aimed at understanding sustainable practices in general. For example, we will study problems with pest control and how to manage pests sustainably/organically, given their life cycles and ecology, basic aspects of soil and fertility management, how animals fit into sustainable schemes of production, winter greenhouses, maple sugaring, crop and farm diversification, the concerns about buying local vs. imported and/or organic food, labor and energy issues, and more.	1
105	NS-0343	Under-grad.	Natural Science	Modeling Food Systems	S16	A lively debate roars in both the popular and scientific press - will we run out of food? This debate seems to beg several crucial questions: what food, for whom, produced how and where, at what cost to the world's non-human biota (among others)? We might try to answer these questions politically, or ethically, or ecologically - in this class I propose to explore the implications of our food choices and production methods as quantitatively as possible using mathematical models. Many, many studies have produced models of this kind, so we have a good set of starting points. And, a model is only as good as its input data, and the validity of assumptions about rates and interrelationships. We will explore and critique a few such models, then try out our own project. Depending on interests, skills and available information we might take on local food production and consumption on our own campus, in the Pioneer Valley, or even throughout the world. Some skills or at least comfort with computers, simulations and numerical methods are strongly recommended.	2
106	NS-0376	Under-grad.	Natural Science	Stream Restoration Seminar	S16	Rivers and streams wind through the landscape moving water, sediment and other materials. Riparian zones (the land areas along streams) link streams with upland terrestrial ecosystems and often are areas of high biological diversity. This class will explore the function of streams and their riparian zones, how they can become impacted or destroyed and current methods of restoration. Students will learn restoration design principles, explore the primary literature, visit local restoration sites and work in teams to collect field data and complete projects. This course is suited for Div III and upper Division II students with some background in hydrology, stream ecology and/or other field science courses.	2

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107	NS-0385	Under-grad.	Natural Science	Sustainability Seminar	S16	This course is designed for the cohort of students involved in the sustainable design/technology area. It will offer an arena for students to present their own work and evaluate that of others, discuss advanced readings of interest, write analytical papers on topics of their choice, and work with guest speakers in the areas of sustainable development and technology. Class members will have large responsibility for determining the content and direction of the course. In addition the class will work as a group on modifying and testing a diffuser augmented small wind turbine as part of a larger ongoing study. Students will be responsible for accumulating a portfolio of work on which the course evaluation will be based. Prerequisite: A record of 200-/300-level work in sustainability studies.	1
108	CS-0259	Under-grad.	Cognitive Science	Marine Mammals: Biology, ecology, behavior and communication	S17	This course is designed to provide an introduction to the biology of the diverse group of animals known as marine mammals (whales, dolphins, seals, sea lions, manatees, sea otters, and polar bears), including evolution, diversity/taxonomy, life history, physiology, ecology, behavior, communication and cognition. Current research, events and policy issues will also be addressed. Hands-on analyses of marine mammal recordings will also be included. Reading and discussion material will be drawn from the professional scientific literature. Two summary/critique papers on journal articles will be required, along with a report on a media account relevant to the themes of the course, and a full-length term paper on a species and research topic of the student's choosing. The final project will be presented to the whole class either orally or in a poster session.	2
109	CSI-0124	Under-grad.	Critical Social Inquiry	Global Infrastructures	S17	Cities are primarily understood through their key physical attributes, which include rail and bus systems, mixed-use re-development projects, athletic stadiums, and highway systems. Through a diverse set of projects such as Robert Moses' ambitious and contentious plans in modernizing New York City, efforts in Curitiba, Brazil to create a systematic public bus system, and the World Cup's expeditious construction of stadiums in the name of global common good, the course will examine the political, economic, and social entanglements explicitly tied to the exercise of urban development. Premised on a trans-urban comparative approach, the course will examine a range of ideas, debates, and research within and between cities and infrastructural projects in the Global North and Global South. The main goal for the course is to train students in critical analysis in processes of urban development.	2
110	CSI-0133	Under-grad.	Critical Social Inquiry	Land Conservation, Indigenous Land Rights, & Traditional Ecological Knowledge	S17	This course will cover land conservation issues relating to the Connecticut Valley and nationally. The course will focus on the ecology and politics of land conservation and management, historical land loss and current land recovery efforts of Native American tribal groups, and indigenous land law including related Supreme Court cases and federal and state legislation. We will examine case studies in the use of Traditional Ecological Knowledge (TEK) by indigenous peoples and its relevance to climate change, energy policy, wildlife management, species protection, and cultural survival. Native speakers will be invited to address the class. Students will be expected to participate in class discussions and complete research papers and presentations to explore these subjects and help guide the course direction. The course will be part of the Five College Native American and Indigenous Studies Certificate Program.	2

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111	CSI-0151	Under-grad.	Critical Social Inquiry	Culture, Religion, and Environmentalism	S17	This course will cover land conservation issues relating to the Connecticut Valley and nationally. The course will focus on the ecology and politics of land conservation and management, historical land loss and current land recovery efforts of Native American tribal groups, and indigenous land law including related Supreme Court cases and federal and state legislation. We will examine case studies in the use of Traditional Ecological Knowledge (TEK) by indigenous peoples and its relevance to climate change, energy policy, wildlife management, species protection, and cultural survival. Native speakers will be invited to address the class. Students will be expected to participate in class discussions and complete research papers and presentations to explore these subjects and help guide the course direction. The course will be part of the Five College Native American and Indigenous Studies Certificate Program.	2
112	CSI-0210	Under-grad.	Critical Social Inquiry	Introduction to Economics	S17	This course introduces students to the ways in which economists typically analyze issues, using models of how prices, output, profits, wages, and employment are determined. These models also help decide how the government can and should sometimes intervene-such as to reduce unemployment, or to use taxes or subsidies to encourage useful activities and discourage harmful ones (like pollution). A critical approach is part of the course: As time permits, we ask foundational questions about how economists decide what makes society better off, what is left out of the standard models, where power fits in, and what economic policies or arrangements best serve the common good. The course is designed to fully prepare students for taking intermediate economics courses such as those in the Five Colleges.	2
113	CSI-0213	Under-grad.	Critical Social Inquiry	The Ethics, Methods, and Practices, of International Development	S17	International development through the lenses of volunteer tourism, philanthropic projects, cultural and social immersion programs, NGO work, para-professional or professional affiliation with a global institution, and academic fieldwork in sites throughout the Global South are some of the main vectors through which poverty action has been imagined and practiced. Through self-reflexive analysis, this course examines the histories, practices, politics, and personal investment involved in working within and alongside institutions, organizations, and communities claiming to address a range of issues related to poverty and inequality. This course provides a framework for discussing methodological, logistical, and ethical concerns that one may encounter in international development practices.	2
114	CSI-0220	Under-grad.	Critical Social Inquiry	Buddhism and Environment	S17	Scholars, practitioners and activists worldwide debate the relationship between Buddhism and environment, some arguing that ecological sensitivities are inherent in the teachings of the religion, while others see these as modern aberrations. We will examine Buddhist perspectives on nature and Buddhist responses to environmental issues. Looking at Buddhist activities in specific settings, we will consider how the religion both informed and was influenced by culture, politics, economics and concerns of local people facing environmental issues. Cases studies will be drawn from Southeast, East Asia, the Himalayas, and the United States. Some knowledge of Buddhism or Asian studies preferred.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
115	CSI-0229	Under-grad.	Critical Social Inquiry	Economic Development	S17	In the last two centuries, the gap in living standards between the richest and the poorest countries has grown enormously. Why? What strategies to halt and reverse this growing unevenness have worked best, and why? Some of our focus will be on poverty traps (vicious circles of poverty) and how to escape from them. Topics will include most of the following: What is development, and what is a rights-based approach to development? Food, land, farming, land reform, and cooperatives; project aid; violent conflict; corruption and predatory behavior; financing of development at the household level (microfinance, migrant remittances) and national level (foreign investment, foreign aid, export orientation, taxation, borrowing); and ways to gain access to advanced industrial and other technologies. Students will do in-depth research in teams on a topic like one of these, focusing on a country and time period, and will be offered the option either of writing a longer research paper, or else of constructing a game based on the real choices that actors face, and justifying its realism by summarizing evidence in a shorter paper.	2
116	CSI-0244	Under-grad.	Critical Social Inquiry	Media Studies and the Environment	S17	In this 200-level course, we will examine where the categories "media" and "environment" intersect, focusing in particular on the central role that media play in communicating about climate change and environmental degradation. We will also engage media studies scholarship that theorizes the environmental impact of media technologies, especially emerging media. We will cover an array of topics, including e-waste and techno trash, environmental justice, undersea cable systems, greenwashing and consumer activism, "green" TV, ecofeminism, cultures of climate change, and race and the anthropocene. Some questions to guide our inquiry include: What discourses about nature and the environment do media (including journalism, film, television, advertising, websites) produce? How have scholars analyzed the environmental effects of an increasingly digital world? How have activists used media to combat environmental degradation? We will draw from a range of texts, including documentary film, popular media, journalism, and advertising.	2
117	CSI-0267	Under-grad.	Critical Social Inquiry	Artivism: Art, Activism, and Performance as Subversive forms of Social Action, Political Expression, and Community Building	S17	n moments of political and economic crises, activist-artists -- or artivists -- consistently and creatively respond to the call for social change. They generate art as social action and also realize a new social world into being through art. Drawing from interdisciplinary perspectives, this seminar investigates the "who, what, where, when, why and how" of creative artistic resistance. We will discuss the interrelationships between: art, activism, and the social imagination; the tensions between the "real" and the "imaginary"; public art and community engagement; the role of art in social movements; the function and responsibility of artistic institutions (museums, community art centers, etc.); the relationship between art, gentrification, and creative economies in under-resourced communities; how art can build new or alternative public sphere(s); analyze political art vs. activist art; understand community based art vs. art-based community making; and examine the impact of artistic expressions and movements in transforming collective mentalities or consciousness.	2

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118	CSI-0268	Under-grad.	Critical Social Inquiry	America and the World: U.S. Foreign Policy in a Turbulent Era	S17	The next U.S. president will face a world dramatically transformed from that encountered by Barack Obama when he first assumed office in 2009. China and Russia have become far more assertive in their respective zones of interest, the civil war in Syria has claimed nearly a half-million lives and triggered a devastating refugee crisis in Europe, ISIS has spread terror and violence in numerous countries, and climate change has begun to alter the planet in terrifying ways. President Obama sought to address foreign challenges with minimal reliance on military force, but many politicians - including the two candidates for president in 2016 - argued that he was not forceful enough. Now, with a new president, we can expect sweeping changes in the way Washington conducts its foreign relations. This course will assess the legacy of the Obama administration and the ways in which U.S. foreign policy is likely to change under a new administration. Students will be expected to follow and discuss current affairs, to read selected texts and articles on the subject, and to submit a research paper on some aspect of U.S. foreign policy.	2
119	CSI-0299	Under-grad.	Critical Social Inquiry	Critical Ethnography: Follow the Chinese Food	S17	Chinese food is more American than apple pie, writes Jennifer Lee in The Fortune Cookie Chronicles. In this course, we take Chinese food as a ubiquitous American foodway that is at once both "familiar" and "foreign" and thus offers a potent entry point into the study of cultural identity and citizenship in the U.S. as this intersects with the cultural politics of food justice. Students will carry out an ethnographic research project that begins with a question about Chinese food as it intersects with their own lives. Students will "follow the Chinese food" wherever their questions take them-from home to restaurant to market to farm- and be guided through the process of conducting fieldwork and interviews, grappling with the ethics of participatory research, writing fieldnotes and other forms of ethnographic documentation, and engaging in the critical reflexive act of interpretation and writing. As part of the Luce Initiative on Asian Studies and the Environment, students in this course will receive a small research stipend to use during the semester. Students who wish to apply to the May 2017 short-term field course in Hefei, China, "Following the Chinese Tea," must take this course as a prerequisite.	2
120	HACU-0275	Under-grad.	Humanities, Arts, and Cultural Studies	Sustainable Design: Principles, Practice, Critique	S17	This course explores the notion of sustainability in architectural design theory and practice. We first study the key tenets of the sustainable design discourse, and then how these tenets materialize in the practice. Then, we examine sustainable design against social issues such as inequality and marginality. This is a theory seminar that should provide a strong basis for a critical engagement with the practice of sustainability in the design field. We study our topic through class discussions, site visits, and analytical exercises.	1
121	HACU-0294	Under-grad.	Humanities, Arts, and Cultural Studies	Tilling the Field: Examining and Reimagining Cotemporary U.S. Arts Ecologies	S17	How does one sustain a life in the arts? While this question looms large for lovers of the arts, a host of other questions lurk just beneath the surface: How is success defined and redefined? Where are the points of entry and who are the gatekeepers? How do performance, making, educational, community-engaged, curatorial, and scholarly practices relate to one another and to the organizational structures that support them? What is the role of place? This course will function as a think tank of sorts, inviting dialogue around the evolution of existing arts ecologies and our place in their futures. Through critical discourse, research and entrepreneurial strategies, and with special emphasis on performing arts, we will imagine holistic and innovative approaches to sustained arts engagement that are responsive to social, cultural and economic realities.	2

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122	HACU-0305	Under-grad.	Humanities, Arts, and Cultural Studies	Architectural Theory	S17	This course is a focused examination of architectural theories and philosophies, ranging from the canonical writings of Vitruvius and Alberti to the ideas of contemporary architects like Koolhaas, Libeskind, and Eisenman, with an emphasis on modern and contemporary architects, historians, and critical theory (Le Corbusier, Venturi, Tschumi, Benjamin, Heidigger, Bachelard, Solas-Morales, Guattari, etc.) We will spend considerable time on the interaction of cities, buildings and landscapes with other forms of written and visual expression. Students will be responsible for serious weekly readings of treatises and essays, as well as the visual analysis of plans, pictures and structures. Each student will develop a research project that reflects an awareness of diverse methodologies and places their own interests into context. Intended for third or fourth year students.	2
123	HACU-0309	Under-grad.	Humanities, Arts, and Cultural Studies	Advanced Design & Media Lab: Art, Architecture, and Environment	S17	This course is open to second year Division II and Division III students and Five College seniors completing or anticipating advanced architectural or other design studio projects. The Advanced Design + Media Lab course provides a structured and critical creative environment for students to explore, experiment and design in both an individual and collaborative studio setting. In this course, students will develop their own individual design projects, identifying their own approach, scope and thesis, then executing their creative acts throughout the semester. As a concentrator's course, students will be expected to engage in both the creative challenges presented by the course while working on their own independent semester-long projects. This course is highly interdisciplinary in nature, yet designed for students developing projects in various areas of design, environmental studies, architecture and urban planning. This course will be marked by a brief, intense reading and discussion period, followed by both writing and design production on topics both culled from our readings and individual student projects. This course requires substantial out-of-class studio work and commitments to a rigorous schedule of production, culminating in a collective exhibition at the end of the semester. Students must have an individual project in mind or in progress at the start of the term. For non-Hampshire students, students should have an established work methodology and taken several studios in art or architectural design. Instructor Permission Required--Priority for acceptance will be given to upper-level students.	2
124	IA-0122	Under-grad.	Interdisciplin ary Arts	Intro to Social Entrepreneurship	S17	Through this course the students will develop their own community and world-changing ideas into venture plans, using practical frameworks and principles. Students will learn about social entrepreneurism as a vehicle for change, and the different forms and structures social entrepreneurism can take. Accomplished social entrepreneurs from around the world will share their experiences and perspectives with the class with in-person visits and video sessions, help the students think through their ideas. Students will develop the rigorous critical thinking and partnership skills to develop and test any idea, secure resources, and bring the idea to reality, applicable across sectors. Students will work individually and in teams. Class includes case studies, guest speakers, some tasty snacks (for educational purposes only), and at least one field trip. The course will culminate in a session where students will pitch their ideas to real social impact investors.	2
125	IA-0180	Under-grad.	Interdisciplin ary Arts	Design Fundamentals	S17	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.	2
126	IA-0237	Under-grad.	Interdisciplin ary Arts	Appropriate Technology in the World	S17	Appropriate Technology in the World: 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	1

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127	IA-0278 & NS-0278	Under-grad.	Interdisciplinary Arts & Natural Science	Art and Ecology: Understanding Changing New England Environments	S17	This course connects the ecology of New England and ongoing environmental changes with field-based scientific research integrated with art-making. The course goal is to foster the understanding that artistic expression contextualized through a rigorous scientific lens can be a tool for analysis, critical inquiry, and environmentalism that may stimulate novel forms of public engagement. Students will be introduced to natural and human-modified environments across the region through weekly field trips, primary scientific literature, and surveys of artists concerned with land use and ecology. During field trips students will record their observations and interpret the sights through collaborative scientific and artistic interventions. At the conclusion of the semester, students will be challenged to develop an integrative project based on one or more of the sites and artists studied.	2
128	IA-0352	Under-grad.	Interdisciplinary Arts	Enterprise Practicum - the MVP (minimally-viable-product)	S17	Students in this class will have an innovative idea for a social impact initiative or a business venture, will have developed this idea into a rough plan through an entrepreneurship class, and will trying to figure out how to take the next step towards action. In this class students will take an entrepreneurial nonprofit or for-profit venture and, work-shopping with professors and class, take real steps to prototype and test their idea. Students will be required to do research and exploration outside of the classroom, identifying real customers/participants, taking steps to interview them, learning about the concerns and life. Students will identify assumptions and ideas, and work through a process to develop "minimally-viable-products" or prototypes, that can be put in front of potential customers/participants for feedback, validation, and then iteration. The class will culminate with "pitch" presentations to real funders and investors for feedback. This rapid prototyping and iteration as opposed to 40pg business plans is not just a methodology, it is a philosophy that is beginning to permeate design, nonprofit management, and even government. Students will learn about design thinking, user feedback, social enterprise and impact, the Lean Start-up Model, as well as some humility as customer/participant reality is never what we expect.	2
129	NS-0129	Under-grad.	Natural Science	Health and Wealth	S17	Wherever one looks there seems to be an association between wealth and health. With notable exceptions, the greater an individual, family or large social group's access to resources, the better their health status. This rule generally applies across time and space and at the micro- and macro-levels. But just how and how well it applies also varies. In this course we will start with the data showing the connections between wealth, inequalities and health. We will then focus on understanding the processes by which wealth is causally linked to health. A key question concerns whether wealth, per se, drives health or inequalities in wealth. We will explore the changing dynamics of race and class in relationship to health. Ultimately, we will explore the way that health inequalities in the US might be harming everyone and the potential for a political accounting that takes the nation's health and well being into consideration.	2
130	NS-0130	Under-grad.	Natural Science	Forests in Transition	S17	What is happening with forests around the world? Some are coming back, others are moving up slope, and still others are disappearing. In this course we will look at an international set of case studies on forest transitions (either deforestation or restoration) and degradation. Through a political ecology lens, we will evaluate global imperatives, national policies, and local actions to "save the forest," while we unpack the local economic, social and political structural drivers of forest transition. Issues related to environmental justice will underlie much of our discussion through asking about the social consequences of forest transition as well as the economic outcomes. Literature research and complex problem analysis will inform the class discussion, and student work will culminate in a case study paper.	1

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131	NS-0157	Under-grad.	Natural Science	Sustainable Water Resources	S17	All life requires water to survive. Where do we get our water? Where does it go? Will there always be enough? How can we manage our water resources to ensure there is enough? What policies affect these decisions? This course explores these topics using a systems approach to gain an understanding of how our water resources are intimately tied with the surrounding ecosystem. Topics include the water cycle, hydrologic budgets, urban stormwater management and low impact development. Students will read and discuss primary literature, delineate watershed boundaries, compute water budgets (at the watershed level and for their own water use), and complete a group design project. Each group will develop a design for a stormwater best management practice to be located somewhere on the Hampshire campus. Designs will include: assessment of need for improved stormwater management, building layout/plan, and stormwater calculations. Groups will be required to present their final designs to the class.	1
132	NS-0160	Under-grad.	Natural Science	Food and Health	S17	This course explores the complex and often controversial role of food in health promotion and disease prevention. The primary goals of the course are to learn to think critically about dietary research and to be more discerning about epidemiologic research in general. Readings will be drawn from the primary and secondary scientific literature as well as the popular media. Dietary exposures will range from the micro to the macro and will include specific nutrients, foods, dietary patterns, public health programs, public policies and agricultural practices. We will also explore topics related to undernutrition, such as the role of nutritional status in infectious disease and the effectiveness of nutrition intervention programs.	2
133	NS-0228	Under-grad.	Natural Science	Botanical Solutions: From Botany to Action	S17	Plants productivity underlies most of life on Earth. In this three-part course, we will explore the role of plants in addressing some challenging problems, such as climate change, hunger, toxic environment, and social disintegration. First we will survey the use of plants in sustainable solutions. Then we will discover the structure and function of plants, the basis for growth, and the diversity of the plant kingdom. Finally students will design a botanical solution, one that is socially just, economically feasible, and ecologically sound. In this course students should demonstrate an understanding of the form and function of plants and an ability to apply that to developing sustainable botanical solutions to environmental and social problems. Weekly labs, both outdoors and in, will involve microscopy, experimental work in the greenhouse, and local field plant identification.	1
134	NS-0267	Under-grad.	Natural Science	Ecosystem Ecology: A Biogeochemical Perspective	S17	Ecosystems are defined by the interactions between the plants, animals, microorganisms, and abiotic environmental features that affect them. This course will cover the flows of energy, carbon, and nutrients within ecosystems, tracing the key processes that govern ecosystem function. Through the course, we will develop the connections between organisms, abiotic factors, and ecosystem processes. The effects of environmental change on ecosystem processes (and the human connection to these changes) will be highlighted through directed readings, field and laboratory projects, as well as problem sets and student-led presentations.	2
135	NS-0280	Under-grad.	Natural Science	Integrated Sciences: Collaborative Design Projects	S17	Collaborative Design Projects: This course is a continuation of NS132, NS140, and NS143 and will provide students a path for completing independent and collaborative projects centered around the Kern Center living building on Hampshire's campus. Students will learn skills in independent and collaborative research, project design, grant writing, presentation, and science writing. Students may use this course to develop project proposals for summer work as part of Integrated Sciences III or to prepare them for work in Division II. This course is open to all students from NS132, NS140, NS143 or by instructor permission.	2

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136	NS-0291	Under-grad.	Natural Science	Green Chemistry and Catalysis	S17	Molecules that speed up specific chemical processes but remain unchanged are called catalysts. They play key roles wherever chemistry takes place, whether in the cell, the environment, or the manufacturing plant. Some catalysts accelerate reactions by almost 20 orders of magnitude, and many are perfectly selective for a single substrate molecule. Catalysts make life possible, and a handful have changed the way we live. This course will examine the principles of catalysis in chemical and biological systems. The terrain will be varied; we will explore many families of catalysts, from enzymes to transition metals to the proton. Nonetheless, whether we consider decomposition of a small molecule in an acidic solution or the assembly of a polymeric macromolecule by a multicomponent enzyme, we'll find that many themes of catalysis are universal. Readings will be drawn from the primary literature as well as various texts, and we will look at catalysis in both chemical and broader contexts. Students will be evaluated on active participation in class and a semester-long literature-based project.	1
137	NS-0294	Under-grad.	Natural Science	Sustainable Agriculture, Organic Farming and Agroecology	S17	This course is a broad introduction to the theories and practices of sustainable agriculture, organic farming, and agroecology. It includes some experience in the field, combined with study of the underlying science and technology of several key agricultural topics and methods, as well as some more economic/political aspects. We will focus on sustainable and/or organic methods that minimize the use of nonrenewable resources and the associated pros and cons. We will also look beyond organic to more profound ecological and social changes sometimes considered under the term agroecology, such as agroforestry and food sovereignty. Coursework may include activities and assignments at the Hampshire College farm and nearby farms/groups, as well as short papers, problems, and options for independent work in particular areas. In-class topics also include readings, discussions, and assignments aimed at understanding sustainable practices in general. For example, we will study problems with pest control and how to manage pests sustainably/organically, given their life cycles and ecology; basic aspects of soil and fertility management; how animals fit into sustainable schemes of production; winter greenhouses; maple sugaring; crop and farm diversification, including combining perennial crops and animals; the concerns about buying local vs. imported and/or organic food; labor and energy issues; and more.	1
138	CS-0241 & HACU-0241	Under-grad.	Critical Social Inquiry & Humanities, Arts, and Cultural Studies	Designing for Life: Sustainable Agriculture, Ecology, and Design in Northern Thailand	S18	Designing for Life: Sustainable Agriculture, Ecology, and Design in Northern Thailand: This two-semester course, with an integrated Jan-term field component in Thailand, investigates the intersections of design (building and land use), anthropology/social justice, and ecology, with a focus on a case study in Northern Thailand. The fall semester will build background and theoretical knowledge in these areas generally and our case study in Thailand specifically. Students will critically examine ways in which design is influenced by cultural, historical, and ecological factors. They will learn about social justice issues in Southeast Asia that are impacted by structural forms of agriculture, climate change, economics, and social structure. How can architectural and land use design empower rural peoples? What does resilience look like for rural farmers who face significant economic, social, and ecological change? Over January, selected students will accompany the faculty to our field site in Northern Thailand for primary research. Second semester will be project based with students working in interdisciplinary teams of anthropology/ecology/architecture students. Instructor permission required, with prerequisites for architecture students and a background in either Asian studies, ethnographic methods, and/or ecology for other students.	1

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139	CSI-0129	Under-grad.	Critical Social Inquiry	Indians and Environmentalism in the US	S18	Indians and Environmentalism in the US: What is the relationship between settler colonialism, environmentalism, and indigenous peoples in the US? In this course we will examine how settler-colonial practices of indigenous erasure and dispossession made possible the rise environmental thought and activism in the US. We will consider how and why the specter of the "ecologically noble Indian," the ultimate environmental savior, haunts environmentalist movements and the effects of this image on indigenous peoples and their ongoing struggles to protect their lands and sovereignties. This course will focus on the US, but will include some consideration of Canada. It will engage the fields of settler colonial and environmental history, anthropology, Native American studies, decolonial studies, and environmental justice.	1
140	CSI-0142	Under-grad.	Critical Social Inquiry	Reclaiming the Commons	S18	Reclaiming the Commons: In this course we will explore communal modes of life through a theoretical and practical lens. We will engage several communitarian theorists and we will also study some of the recent pragmatic work that has been done to reclaim common space, common practices, and community as such.	2
141	CSI-0144	Under-grad.	Critical Social Inquiry	Telling Stories about Climate Change: Energy, Empire, and the History of the Anthropocene	S18	Telling Stories about Climate Change: Energy, Empire, and the History of the Anthropocene: This course uses historical analysis to enrich our understanding of anthropogenic climate change. We begin with the premises that our present climate crisis is a political project of globalization, and that its causes and consequences can only be understood by examining the historical trajectories of carbon-based economic and political systems in the 19th and 20th centuries. We trace the intellectual genealogy of modern climate science, the history of international climate agreements, and the politics of natural disaster response. We pay particular attention to the ways that power differentials distribute climate risks unequally, and the lopsided contributions of wealthier countries to CO2 emissions. Finally, we use historical analysis to study social movement strategy and tactics among advocates for climate mitigation, adaptation, and resilience. How might history inform social movements for climate resilience? How can the arts and culture promote climate action? We conclude with creative responses to climate crisis.	1
142	CSI-0158	Under-grad.	Critical Social Inquiry	The Global Economy: What rules serve the public interest?	S18	The Global Economy: What rules serve the public interest?: This course explores the intended and unintended consequences of cross-border economic transactions. How are people and national economies affected by trade, foreign debt, migrant labor contracting, cross-border monopolies over seeds and medicines, and corporate tax avoidance using tax havens? We examine the role of transnational firms (TNFs), asking who wins and who loses from such firms' activities, and from the rules governing them. How and why have such rules evolved? How powerful are TNFs over people and governments in the countries that host them, and why? Case studies include management of mineral, energy, water, and land resources; efforts to curb tax havens' facilitation of crime, corruption, bribery, and tax evasion; debt-driven dependence on private lenders and multinational organizations (IMF, World Bank); and the likely impact of proposed agreements like the Trans-Pacific Partnership. We consider standard views along with alternative approaches that analyze power structures and suggest solutions.	1

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
143	CSI-0165	Under-grad.	Critical Social Inquiry	Gender and Economic Development	S18	Gender and Economic Development: This course examines the often contradictory impacts of the process 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? To answer this question, we will begin with an introduction to alternative approaches to economics and to economic development, focusing on the differences between neoclassical and feminist economics. We will then go on to examine and critique the theoretical frameworks that have shaped the gender perspective in economic development. This will be followed by an exploration of the impacts of economic development policy on men and women and on gender relations in Africa, Asia and Latin America, in the context of a globalizing world economy. Special topics will include the household as a unit of analysis; women's unpaid labor, the gendered impacts of economic restructuring and economic crisis; the feminization of the labor force in the formal and informal sectors of the global economy. 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.	2
144	CSI-0179	Under-grad.	Critical Social Inquiry	Sun, Sand, Sex, Safari . and Saving Africa?: The Anthropology of Tourism in Africa	S18	Sun, Sand, Sex, Safari . and Saving Africa?: The Anthropology of Tourism in Africa: Lions and Maasai, elephants and Bushmen, camels and Tuareg - Africa is seen as the continent of colorful cultures, picturesque people and thatched huts. This course introduces students to some of the key themes and debates in the anthropology of tourism, exploring the commodification of culture and nature in Africa as objects with marketable value. In this class, we ask: What is a tourist? How do hosts feel about tourists? Why do people travel for leisure to Africa? Does tourism help or hinder African development? What does the study of travel and tourism in Africa tell us about the world in which we live? Engaging with ethnographies, our approach will explore the various forms of tourism: safaris, adventure tourism, eco-tourism, dark tourism, slum tourism, roots tourism or pilgrimage, volunteerism and study abroad, romance and sex tourism, medical tourism and touring poverty. Examining relations between 'hosts' and 'guests' - tour operators, guides, 'experts', tourists and local populations - we will focus on the possibilities, problems and challenges presented by tourism in North, South, Central, East and West Africa. We will investigate the historical, political, economic, social and cultural contexts in which African countries, communities, and individuals articulate and sell notions of the 'Other', 'exotic', 'tradition', 'authenticity' and 'indigeneity', as well as the ways the 'tourist gaze' produces and reproduces notions of race, ethnicity, class, gender, sexuality and desire. We will also consider regional and domestic tourism, including the reasons why African tourists rarely visit their own country, and the 'post-tourist', namely, the idea physical travel can be replaced by the virtual. Students will be asked to reflect upon and theorize their own tourist experiences.	2
145	CSI-0205	Under-grad.	Critical Social Inquiry	South-South Economic Relations	S18	South-South Economic Relations: The last twenty years have witnessed a resurgence in political and economic cooperation among the developing nations of the South. This course examines recent changes in the international economy, with a special focus on South-South relations. Some questions we will consider are: What will be the impact of the rise of Third World Capitalism on the global economy? What will the global economy look like when we emerge from the current financial crises? Does South-South cooperation hold the promise of an alternative model to neo-liberal globalization or is it best thought of as unity against Northern hegemony? How has colonialism previously and economic liberalization more recently changed the structure and pattern of trade among developing countries? In the course we will trace the historical patterns of trade among developing nations since the colonial era and then look closely at South-South cooperation in the post-WWII period.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
146	CSI-0223	Under-grad.	Critical Social Inquiry	"You are what you eat?": Critically Examining Food, Consumption, and Environment in the Contexts of South Asian Modernity, Culture and Politics	S18	"You are what you eat?": Critically Examining Food, Consumption, and Environment in the Contexts of South Asian Modernity, Culture and Politics: This course will examine how questions of food and consumption have impacted and interacted with issues of South Asian modernity, culture, gender, society and politics in complex ways. We shall connect how the politics of taste have come to be governed by historical processes of human generated environmental changes and colonialism wherein food operates as a site of paradox and conflict, resistance and alterity. We shall cover questions that relate food to national identity, to environment, to systems of oppression, to ideas of ethnicity and migration among other things. Apart from employing critical readings from anthropological, sociological, political economy works etc., we shall also explore how food gets represented in contemporary films, stories, cookbooks, media and visual arts from the region and South Asian diaspora.	1
147	CSI-0234	Under-grad.	Critical Social Inquiry	History of Economic Thought	S18	History of Economic Thought: The central goal of this course is to track the ways in which Western economic thought has developed historically both as a response to inadequacies of previous theory and as a reflection of new economic problems that emerge as economies and societies evolve over time. The focus will be on (a) classical political economy and its critiques; (b) the marginalist revolution; (c) institutionalist economics; (d) the Keynesian revolution and (e) contemporary theory. Major groups and thinkers covered include Adam Smith, Thomas Robert Malthus, Karl Marx, the early Marginalists, the Neoclassicals, Thorstein Veblen, John Maynard Keynes and contemporary heterodox thinkers. A frequently recurring theme in the course is the issue of whether the capitalist economic system produces social harmony or social conflict. Other persistent themes include debates over the inherent stability or instability of capitalism, the reasons for income inequality and poverty, and the economic analysis of individual behavior.	2
148	CSI-0236 & HACU-0236	Under-grad.	Critical Social Inquiry; Humanities, Arts & Cultural Studies,	Middle East Economies	S18	Middle East Economies: The Uprisings that swept the Middle East and North Africa (MENA) region have had a profound impact on the political economy of authoritarian regimes within the region as well as academic frameworks used to explain them. This course examines the economics of the MENA region and asks the following questions: Do the uprisings represent failures of the developmental state, neo-liberalism, or authoritarian regimes? How does human development within MENA compare to other regions in the developing world? To what extent does either religion or oil explain economic outcomes? What impact will the upheaval associated with the uprisings themselves have on the economies of the different countries? The course will explore these questions through theoretical readings, case studies from Syria, Egypt, and the Gulf as well as guest speakers from within or specializing in the region.	2
149	CSI-0256	Under-grad.	Critical Social Inquiry	Urbanization, Migration and Exclusion	S18	Urbanization, Migration and Exclusion: Social exclusion is a defining feature of contemporary cities. This course will explore the processes of urbanization and exclusion concerning the recent trends such as globalization, neoliberalism, and migration. The extent of urban inequalities, segregation, and social exclusion will be explored by using examples from selected cities particularly but not exclusively from the Middle East such as Cairo, Dubai, Beirut, Istanbul and New York. The formation and social organization of the migrant communities in the urban neighborhoods, their impact on urban culture and politics are also the themes of the course. The latter will be discussed with references to the current debates about citizenship, assimilation, and integration. Throughout the course, in addition to the academic literature, we will make use of films and literature on urbanization and migration.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
150	CSI-0257	Under-grad.	Cognitive Science	Critical Pedagogy of Place: a tool for environmental action and social change	S18	Critical pedagogy of place: A tool for environmental action and social change: Critical pedagogy of place: a tool for environmental action and social change. In this advanced course on environmental education, we will read seminal works on notions of place (Thoreau; Leopold), critical pedagogy (Freire), place-based (Sobel), critical theory (hooks), queer ecology (Mortimer-Sandilands), and ecophilosophy. We will also read modern thinkers such as Gruenwald/Greenwood, Berry, Gough, and non-white, indigenous and gender diverse scholars LaDuke, Taylor, Hoffner and others. We will spend time in "places" (possibly including a field trip, or two) to investigate our own notions and perceptions thereof to connect the theory and practice. Students in this class will also participate in a whole-class, semester-long activity. Journaling, class discussion, class project participation, and writing a final paper will serve as forms of evaluation for this class. Prerequisite detail: CS 0194 Env. Ed.: Foundations and Inquiries (preferred). If the student has not taken CS 0194, they must have taken an education course and a course on Critical Pedagogy or Critical Theory or receive Permission of the Instructor.	1
151	CSI-0259	Under-grad.	Critical Social Inquiry	Marine Mammals: Biology, ecology, behavior and communication	S18	Marine Mammals: Biology, ecology, behavior and communication: This course is designed to provide an introduction to the biology of the diverse group of animals known as marine mammals (whales, dolphins, seals, sea lions, manatees, sea otters, and polar bears), including evolution, diversity/taxonomy, life history, physiology, ecology, behavior, communication and cognition. Current research, events and policy issues will also be addressed. Hands-on analyses of marine mammal recordings will also be included. Reading and discussion material will be drawn from the professional scientific literature. Two summary/critique papers on journal articles will be required, along with a report on a media account relevant to the themes of the course, and a full-length term paper on a species and research topic of the student's choosing. The final project will be presented to the whole class either orally or in a poster session.	2
152	CSI-0266	Under-grad.	Cognitive Science	Contemporary Anthropology in Latin America	S18	Contemporary Anthropology in Latin America: Latin America has undergone massive transformations since the end of the Cold War. It was both the region that most fully embraced neoliberal, free market capitalism and then-through the election of Left and Left-leaning governments, often collectively referred to as the "Pink Tide"-became the region with the most significant response to these economic policies. In this course, we will consider a number of topics that anthropologists have focused on during this dramatic period: the rise of indigenous and Afro-descendant social movements, the development of new religious movements, the intensification of crime and drug-related violence, and the emergence of new forms of labor, among others. In addition, the course will also explore the ongoing ways that global forces and connections-trade, resource extraction, tourism, and migration-continue to shape the region.	2
153	CSI-0268	Under-grad.	Critical Social Inquiry	Amherica and the World: U.S. Foreign Policy in a Turbulent Era	S18	America and the World: U.S. Foreign Policy in a Turbulent Era: The next U.S. president will face a world dramatically transformed from that encountered by Barack Obama when he first assumed office in 2009. China and Russia have become far more assertive in their respective zones of interest, the civil war in Syria has claimed nearly a half-million lives and triggered a devastating refugee crisis in Europe, ISIS has spread terror and violence in numerous countries, and climate change has begun to alter the planet in terrifying ways. President Obama sought to address foreign challenges with minimal reliance on military force, but many politicians - including the two candidates for president in 2016 - argued that he was not forceful enough. Now, with a new president, we can expect sweeping changes in the way Washington conducts its foreign relations. This course will assess the legacy of the Obama administration and the ways in which U.S. foreign policy is likely to change under a new administration. Students will be expected to follow and discuss current affairs, to read selected texts and articles on the subject, and to submit a research paper on some aspect of U.S. foreign policy.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
154	CSI-0296	Under-grad.	Critical Social Inquiry	China/Asia Project Workshop	S18	This workshop is for students interested in carrying out an in-depth research project on China or Asia. Topics related to issues of the environment, broadly defined, are particularly welcome. Each student will choose a topic on modern China or other Asian country and spend the semester conceptualizing, researching and writing a substantial paper on this topic. Each student will take responsibility for organizing at least one class on their chosen topic. Throughout the semester students will share their research with each other and read drafts of each other's work, providing written feedback. The course is suitable for Division II students preparing to go on or just returning from the Hampshire College China Exchange program or those planning or returning from study in Asia, including those who have participated in Hampshire's Luce Initiative on Asian Studies and the Environment (LIASE) grant. It is also appropriate for Division III students as an Advanced Learning Activity and a forum to share their Division III work. Division I students who want to take this workshop should talk to the teacher to see if it is suitable for them. Various issues about doing research and writing across cultures will be discussed during the semester. Some background in the study of China or the Asian area of your project is required.	2
155	CSI-0299	Under-grad.	Critical Social Inquiry	Critical Ethnography: Follow the Chinese Food	S18	Critical Ethnography: Following the Chinese Food: Chinese food is more American than apple pie, writes Jennifer Lee in The Fortune Cookie Chronicles, noting that there are more Chinese restaurants than McDonald's in the U.S. In this course, we take Chinese food as a ubiquitous American foodway that is at once both "familiar" and "foreign" and thus offers a potent entry point into the study of the cultural politics of food, identity, and belonging in the U.S. Students will carry out an ethnographic research project that begins with questions about Chinese food as it intersects with their own lives. Students will "follow the Chinese food" wherever their questions take them-from homes to restaurants to markets to farms-and will be guided through the process of conducting fieldwork and interviews, grappling with the ethics of participatory research, writing fieldnotes and other forms of ethnographic documentation, and engaging in the critical reflexive act of interpretation and writing. As part of the Luce Initiative on Asian Studies and the Environment, students in this course will receive a small research stipend to use during the semester	2
156	CSI-0309	Under-grad.	Critical Social Inquiry	Puerto Rico and Puerto Ricans Before and After Hurrican Maria	S18	Puerto Rico and Puerto Ricans Before and After Hurricane Maria: In a Hampshire College walkout in support of the people of Puerto Rico, the acclaimed poet, Martin Espada, declared that "Colonialism is a Hurricane." A colony of the United States since 1898, the devastating impact of Hurricane Maria exposed the longstanding colonial relationship between the United States and Puerto Rico. The purpose of this class is to learn about the legal, cultural and political history of Puerto Rico, the U.S. Puerto Rican Diaspora, and the various social movements and perspectives that have sprung-up as a result of the continuing coloniality, on and off the island.	2

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1	**Course Number**	**Level**	**Department**	**Course Title**	**Term**	**Description**	**Primary (1) or Secondary (2) Sustainability Focus**
157	HACU-0218	Under-grad.	Humanities, Arts, and Cultural Studies	Utopia: Visionary Art, Architecture and Theory	S18	This course is an examination of utopian plans in architecture and art, including the works of C-N Ledoux, William Morris, Frank Lloyd Wright, Le Corbusier, Kandinsky, Buckminster Fuller, and others. We will consider the philosophical constructs of utopia in architectural drawings, buildings, and plans in relationship to film, painting, sculpture, and the decorative arts. We will consider how different projections about life in the future are also harsh criticisms of the present, which often rely upon imagined views of social organizations in times past. We will examine the relationship of the individual to the community, and consider how spatial constructions-real and imagined-can affect this relationship. The course begins with an examination of significant literary utopias, including the books by Sir Thomas More, Bellamy, and Morris. We examine the tensions between theory and practice, by studying the successes and failures of actual attempts at utopian communities. Self-scheduled screenings of films that challenge the difference between utopia and dystopia will set up our discussions of displacement and chaos, as we consider whether utopian design is applicable to the 21st century.	2
158	HACU-0218	Under-grad.	Humanities, Arts, and Cultural Studies	Utopia: Visionary Art, Architecture and Theory	S18	This course is an examination of utopian plans in architecture and art, including the works of C-N Ledoux, William Morris, Frank Lloyd Wright, Le Corbusier, Kandinsky, Buckminster Fuller, and others. We will consider the philosophical constructs of utopia in architectural drawings, buildings, and plans in relationship to film, painting, sculpture, and the decorative arts. We will consider how different projections about life in the future are also harsh criticisms of the present, which often rely upon imagined views of social organizations in times past. We will examine the relationship of the individual to the community, and consider how spatial constructions-real and imagined-can affect this relationship. The course begins with an examination of significant literary utopias, including the books by Sir Thomas More, Bellamy, and Morris. We examine the tensions between theory and practice, by studying the successes and failures of actual attempts at utopian communities. Self-scheduled screenings of films that challenge the difference between utopia and dystopia will set up our discussions of displacement and chaos, as we consider whether utopian design is applicable to the 21st century.	2
159	HACU-0253	Under-grad.	Humanities, Arts, and Cultural Studies	Embodied Community, Dancing Community: Building Bridges with our Bodies and our Stories	S18	This course is designed for students interested in merging social activism, performing and literary arts and teaching. It teaches students to use movement arts and literary arts in settings such as senior centers, residential treatment centers for incarcerated youth, and youth recreation centers. In studio sessions, students will learn how to construct classes and dance and movement exchanges or events for community sites. Students will reflect on movement practices that help inform the body as a site for community-based learning in dance, or CBLD, as well as the body as a wellspring for personal and cultural narrative, a source for healing trauma, and develop theoretical bridges between community concerns, needs, and assets and the university's role in this work. Much time will be spent together off-site in various locations throughout the Pioneer Valley, where students themselves will facilitate movement/theatre experiences. Some outside of class lab time is necessary to organize and develop the classes and possible performances.	2
160	HACU-0275	Under-grad.	Humanities, Arts, and Cultural Studies	Sustainable Design: Principles, Practice, Critique	S18	Sustainable Design: Principles, Practice, Critique: This course explores the notion of sustainability in architectural design theory and practice. We first study the key tenets of the sustainable design discourse, and then how these tenets materialize in the practice. Then, we examine sustainable design against social issues such as inequality and marginality. This is a theory seminar that should provide a strong basis for a critical engagement with the practice of sustainability in the design field. We study our topic through class discussions, site visits, and analytical exercises.	1

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161	IA-0190 & HACU-0190	Under-grad.	Interdisciplinary Arts	Creative Interventions: Innovations for Change	S18	Creative Interventions: Innovations for Change: Creative Interventions will deeply explore the intersections between global environmental change, sustainability, the arts, education, and social action. In particular, we will highlight the essential role that creativity and art-making plays in organizing, strategizing and initiating powerful and effective social change. Through creative thinking and expanding on one's artistic practice, students will learn powerful and productive ways to be agents of social change. In this course consideration of how social, economic, cultural, political, and ecological concerns relate to identity and positionality. This project-based course will include engagement in a cycle process of making, assigned readings, guest speakers, group discussion, and individual research. Students will be expected to expand upon their research and develop a project that focuses on art as the anchor in exploring the intersections between education and social change. This course offers a bridge to the fall "Innovations for Change: Problem Solving for the Future" and focuses on Art and Activism and is co-taught by professors of theatre, dance and art education. Friday labs will occur at various times throughout the semester.	1
162	IA-0242	Under-grad.	Interdisciplinary Arts	Birds With Big Noses: Creative Writing for Nature Lovers	S18	This is an intermediate creative writing workshop with a focus on writing and closely observing the natural world, particularly - though not exclusively - the realm of birds. Both fiction and creative non-fiction will be written and read, with the purpose of more intimately understanding what it means to have an 'environmental imagination,' local and global. A birdwatching field trip (weather pending) may be involved. Students may also be asked to incorporate research into their projects, as a way to practice humility and embrace writing as an uncertain exercise in 'failing better each time.' To this end, students will be expected to fully embrace the revision process. The course is ideal for those with a love of both the sciences and the arts, though it is also ideal for those who may not know it.	2
163	IA-0294	Under-grad.	Interdisciplinary Arts	Sustainable Product Design - Can it be done?	S18	Sustainable Product Design - Can It Be Done?: Is it possible to completely eliminate negative environmental impact of the everyday things we buy with careful design? We will learn about where raw materials come from, how they are used in manufacture, and how they are disposed of. We will investigate alternative materials or design approaches that may result in less waste. Students will then choose one consumer product to investigate; how it was made, the source of its components and materials, and what typically happens upon disposal. The final project for the course will be to design a functionally equivalent "no-harm to the environment" version of one or more products researched by students in this class. Students who take this class should be diligent, resourceful researchers, comfortable with the process of making functional objects, and experienced with the process of design.	1
164	IA-0354	Under-grad.	Interdisciplinary Arts	Enterprise Practicum - the MVP (minimally-viable-product)	S18	Students in this class will have an innovative idea for a social impact initiative or a business venture, will have developed this idea into a rough plan through an entrepreneurship class, and will trying to figure out how to take the next step towards action. In this class students will take an entrepreneurial nonprofit or for-profit venture and, work-shopping with professors and class, take real steps to prototype and test their idea. Students will be required to do research and exploration outside of the classroom, identifying real customers/participants, taking steps to interview them, learning about the concerns and life. Students will identify assumptions and ideas, and work through a process to develop "minimally-viable-products" or prototypes, that can be put in front of potential customers/participants for feedback, validation, and then iteration. Students will have access to a small fund to support the development of their prototype. This rapid prototyping and iteration as opposed to 40pg business plans is not just a methodology, it is a philosophy that is beginning to permeate design, nonprofit management, and even government. Students will learn about design thinking, user feedback, social enterprise and impact, the Lean Start-up Model, as well as some humility as customer/participant reality is never what we expect.	2

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165	NS-0128	Under-grad.	Natural Science	Environmental Conflict in the Anthropocene	S18	Environmental Conflict in the Anthropocene: How do you respond when someone asks you, "Is climate change real?" "Is sea-level rise real?" "Is 'fracking' really that bad?" The past century has been marked by a myriad of environmental changes. Understanding the causes and consequences of these changes within a scientific framework is important to being part of an engaged global citizenry. The goal of this course is to introduce the field of environmental science and convey that building one's understanding of the natural world within a scientific context can help us to address the environmental challenges facing our planet. Using primary scientific literature, books, newspaper articles, film, and field trips, we will build scientific literacy to contextualize a variety of environmental problems and solutions.	1
166	NS-0129	Under-grad.	Natural Science	Health and Wealth	S18	With few exceptions, the greater an individual, family or large social group's access to resources, the better their health. This rule applies in the past and present. In this course we will start with data showing the connections between poverty, inequalities and health on local, group, national and global levels. We will then focus on understanding the processes by which poverty and the degree of inequality in wealth are causally linked to different measures of health and quality of life. A key question concerns whether access to resources drives health or inequalities in resources. Students will explore specific measures of health and disease and specific ways that poverty and inequality 'get under the skin" including diet, pollution, racism, and stress. Ultimately, we will explore the way that health inequalities in the US might be harming everyone and the potential for a seeing our health as both a biocultural and social justice crisis.	2
167	NS-0157 & NS-0357	Under-grad.	Natural Science	Sustainable Water Resources	S18	Sustainable Water Resources: All life requires water to survive. Where do we get our water? Where does it go? Will there always be enough? How can we manage our water resources to ensure there is enough? What policies affect these decisions? This course explores these topics using a systems approach to gain an understanding of how our water resources are intimately tied with the surrounding ecosystem. Topics include the water cycle, hydrologic budgets, urban stormwater management and low impact development. Students will read and discuss primary literature, delineate watershed boundaries, compute water budgets (at the watershed level and for their own water use), and complete a group design project. Each group will develop a design for a stormwater best management practice to be located somewhere on the Hampshire campus. Designs will include: assessment of need for improved stormwater management, building layout/plan, and stormwater calculations. Groups will be required to present their final designs to the class.	1
168	NS-0211	Under-grad.	Natural Science	Climate Change: Exploring the Science and Solutions	S18	Climate Change: Exploring the Science and Solutions: Climate Change: Exploring the Science and Solutions: An increasing body of observations gives a collective picture of a warming world and widespread changes in the different components of the climate system. Students in this course will examine the causes and impacts of past, present, and future climate change. Climate change is clearly an issue of increasing concern because of its potentially escalating and far-reaching impacts. This has brought the topic of "global warming" very much into the public eye and to the forefront of political debate. This course focuses on the science of climate change, highlighting what is known and what remains uncertain. Possible mitigation strategies for dealing with future environmental change on local, regional, and global scales will also be explored. Students will be encouraged to debate the issues actively and critically, both verbally and in writing.	1

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169	NS-0219	Under-grad.	Natural Science	Forest Management Systems	S18	Forest Management Systems: In this course, we will look at forest management systems around the world, from commercial forestry in government reserves in Bhutan to fallow forestry by smallholder farmers in the Amazon, any many others in between. We will look at these as socio-ecological systems, considering the ecology in the systems and the socio-economic factors and drivers of policy and management decisions. In the labs, we will take an in-depth look at forest management in the Northeast US and conduct fieldwork to contribute to the Hampshire College Forest Stewardship Plan.	1
170	NS-0233	Under-grad.	Natural Science	Anthropology Food and Nutrition	S18	Anthropology Food and Nutrition: Are we what we eat? We eat foods for social and cultural reasons, and we eat foods because they contain nutrients that fuel our cells and allow us to function -- grow, think, and live. The quest for food is a major evolutionary theme and continues to profoundly shape ecological, social, and human biological systems. In this course we will consider some of the many ways that food and nutrition are related to the human condition, for example: (1) symbolic meanings of food, (2) the evolution of early horticulture and farming to genetically modified foods, (3) the deadly synergy of malnutrition and infection, (4) the ecological and political-economic causes of undernutrition and obesity, and (5) "nutritional epidemiology" and the role of diet and nutrition in the etiology of diverse diseases. Throughout the course, we will focus on "doing nutritional anthropology," including assessing the dietary and nutritional status of individuals in our community.	2
171	NS-0264	Under-grad.	Natural Science	Environmental Microbiology	S18	Environmental Microbiology: Environmental microbiology is the study of microbial activity and diversity in both natural and artificial environments. The subject is inherently multidisciplinary-relying upon contributions from analytical chemistry, geosciences, environmental engineering, public health, ecology, evolution and microbiology. Microbes represent the very origin of life on earth, and they comprise the basis of our biological legacy. They remain crucial to global biogeochemical cycling, which supports the continuance of life on our planet, turning over those elements that represent the basic ingredients of life. In this course discussions will be based on readings from texts and primary research literature, while laboratory-based research will be a key component of our activities.	2
172	NS-0268	Under-grad.	Natural Science	Introduction to Geographical Information Systems (GIS) and Natural Resource Management	S18	Introduction to Geographical Information Systems (GIS) and Natural Resources Management: Introduction to Geographical Information Systems (GIS) and Natural Resources Management: Geographic Information Systems (GIS) are evolving computerized tools that greatly facilitate describing, modeling, and managing our natural resources. In this course, we will learn GIS tools, specifically ArcGIS and Google Earth, necessary to map and analyze natural resources, focusing on the Hampshire College campus. We will learn about making and using maps, using technology ranging from counting footsteps to satellite navigation (Geographic Positioning Systems, GPS). We will learn how to create new GIS data as well as find appropriate existing data. We will learn how to use GIS tools to map features, analyze landscapes, model processes, and manage natural resources. We will concentrate on learning the practical aspects of GIS as a tool for natural science investigations. In addition to class activities, students will develop their own GIS projects during the second half of the semester that allow them to pursue their specific interests and refine their GIS skills.	2
173	NS-0393	Under-grad.	Natural Science	Biogeochemical Consequences of Global Change	S18	Biogeochemical Consequences of Global Change: Global environmental change, from increased fertilizer loads to a warming climate, is the new norm faced by the biosphere. This course will explore the scientific context of global change through a biogeochemical lens, with focus on human perturbations to the carbon, nitrogen, and phosphorus cycles. This course will be split between student-led discussion of primary literature and small group field/laboratory projects.	1