



HAMPSHIRE COLLEGE COURSE ANNOUNCEMENTS

FALL 1971

HAMPSHIRE COLLEGE CALENDAR FOR 1971-72	
RESIDENCE HALLS OPEN	SATURDAY, SEPTEMBER 11
FALL COLLOQUY	MONDAY, SEPTEMBER 13 TO TUESDAY, SEPTEMBER 21
REGISTRATION FOR FALL TERM	FRIDAY, SEPTEMBER 17 AND SATURDAY, SEPTEMBER 18
FALL TERM CLASSES BEGIN	WEDNESDAY, SEPTEMBER 22
THANKSGIVING RECESS	WEDNESDAY NOON, NOVEMBER 24 TO MONDAY, NOVEMBER 29
REGISTRATION FOR SPRING TERM	MONDAY, DECEMBER 6 TO FRIDAY, DECEMBER 10
LAST DAY OF CLASSES	SATURDAY, DECEMBER 18
JANUARY TERM	MONDAY, JANUARY 3 TO WEDNESDAY, JANUARY 26
SPRING TERM CLASSES BEGIN	MONDAY, JANUARY 31
SPRING RECESS	SATURDAY, MARCH 18 TO MONDAY, APRIL 3
REGISTRATION FOR FALL TERM	MONDAY, MAY 1 TO FRIDAY, MAY 5
LAST DAY OF CLASSES	SATURDAY, MAY 13
READING AND EXAMINATION PERIOD	MONDAY, MAY 15 TO FRIDAY, JUNE 2

THE HAMPSHIRE CURRICULUM: 1971-72

The courses described in the following pages, to be offered at Hampshire College in the Fall Term, 1971, are designed for the College's 550 first and second year students. Most of the courses are seminars within Division I, the Division of Basic Studies. Others are Division II courses, open to students who have passed the Basic Studies examination of a School and are ready for more concentrated work in one or more disciplines of the School. Here a word of explanation is necessary.

Students at Hampshire College progress in their studies through three consecutive Divisions: the Divisions of Basic Studies, School Studies, and Advanced Studies. The traditional designations for the four years of college—viz., the freshman, sophomore, junior, and senior years—are put aside. Work in the First Division will normally be completed by the end of the student's second year, though the time required may be longer or shorter in individual cases. From Basic Studies the student will progress to the Division of School Studies, and his undergraduate work will in every case be completed by studies in the third Division, the Division of Advanced Studies. Each of these Divisions marks a stage in the student's progress toward understanding and mastery of the subjects he chooses for study, and each of them has its own distinctive purposes and procedures.

A major purpose of the First Division courses is to give the student limited but direct and intense experience with the diverse modes of inquiry of Hampshire's three Schools: the School of Social Science, the School of Natural Science and Mathematics, and the School of Humanities and Arts. In addition, two common courses in the first year, "Human Development" and "Language and Communication," introduce all students to two subjects we believe important to the student's understanding of himself and the world. Each will involve common core readings and lectures as well as individual seminars.

The lectures, seminars, and workshops of this Division are not the customary introductory survey courses. Students come to close quarters with particular topics which bring to focus the characteristic concerns and procedures of thinkers and artists in various fields. Basic Studies are concerned not only with the variety of ways in which men may understand the world, but are designed also to acquaint the student with the skills of self-directed inquiry. Development of the desire and capacity for independent study constitutes a major objective of all work in Division I.

Division II, the Division of School Studies, permits a close study of one or more disciplines within a single School or within the Program in Language and Communication, or of a problem or issue which cuts across conventional disciplinary or School lines. The particular program of studies which is followed constitutes the student's concentration, and it is a program designed by the student in consultation with his Adviser and members of the faculty. Hampshire thus substitutes a program of studies adapted to the special needs

and interests of the particular student for the usual uniform requirements of a "departmental major" pre-designed to fit all cases. Differing needs and interests may be met by a great variety of concentration programs ranging from the comparatively well-defined program for conventional goals (preparation for a graduate school's departmental requirements, for example) to programs which bring the concepts and materials of several disciplines to bear on the study of a problem, an institution, or a geographic area.

In the Fall Term and the Spring Term, each about twelve weeks in length, the student enrolls in three courses. Hampshire's departure from the usual practice of requiring enrollments in four or five courses reflects its conviction that the study of fewer subjects, by allowing the student to give more time to each, permits a closer acquaintance and a deeper engagement with each. (The average course will make a demand on the student's time of roughly fifteen hours per week.) Between the Fall and Spring Terms, the student engages in a single January Term project or course, to which he devotes all his time during the month.

Hampshire's curriculum will make provisions for a wide variety of teaching-learning arrangements. In some courses lectures will be the chief mode of instruction. Others are organized as seminars, enrolling no more than 16 students. Frequent provision will be made for small discussion or workshop groups and for individual faculty-student conferences. Members of the faculty will select among these and other arrangements, singly or in combination, those which are best suited to the purposes of particular courses. Seminars and small group tutorials will be the preferred mode of instruction in the Division of Basic Studies.

At the end of each school year a one-week reading period and a two-week examination period bring faculty and students together in a variety of ways for evaluation of the student's progress in his studies. The examinations assess the student's readiness for more advanced work, enabling his instructors to determine the kinds of study he might best pursue to shore up his weaknesses and develop his strengths. A student's performance during this period determines his advance from one Division to the next.

In their beginning year students are advised to plan balanced programs which will give them an introduction to all Schools of the College. At the end of their first year, students will be examined in the two first-year common courses (Human Development and Language and Communication), and in that School in which they have elected to take a full year's work (a course in both the Fall and Spring Terms). Examinations in the other Schools will normally follow second-year work in each.

The first-year common course which has been mentioned above, "Language and Communication," will introduce students to a field which may in time become the province of Hampshire's fourth School. In subsequent years, advanced courses in language and communication will be offered which will permit students to concentrate their studies around the nature and functions of symbol systems. The other first-year common course, "Human Development," will introduce students to what we know of the biosocial influences on the development of man, not only as an individual but also as a social organism. Within this formal framework the student will, in addition, have the opportunity to gain increased understanding of his own personal development. (Descriptions of the Human Development and Language and Communication seminars to be offered in 1971-72 are not included here. They will be provided in the fall for entering students' registration.)

Another special section of this course bulletin describes opportunities for foreign language study at Hampshire—the study of French or Spanish during the regular terms or in intensive Summer Language Institutes, together with information about the Hampshire Certificate of Foreign Studies. This section appears after the School course descriptions.

RICHARD C. LYON
Dean of the College

THE HUMAN DEVELOPMENT PROGRAM

The Program in Human Development will be offered in both the Fall and Spring Terms of 1971-72. The goals of the Program are to understand and explore aspects of the individual life process from a variety of perspectives and to facilitate the student's understanding of his own personal development. Plans for the Fall Term include a series of common experiences for all students enrolled in the Program, which will consist of lectures, films, demonstrations, and readings. The theme of these events and readings for the Fall Term will be "Coming of Age." In addition, there will be a group of seminars which will be led by faculty members from all three Schools; these seminars will focus more narrowly and in more depth upon a particular approach to the study of human development. Among the seminars which may be included in the Program in the Fall Term are:

Psyche and Symbol—John Boettiger
Utopias: Ideal and Experimental Communities in Theory and Practice—Barbara Turlington and James Haden
The Development of a Political Self—Gayle Hollander
Sigmund Freud and the Origins of Psychoanalytic Theory—Louise Farnham
Views of Human Nature—James Koplin
Development of a Scientist—Everett Hafner
Dimensions of Consciousness—John Boettiger
Science and Eastern Thought—Larry Domash

LOUISE J. FARNHAM Coordinator, Fall Term

LANGUAGE AND COMMUNICATION: DIVISION I

RICHARD MULLER Program Coordinator

The Division I offerings in Language and Communication are designed to acquaint students with a number of fundamental questions concerning the structure, function, and scope of both natural and artificial languages. In Division I students will begin to theorize about language by exploring the fundamentals of logic and linguistics. They will gain insight into their native language by considering the concerns and methods of psychology and philosophy. And they will acquire the basic elements of computer programming, which for many students will be their first introduction to artificial language. By exploring natural and artificial languages concurrently, Division I students should reach an unusually deep understanding of both.

Students in Division I will also investigate basic problems in communication. They will discover, for example, that although any five-year-old child knows the rules of his own language, linguists and psychologists cannot yet adequately account for the child's competence. Students will find that although mass media are central to modern life, we still have very little understanding of the ways in which communications technology affects society. Since communication is essential to society, questions of communication are intimately connected with questions about the quality of life. Students in Division I will confront social problems involving communication, ranging from the problems of privacy and data banks to the difficulties of linguistic minorities who must somehow survive in mass culture.

The Division I offerings in Language and Communication utilize a variety of formats, including a core series of lectures, direct experience with computer programming, and small individual seminars devoted to the intensive study of any of a wide variety of topics. Students who elect Division I work in Language and Communication should register for the lecture series (LC 101). At the conclusion of this four-week series, students will elect one of the Division I courses whose descriptions follow. There are several things worth special attention as you examine these descriptions:

Some of the courses run for the entire eight-week period following the lecture series: LC 105, LC 110, LC 115, LC 135, LC 155, LC 160, LC 165.

Two are offered as four-week short courses, or "modules", in the first four-week period following the lectures: LC 130, LC 140.

Four are offered as short courses in the second four-week period following the lectures: in the last third of the Fall Term. These are: LC 120, LC 125, LC 145, LC 150.

The description of the Computer Programming Laboratory refers to a laboratory which is available for the entire term. Participation is open to all students in the College and should not usually be selected as a Division I course in Language and Communication.

The exact schedule of lectures (LC 101) to be given in the first four-week period is not in final form at this time. But a tentative listing of titles in this series includes: The Whorf-Sapir Hypothesis, Ritual, Philosophy of Language, Language Acquisition, Black English, History of English, Style, The Retreat from the Word, Logic, Artificial Intelligence, and Psycholinguistics.

LC 101

BLACK ENGLISH

Robert Rardin

Alongside the so-called Standard English ordinarily spoken on radio and television and sternly enforced by schoolmarmes in the classroom, American English manifests a rich variety of "non-standard" dialects. One of the most prominent of these, the language of daily life for most American Blacks, has until recently been either ignored or repressed by the academic community. This dialect, which might be called "Black English", is irrationally stigmatized in America. As one scholar has wryly remarked, a man who says "I ain't got no money" sure as hell ain't never gonna have none.

In this seminar we will study the structure of Black English, noting the ways in which its phonological and syntactic rules differ from those of the standard dialect. We will also study the sociolinguistic setting of Black English in order to understand how this dialect—which is just as effective in communication, just as logical, and just as structured as the standard dialect—has been discriminated against. In particular, we will examine the educational problems of children who speak Black English, but must attend schools which are designed to teach reading and writing in the standard dialect.

The seminar will be offered as a short course in the last four-week period. Wherever possible, students will be encouraged to do field work and analysis on their own. Students should be aware, however, that the study of Black English is only just beginning; much of the literature on the subject is highly technical and difficult. At the same time, the fact that this dialect is still largely unresearched offers students an unusual opportunity to do work which is genuinely original.

LC 145

COMMUNICATION IN A DATA-RICH CIVILIZATION

Robert Taylor

This is a seminar exploring the various ways man attempts to separate relevant communication from noise in a society that is producing information at prodigious rates. Some call it information pollution, and see the explosion of media as a direct threat to our civilization. Others view this as the beginning of a new and different culture, one which we do not know very much about.

The seminar then is directed principally at the formal ways we attempt to organize our messages and our communication systems, how we utilize information, the role information plays in society, and what the social and personal implications are of a computerized society.

There will be several specific seminar concerns, dependent in part on the expressed interests of the participants. We will examine certain models of communication systems. We may attempt to analyze the communications of an organization, such as Hampshire College. We may design an information retrieval system for data and information concerning ecology and environment for the Connecticut River Valley. We will be concerned with the effects of automation in society and the possible loss of privacy resulting from the computer.

Through these approaches we will develop an awareness of the sea of formal and informal information and media in which we live, how we attempt to control it, and what effects it has on us, on our activities, and on our privacy.

LC 155

COMPUTER PROGRAMMING LABORATORY

**J. J. LeTourneau
Larry Wolfe***

Artificial languages—especially those languages capable of computer implementation—are an ever-present facet of technological society. Most people are at least vaguely aware that these languages have a high potential for use and for misuse. To encourage a more complete understanding of these problems and to provide direct experience with computers and programming languages, the Program in Language and Communication maintains a computer laboratory of time-sharing terminals and a range of self-instructional materials. These materials are designed to support a variety of interests: from those who want to casually browse to those who need and desire a high degree of programming proficiency. The laboratory will be open during the entire semester and interested students may start work at any time.

Since this laboratory is open to all students in the College, and since an individual's level of involvement is entirely at his own discretion, this laboratory should not be selected as part of a student's principal work in Language and Communication, but as a supplement to it.

*Mr. Wolfe has been appointed a Hampshire Fellow for the year 1971-1972.

DIALECTS AND COMMUNICATION

Maija Liliya

Participants will discuss in detail the role languages and dialects play in communication in the social, economic, political, and intellectual spheres.

The facets of language dealing with these matters can be handled in the framework of differing languages or differing dialects. The goal of improved communication must take into consideration various speech communities, be they geographically distinct or racially oriented. Language-connected solutions must be found to satisfy the requirements of effective government, educational advancement on a practical level and (perhaps most importantly) a cultural climate in which individual creativity would not be stifled by pressures of prejudices resulting from opinions held by numerically predominant sectors of society. It has often been said that the best creative writing is almost always done in the writer's mother tongue. How true is this? Senghor of Senegal writes widely acclaimed poetry in French. Is he the exception? What are the implications of language imposition on a people's creativity? Since this question can apply also to dialects, it is certainly worth investigating.

Seminar participants will be exposed to the different facets of all of these questions by means of bibliographic materials and class discussion, culminating in individual projects in a particular area reflecting the interest of each student. The depth to which a particular aspect is pursued in the seminar will depend in part on the make-up of the class. It would be highly presumptuous, for instance, to spend much time on Black American dialect problems if there were no Black students in the class.

Possible areas of individual projects, some perhaps utilizing field trips: problems of Cuban or Puerto Rican bilingualism; aspects of Black dialects in America; study of one or more language standardization campaigns in other countries; investigation of word formation in Standard American; the theories of "correctness" and prescriptive linguistics; comparison of various views of "nationalism" now and in the past from a linguistic point of view.

LC 110

EXPERIMENT IN THE MAXIMAL SELF-INSTRUCTION OF A FOREIGN LANGUAGE

James Watkins

Because of its nature, the experiment will admit two kinds of students: those who have had no previous acquaintance with French; those who have in the language an advanced proficiency which they would like to learn how to apply as teachers.

Three or four weeks will be spent understanding the method of self-instruction and the standard of performance expected. From then on, the student will advance individually, assisted by tutorials and extended by practice seminars in improvised expression.

The two criteria used in evaluating the student's effort will be (a) the level of proficiency reached in French, and also (b) the recognition of characteristics basic to other languages.

The central concerns of the course will be the process of coming to understand the structure of a language foreign to the student and a model for self-instruction in foreign language. Hence, this seminar should not be elected by those who only wish to learn French.

Efforts are being made to enable interested students to further advance their proficiency, at the end of the course, through a suitable January term spent in either France or Belgium.

Special costs: an equipment fee may be required of those who do not have their own cassette player.

LC 160

THE SOCIAL ENGINE

Stephen Mitchell

Of the various communications media now available, perhaps the computer is the most difficult to understand, the most invidious, the most formidable. We commonly hear endless social errors blamed on the computer, as well as extravagant predictions of future good deriving from its use.

This course is aimed at clearing away much of the Bumpf, demonstrating that Computer Science relies heavily on traditional knowledge, and showing that linguistic assumptions and presuppositions have radically influenced computer development. If the course is successful, the student will not only be able to sabotage his local phone bill or deal with computer stories rationally, but also comprehend the computer as a generalized social phenomenon with considerable historical depth, reflecting cultural and social situations much more frequently than commonly suspected.

Each student will be asked to write one paper and, depending upon weather and interest, to accompany the class on two field trips.

LC 135

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LC 155

**HUMAN LANGUAGE AND HUMANE
SCHOLARSHIP: Edward Sapir (1884-1939) and
Noam Chomsky (1928-)
Robert Rardin**

Edward Sapir and Noam Chomsky have made brilliant contributions in this century to the study of linguistics. Sapir's book *Language* and his research in American Indian languages remain central to modern linguistics. Chomsky's work on the theoretical foundations of linguistics caused a conceptual revolution in the field, with shock waves extending to other social sciences, particularly psychology.

However, Sapir and Chomsky have done more than study the structure of language: their intellectual genius has always been informed by social conscience.

In addition to being a linguist, Sapir was an anthropologist, poet, and critic. He was passionately concerned about the quality of life. In an essay written after the First World War Sapir wrote, for example: "A genuine culture refuses to consider the individual as a mere cog. . . . The major activities of the individual must directly satisfy his own creative and emotional impulses, must always be something more than means to an end. The great cultural fallacy of industrialism, as developed up to the present time, is that in harnessing machines to our own uses, it has not known how to avoid the harnessing of the majority of mankind to its machines."

In the same intellectual tradition, Chomsky has divided his time between linguistics and social criticism: "Any person who is paying serious attention to the contemporary scene must face a serious dilemma. On the one hand, he wants to accept the role of a responsible and sane citizen which, to me, entails a willingness to commit himself to bring about large-scale changes in American society. And at the same time he wants to make his own contribution to contemporary culture, whatever it may be, as a scientist, as a scholar, as an artist. It is not so obvious that these roles are reconcilable . . . and if either is abandoned it can be done only at significant personal and social cost."

This seminar will explore the "dilemma" to which Chomsky refers. We will seek to integrate the works of these two scholars, to understand the connection between their linguistic work and their social concern.

Readings will include Sapir's book *Language*, his articles on "Communication," "Language and Environment," "The Meaning of Religion," and "Culture, Genuine and Spurious," and a selection of Sapir's poetry. We will read John Lyon's brief summary, *Noam Chomsky* (Viking paperback, 1970), Chomsky's lectures in *Language and Mind*, and some of his less technical articles, including "The Current Scene in Linguistics," "The Responsibility of Intellectuals," "On Resistance," "Indochina and the American Crisis," "On the Limits of Civil Disobedience," and "Anarchism."

The course will be offered as a short course in the first four-week period following the lecture series. Students who are particularly interested in Chomsky or Sapir are welcome to continue on independent study during the second four-week period.

LC 140

**LANGUAGE ACQUISITION
James Koplin**

Almost all children acquire the language of their community on a regular schedule and within a relatively short period of time. We will spend most of this course examining what it is that the child does in this task. Special attention will be given to the descriptive material in such sources as Ruth Weir's *Language in the Crib*, moving on to Roger Brown's studies of preschool children, and finally to Carol Chomsky's analysis of the continued development of language in the grade school years. There is no substitute for a thorough acquaintance with this work as assistance in avoiding inadequate answers to the question, "How does a child do it?" The only accurate answer at this time, however, is that "nobody really knows."

Each student who enrolls in the seminar will be encouraged to locate a child in the community whose language development can be observed during the term. This is not a requirement, but experience with this course during the past year has indicated that field observation of a child in the process of acquiring language is an invaluable aid to understanding the theoretical issues discussed during class sessions. Time will be made available near the end of the term for these students to report on their work for the benefit of everyone.

LC 105

**LANGUAGE IN USE
Neil Stillings**

Animal languages and the artificial languages used by computers and logicians provide models for some kinds of communication, but they also provide a point of departure for searching out and studying distinctively human communicative functions. For example, a household robot might be able to answer simple factual questions such as, "How much did the lamb chops cost?", but would fail to grasp the devious purposes behind the question, "Have you stopped beating your wife?" Human language is characterized both by its diverse uses—promising, questioning, lying, belittling—and by the assumptions and the intentions of the speaker. We will attempt to determine just what it is that distinguishes the areas of language which communicate more than their facts.

This is a short course offered in the last four-week period of the Fall Term.

LC 150

**A MODULE ON MODALS
William Marsh**

In English declarative sentences we must specify a tense for the verb, while no tenses are used in the initial model for languages discussed in *What's in a Language* (LC 130). This lack is not too surprising when we realize that the model was created largely by philosophers interested in a language adequate to express the timeless truths of mathematics. In this module, for which *What's in a Language* is not a pre-requisite, we will examine the concepts of modal logic which arise in the study of tense, the verb auxiliary, and certain adverbials in English.

This is a short course offered in the second four-week period following the LC 101 lecture series.

LC 120

THE RETREAT FROM THE WORD Richard Lyon

This century has put language on trial. The adequacy of words to describe the world and our experience of the world is now questioned. The worth of words as the necessary means to intelligence or as a possible means of personal fulfillment is in doubt. Old claims for the importance of verbal discourse are being challenged by formidable rivals: visual images, the abstract languages of the sciences and mathematics, religious and aesthetic contemplation, mysticism, music and dance, modes of non-verbal communication within groups. These are ways of knowing and of communicating which bypass the verbal, or subsume it, and which are often said to be superior to it.

The seminar will consider several aspects of this "retreat from the word" in order to determine some of the things words can and cannot do, their status with respect to consciousness, and their relation to reality.

Discussion will center on the ideas or works of a number of philosophers, critics, and poets. These may include William James, Santayana, Wittgenstein, Emerson, George Steiner, Dwight McDonald, Marshall McLuhan, Wallace Stevens. Students will be asked to help in drawing up a list of others whose works may be read.

LC 115

SUSANNE LANGER'S NEW KEY William Marsh

Language is possibly the major factor in man's uniqueness among the animals. Susanne K. Langer investigated extensions of one of language's most basic features—symbolization—to other aspects of human experience and action. Starting with symbolic logic, in which she wrote a text, and influenced by the role of symbols in Freud's analysis of dreams, she went on, in particular, to propose a major philosophy of art.

This seminar will be led by a logician interested in the appropriateness of extending ideas from the formal core of this course to related areas. After reading *Philosophy in a New Key*, the seminar can move in any of several directions, e.g., studying the philosophy of a particular art form, investigating (as much as beginners can) theories of perception and dreaming, or speculating about logic or language. Briefly the seminar will try to find out in what ways man is better defined as the symbol-using animal rather than as the featherless biped.

This is a short course offered in the second four-week period following the LC 101 lecture series.

LC 125

TRUTH Christopher Witherspoon

In this seminar we will discuss a number of philosophical problems which have to do with truth, meaning, and knowledge. Among the questions we will take up are: (a) What (if anything) are we saying of something when we say that it's true? (b) What sorts of things can be true or false, and which of these, e.g., beliefs, sentences, propositions, assertions is basic (or basic for certain purposes)? (c) What is it that makes true "things" which are true and makes false "things" which are false? (d) How is something's being true related to its "working". Or to the desirability of the consequences of accepting it as true? To the possibility of confirming, verifying or proving it? To its being "true for" certain people? To its being "significant"—perhaps emotionally or "existentially"—to various people?

We will begin by critically examining various positions and beliefs held by participants in the seminar, as well as some gems of contemporary folk wisdom concerning truth. Next the important traditional theories will be considered, and selections from such philosophers as Plato, Aristotle, Bradley, James, and Russell will be read; and we will go on to talk about some interesting recent accounts, including those of Tarski and Strawson.

(No background in philosophy or logic will be presupposed, but participants in the seminar should expect to do a considerable amount of work on problems which may not appear very "relevant".)

LC 165

WHAT'S IN A LANGUAGE William Marsh Neil Stilling

What makes a symbol system a language? What makes a symbol system adequate for human communication?

We will begin with a system of logic which has been proposed as a model for language. First we will explore the properties of this system, then we will figure out its deficiencies as a model for human language, and then consider ways of improving it.

Language study in this century has been motivated by the idea that the structure of language is the key to man's uniqueness. The course will be guided by this spirit, though we will be concerned less with distinguishing man from the lower beasts than with distinguishing him from other language users such as robots and logicians. Luckily one of the instructors in this module is a logician, so the class will be able to contrast his use of languages with human use.

This is a short course, offered in the four-week period immediately following the LC 101 lecture series.

LC 130

DIVISION II

Three Division II courses are offered for the Fall Term, 1971, to students who have completed the Division I (Basic Studies) examination in Language and Communication. However, these courses are *not restricted* to concentrators in the Program.

LC 201 THE ELEMENTS OF FORMAL SYNTAX
WILLIAM MARSH

LC 210 GESTURE, SPEECH AND THE ROOTS OF LANGUAGE: LATER WITTGENSTEIN AND MERLEAU-PONTY □ CHRISTOPHER WITHERSPOON

LC 205 INTRODUCTION TO LINGUISTICS
ROBERT RARDIN

THE ELEMENTS OF FORMAL SYNTAX William Marsh

For certain purposes a language can be looked at as a set of "strings," and a "string" as a sequence of "symbols" chosen from a set which we can call an alphabet. In this general framework, syntax is the study of grammars, which in turn are rules for, or methods of, specifying or defining particular languages. After a survey of some formal language used in computer science and logic, the course will look at various measures of complexity of grammars. One of these measures will be the hierarchy of regular, context-free, context sensitive and general recursive languages, which has been proposed by Noam Chomsky. The final part of the course will be concerned with the notions of translation and transformation. Most of the course will be concerned with formal, artificial languages, but we will try whenever possible to extend the discussion to the far more difficult case of natural languages. Three one-hour lectures plus discussion periods each week; there is no prerequisite but some familiarity with linguistics or mathematics would be valuable.

LC 201

GESTURE, SPEECH AND THE ROOTS OF LANGUAGE: LATER WITTGENSTEIN AND MERLEAU-PONTY Christopher Witherspoon

We will tackle two of this century's most fascinating and forbidding philosophers, in the hope of gleaning from their writings some provocative suggestions about the nature of linguistic communication and how it hooks up with non-linguistic practices, with thought and other facets of our inner lives, and with the proto- (or quasi-) linguistic communication of children, of our earliest ancestors, and of those with various kinds of pathological disorders. With luck, we may get some genuine insights, even some arguments, in the bargain.

Selected passages will be read very carefully and discussed at length. We will try to puzzle out together what our philosophers are saying (or trying to say) as well as what it's worth. There will be no pretense of trying to come to terms with Wittgenstein's or Merleau-Ponty's philosophical views in a comprehensive way; it's no accident that there is no satisfactory critical study of either. Rather, we will focus on what they said about language—which is, in both cases, neither terribly extensive nor notably inaccessible (surprisingly enough).

We will read parts of Wittgenstein's *Blue and Brown Books*, *Philosophical Investigations*, and *Zettel*. Among the topics which may be taken up are Wittgenstein's notions of *language-games*, of *family resemblances* as interrelating things designated by the same term (particularly in relation to his suggestion that what we call "a language" is "a family of structures more or less related to each other") and of forms of life as the basis of uses of language, and his claims (a) that in most cases, "the meaning of a word is its use in the language"; (b) "To understand a sentence means to understand a language. To understand a language means to be master of a technique"; (c) "The mistake is to say that there is anything that meaning something consists in."

Passages from Merleau-Ponty's *Phenomenology of Perception*, "The Phenomenology of Language" and other essays will be read. Among things which we might discuss are his concepts of *original speech*, of *significance* and *meaningfulness* (linguistic and non-linguistic), and of understating as involving the assumption of certain atti-

tudes, including as a special case "thinking according to others"; and his claims (a) that "The spoken word is a genuine gesture, and it contains its meaning in the same way as the gesture contains its. This is what makes communication possible." (b) "What then does language express, if it does not express thoughts? It presents or rather it is the subject's taking up a position in the world of his meanings." Given the kind of thinker Merleau-Ponty is, there are many interesting directions which discussions might take.

Merleau-Ponty and Wittgenstein were intriguing and complex men as well as remarkable thinkers, and knowing something about their lives throws interesting light on their ideas and their styles. Accordingly, we will read Malcolm's and von Wright's biographical sketches of Wittgenstein and Sartre's essay on Merleau-Ponty.

LC 210

INTRODUCTION TO LINGUISTICS Robert Rardin

"In the beginning was the Word. . . ." We have always been awed by the power of language, the communicative magic which seems to be our most characteristically human feature. Only recently, however, has our fascination with language led to serious thought about it. Linguistics is one of the youngest sciences, so an introduction is necessarily an exploration of both the foundations and the frontiers of the discipline.

This course will introduce students to the basic elements of modern linguistic theory. The fundamental concepts of phonology, syntax, and semantics will be presented within the framework of generative (transformational) grammar. These concepts will be developed as we describe the sound system and sentence structure of English. We will extend them to a general theory of language, a universal model which attempts to account for human linguistic competence.

In this course we will spend much of our time playing with words and sentences. We will observe, for example, that the superficially similar words *reusable* and *unusable* require different abstract underlying structures. We will seek to account for the fundamental semantic difference between the sentences *John is eager to please* (where *John* is interpreted as the deep-structure subject) and *John is easy to please* (where *John* is interpreted as the deep-structure object). We will try to explain how English speakers differentiate the homophonous sentences *This baby has red marks* and *This baby has read Max*. We will investigate the ambiguity of modal verbs in sentences like *Mary must go to school* (assertion/obligation) and *Sally won't talk* (prediction/volition).

The course will involve lectures, discussions, and individual projects. Readings will include some major linguistic papers on English, and students will be encouraged to undertake independent linguistic research on English or any other languages they may know.

LC 205

SCHOOL OF HUMANITIES AND ARTS

Dear Student:

In these course listings you will find a quite astonishing range of offerings for the Fall Term. Remember this at the outset as you begin to plan your studies for Division I: the courses in Basic Studies are not intended to serve as introductions to this or that subject matter, but as *introductions to modes of inquiry*.

The difference is so critical that you will underestimate it only at the peril of promoting your own confusion. There is something like a Copernican revolution going on here—each of the great, traditional disciplines of study (English, History, Philosophy, Music . . . etc.) rather than being treated as a closed system of knowledge in itself, is treated as a perspective on the whole phenomenon of Man.

There are observably different ways in which the artist and the humanist (as contrasted with the scientist) approach their subjects of study, conceive of their problems, attack them, resolve them, report them or express them, and that is the main matter of concern in any Division I course.

If you take a course with a literary scholar, for example, or with a philosopher, you will learn how a specific kind of humanist, who has mastered one great body of materials in the Humanities, illustrates the general modes of inquiry employed by humanists in a variety of circumstances. It might come down to library methods, the mechanics of analysis, the selection and validation of documentary data or the techniques of argument, but the overriding concern will be to show you a working humanist in action up close. In the arts there is a much greater emphasis necessary on perception and expressive form, but the model should operate the same way.

When you come to take your Division I comprehensive examination in Humanities and Arts, you will be given some problems that represent the next order of complexity beyond what you have already studied. No recap of the course, with spot passages or memorized lists of terms—none of that. The purpose of that examination will be to determine diagnostically if you are ready to go on to work in more complex problems, so it will be much more like an entrance exam to Division II than any exam you've had previously.

We have kept the course descriptions as simple and honest as possible. Where it says "seminar" it means regular discussion group meetings in a class no larger than sixteen students. Where it says "workshop" the size of the group should be the same, but the style of work will involve more moving away from the discussion table to some hands-on experience in the studio or out with field problems.

Those of you entering Division II courses will find that they are more typically focused on some special problem within an academic discipline—for example, the dialogues of Plato or the poetry of Eliot, or that they deal with a general problem in the arts or humanities at a much higher order of complexity than is usual in the first division. The same emphasis will be placed, however, on the interplay of the humanities and the arts.

Perhaps we in this School are most eager to try this academic experiment of putting the Humanities and the Arts to work together because we share the sense of Erich Fromm about the good that flows from the blending of rational thought and feeling. If the two functions are torn apart, thinking deteriorates into schizoid intellectual activity, and feeling deteriorates into neurotic life-damaging passions."

DEAN FRANCIS D. SMITH

SCHOOL OF HUMANITIES AND ARTS DIVISION I

- HA 101 ALTERNATIVE ENVIRONMENTAL
STRUCTURES □ ROBERT MANSFIELD
- HA 102 AMERICAN BLACK AUTOBIOGRAPHY
EUGENE TERRY
- HA 105 THE CUBAN REVOLUTION 1868-1970
ROBERT MARQUEZ
- HA 115 DANCE WORKSHOP □ FRANCIA
McCLELLAN
- HA 195 DIMENSIONS OF CONSCIOUSNESS
JOHN BOETTIGER
- HA 125 THE EIGHTEENTH CENTURY: SELECTED
WORKS □ DAVID ROBERTS
- HA 120 THE FICTION OF CONTEMPORARY
SPANISH AMERICA □ ROBERT MARQUEZ
- HA 110 FILM WORKSHOP □ JEROME LIEBLING
- HA 130 HEROES & ANTI-HEROES □ SHEILA
HOULE
- HA 135 ILLUSIONISTIC SYSTEMS □ ROBERT
MANSFIELD
- HA 143 JEAN-JACQUES ROUSSEAU □ JOANNA
HUBBS

- HA 145 THE MAKING AND UNDERSTANDING OF HUMAN ENVIRONMENT □ NORTON JUSTER AND EARL POPE
- HA 155 MOVEMENT WORKSHOP □ FRANCA McCLELLAN
- HA 157 MUSIC AS A SOCIAL ACTIVITY RANDALL McCLELLAN
- HA 140 THE POPULAR ARTS IN AMERICA ESTELLE JUSSIM
- HA 170 PSYCHE & SYMBOL □ JOHN BOETTIGER
- HA 175 RUSSIA AND THE WEST □ JOANNA HUBBS
- HA 150 STILL PHOTOGRAPHY WORKSHOP (2 SECTIONS) □ ELAINE MAYES
- HA 180 STUDIO □ ARTHUR HOENER
- HA 160 TIME-SPACE LABORATORY □ ARTHUR HOENER
- HA 185 TECHNICAL ASPECTS OF MUSIC RANDALL McCLELLAN
- HA 141 TWENTIETH CENTURY AMERICAN BLACK LITERATURE □ EUGENE TERRY
- HA 187 UTOPIAS □ JAMES HADEN AND BARBARA TURLINGTON
- HA 190 WRITING POETRY: A TECHNICAL APPROACH □ DAVID ROBERTS

DIVISION II

- HA 201 THE AMERICAN LITERARY LANDSCAPE DAVID SMITH
- HA 205 CANTERBURY PILGRIMAGE: AN IMAGINATIVE JOURNEY INTO MEDIEVAL ENGLAND □ SHEILA HOULE
- HA 210 FILM WORKSHOP □ JEROME LIEBLING
- HA 240 GRAPHIC DESIGN APPRENTICESHIP ARTHUR HOENER
- HA 215 MAN-MADE ENVIRONMENT □ NORTON JUSTER
- HA 220 MYSTICISM □ JOHN BOETTIGER
- HA 225 PHOTOGRAPHY WORKSHOP □ JEROME LIEBLING
- HA 230 PLATO'S EARLIER DIALOGUES □ JAMES HADEN

ALTERNATIVE ENVIRONMENTAL STRUCTURES Robert Mansfield

This course is a means by which the creative process can shift from the theoretical to the practical construction of alternative architectural environments. Dealing with materials such as metal, plastics, wood, concrete, and junk, the student could explore the problems of planning and constructing modular units, inflatable structures, and free form constructions. Many of the materials mentioned can be had from various corporations and the local dump at little or no cost. Although this course will deal primarily with creative architecture, it will also confront basic problems in design, life styles, and economics.

HA 101

AMERICAN BLACK AUTOBIOGRAPHY Eugene Terry

An examination of major autobiographies of the 19th and 20th centuries noting the classic form that these works take with their recurrent movement from despair to insight through attention to self, race, and humanity.

Examples of works to be read:

Frederick Douglass *Narrative of the Life of Frederick Douglass*

Booker T. Washington *Up from Slavery*

W. E. B. Du Bois *The Autobiography of W. E. B. Du Bois*

James Baldwin *"Notes of a Native Son"*

Eldridge Cleaver *Soul on Ice*

Malcolm X *The Autobiography of Malcolm X*

Claude Brown *Manchild in the Promised Land*

HA 102

THE CUBAN REVOLUTION: 1868-1970 Robert Marquez

This course will aim at a study of the course and nature of the revolution in Cuba: its past, the background against which it took place, and its national and continental significance. We will begin by examining its roots in The Ten Years' War with Spain (1868-1878) and in the revolutionary movement that culminated in the Spanish-Cuban-American War of 1895-98. Our interest will focus on the legacy it owes to the thinking of men like Antonio Maceo and Jose Marti.

We will move on to focus on pre-revolutionary Cuba, the rise and importance of the July 26 Movement, with its leader Fidel Castro, and on the various stages—political, ideological, economic—that the revolution has gone through since its triumph in 1959.

We will be paying particular attention to the role of the United States in Cuban history. In addition, we will be concerned with how Cubans look at their history and their revolution and with the effect that revolution has had on the culture and world view of the island nation and throughout Latin America.

Our readings will cut across the disciplines—History, Politics, Sociology, Literature—and will include works in both English and Spanish. Course enrollment, however, will not be limited to the Spanish reader.

The course will meet twice a week for two hours.

HA 105

DANCE WORKSHOP **Francia McClellan**

Work in technical discipline. Emphasis: exploration of (movement) dance with other media as an extension of movement potential in a given environment.

- 1 Movement with props and sculptural objects, both as an extension of the mover and as a dimension in space.
- 2 Movement with projected media (slides and films).
- 3 Use of the computer as an aid in the choreographic process.
- 4 Employment of a prepared total environment in which movement occurs and in which audience participation is encouraged.

HA 115

DIMENSIONS OF CONSCIOUSNESS **John R. Boettiger**

The course will be designed as an experimental workshop to better understand some of the varieties of conscious experience to which men and women are led, in their search for personal growth. Selections and emphases among various disciplines* cannot be precast, but the methods and realms of inquiry from which the workshop will draw include:

- encounter and human relations training
- approaches to imagination, dream and fantasy experience, and play
- still and moving meditation
- sensory awakening
- body structure, images and movement, and their connections with the sense of self
- drugs and altered states of consciousness
- mythmaking, ritual, and religious experience

(* It should be clear from such a list that "discipline" is here intended as something more akin to the Sanskrit term *Sādhana*—a liberating discipline pursued for the sake of the individual's spiritual development—than to the conventional academic sense.)

The course will move toward a synthesis of experiential, reflective, and analytic modes of work, with individual projects, small groups of two to six, and larger seminar sessions, directed at a better realization of the ways of human growth: freeing creative energies and exploring the potentialities of self-expression. Attention to the uses of drugs by students and others, it should be clear, will not extend to the experimental use of drugs in the workshop's activities. In addition to regular meetings throughout the term, one or two longer weekend sessions will be planned.

HA 195

THE EIGHTEENTH CENTURY: SELECTED WORKS **David Roberts**

A course primarily in literature, dealing with a limited number of major works by various men, none of them necessarily representative or even aware of each other. Although I hope students will begin to look for connections, for lines of sympathy or antagonism among the works, the course itself will be only preliminary and tentative in its attempts to find cultural unity in the eighteenth century. The emphasis will be rather on engaging each artist or work in depth and in isolation; hence one of the best fruits of the course would be merely an awakening of interest in certain artists remote from us in time.

The course will meet five hours a week. I hope to enlist the services of other teachers as occasional lecturers on fields that are not my specialty.

Tentative list:

English literature:

The novel (Defoe, Fielding)
Satire (Pope, Swift, Sterne)
Biography (Johnson, Boswell)
History (Gibbon)
Exploration (Cook)
(possibly political philosophy: Burke vs. Paine)

French literature: (in translation)

Voltaire
Diderot

Music:

(early) Bach & Handel
(late) Haydn & Mozart

This is simply a basic list, leaving room for further reading within the specified categories, for expansion of the categories according to student interest, and for expansion according to visiting teachers' predilections.

HA 125

THE POPULAR ARTS IN AMERICA

Estelle Jussim

What are the popular arts? . . . Are they solely the products of the mass media and commercialism? . . . Can the idea of hierarchies of aesthetic values be traced to definite historical origins? . . . Does "culture lag" influence the acceptance of the popular arts by the elite? . . . What is a mass audience? . . . Why do people go to specific types of films, or watch soap operas, listen to radio, read stereotyped literature, or follow the "funnies"? . . . Are there hidden psychic benefits to consumers of *Kitsch* and all commercialized culture? . . . How can we discover the implicit ideologies which the popular arts promulgate? . . . Do popular artists differ somehow from "fine artists"? . . . Is America surpassing ancient Rome in the brutality, violence, sexual sensationalism of its popular and mass shows? . . . Should we censor? . . . How may we use the insights of sociology, social psychology, and media analysis to enlighten our understanding of the functions and effects of the popular arts in America today?

These are some of the basic questions which this course will encounter. Students will seek their answers in the conflicting testimony of aestheticians from Susan Sontag to Clement Greenberg, sociologists and cultural historians from David Riesman to Ernest van den Haag. They will begin to decipher the artifacts of popular culture: films, videotapes, radio scripts, songs, cartoons, popular fiction, examining them as carriers of cultural ideas.

Participants in the seminar will have the opportunity of presenting multi-media programs to demonstrate their discoveries in content analysis, and will be encouraged to develop objective modes of conceptual inquiry.

HA 140

JEAN-JACQUES ROUSSEAU

Joanna Hubbs

A seminar on the individual in a period of crisis and change. The second half of the 18th century has much in common with our own times: the challenge of *philosophism* to traditional values radically changed the image man had of himself through a process of a "desacralization of the universe." The wave of occultism and mysticism in the last quarter of the century reflects a process of adjustment to the new concept of self (the Romantic Ego) and to its relationship to society. Rousseau's position is central: in immediate reaction to threats to identity posed by a mechanistically oriented rationalism and a "soul-less" commitment to empirical norms, he points the way to a mystical elaboration of the value and dignity of man and to a society which will end the dichotomy between the ego and the external world. Rousseau will be seen in relation to Voltaire on the one hand and to the mystic, L. C. de Saint-Martin, on the other.

The focus on Rousseau narrows the scope of the course; it will deal with the period of Enlightenment and Revolution—concentrating on the problem of identity and ethics, the relationship of the individual to society.

HA 143

THE MAKING AND UNDERSTANDING OF HUMAN ENVIRONMENT

Norton Juster and Earl Pope

This course is about the making and understanding of Human Environment—the cities and towns and places where people live—and the way in which human activities and needs find expression in forms that reflect their lives and values. It is concerned with perception, visual awareness, a developed sensitivity to surroundings, an understanding of place and a sense of the individual as an effective force in altering or creating his own environment.

It is primarily a workshop course, using research, analysis and design projects of a non-technical nature to investigate and uncover environmental problems and to understand the creative processes through which environment is made.

The subject of these investigations may include any one or number of the following:

- 1 Man—how he sees and senses his environment. His physical capacities and limitations. His functional and psychological needs as concern his environment—how he adapts and uses.
- 2 The physical basis of environment.
- 3 The study of urban form as it has evolved—patterns of settlement, planned and unplanned.
- 4 The environment today—the problems bequeathed from the past—the failure of technology—the dehumanized environment.
- 5 The approach to creating environment—the identification of human needs today—definition and analysis of the problems of urban design and factors which limit and affect it.
- 6 The vocabulary of environmental form and the aesthetics of environment. Visual thinking and visual communication.
- 7 The creative act—translation of program, perception and technical skill into urban form—the cooperative Art.
- 8 Future projections—the new environment.

While much of the work will require visual presentations and analysis, no prior technical knowledge or drawing skills are necessary.

HA 145

MOVEMENT WORKSHOP

Francis McClellan

A program of study employing aspects of yoga, dance, movement exploration, sensory awareness exercises, and theatre games.

This work will involve the union of mind-body experience through a total focus and openness to the immediate experience one is involved with. It will also develop an awareness of who one is through an experience of one's kinetic feelings and responses.

HA 155

THE FICTION OF CONTEMPORARY SPANISH AMERICA

Robert Marquez

This course will consist of readings in the fictional prose of Spanish America since the turn of the century. It will begin with an evaluation of the literary legacy of the modernist and "Vanguardists" movements but will pay particular attention to those writers whose major work begins to appear around 1940, and whose contribution to the current "literary boom" is of special importance.

Emphasis will be placed on the novel as the mode typical of this group of artists. We will attempt to distinguish their "new" Latin American novel from its traditional antecedent, observing closely their growing sense of "professional" craft and the manner in which national and continental preoccupations have been transmuted in their work. Their peculiar interest in time and space, in perspective and the possibilities of imagination will give us some idea of the (technically) radical and (philosophically) cosmopolitan character of this fiction. The course, I hope, will enable us to gauge the distance that separates a novel such as *The Vortex*, by the Colombian Jose Eustacio Rivera and a more recent work by, say, the Peruvian Mario Vargas Llosa, and in the process, note the transformation that protest fiction has undergone since the days of the romantics, and their rebellious offspring, the modernists.

HA 120

HEROES AND ANTI-HEROES

Sheila Moule

Every period in human history has been marked by the presence of figures real or imagined who seem to epitomize the values of their society or who stand in opposition to them. In the literature of each age we find these persons depicted in such forms as drama, the epic and romance, and their modern descendant, the novel. This course will look closely at heroes in Western literature, ranging from Achilles, Beowulf, Gawain, and Macbeth to such anti-heroes as Tristram Shandy, Stephan Daedalus, and Meursault in *L'Etranger*.

One focus of the course will be the relationship between the literary form and the type of hero depicted. What is the connection between the epic, for example, and the kind of hero it depicts?

Our major concern in the course will be the qualities of the hero or anti-hero and those cultural forces which shape him and which in turn determine that he is a heroic or non-heroic figure for that age.

HA 130

FILM WORKSHOP

Jerome Liebling

The film as personal vision.

The film as collaborative effort.

The meaning of thinking visually and kinesthetically.

Film as personal expression, communication, witness, fantasy, truth, dream, responsibility, self-discovery.

The Workshop will be concerned with production and seminar discussion, field problems and research.

Topics will include:

History and development, theories of film construction, camera, director, editing, sound, narrative, documentary, experimental films, use and preparation, super 8, 16 mm, production.

The past 75 years have seen the motion picture rise to the position of an International Language. It has transcended the bounds of entertainment, to provide everlasting documentation of the world, its people and events. It has given added scope and incisiveness to every area of human activity. Our image and understanding of the world more often are gained through film and photographs than personal experience. The esthetics and techniques of a medium so broad in implication should be understood by all.

A \$15.00 laboratory fee is charged for this course. The College supplies equipment, special materials, and general laboratory supplies. The student provides his own film.

HA 110

ILLUSIONISTIC SYSTEMS

Robert Mansfield

Experimentation with various materials, methods, and applications relating to illusionistic systems. Working with two and three dimensional space the student could incorporate various media into aesthetic visual systems—lucite, for example. Tools such as a vacuum former, oven, and impression table, used in lucite modeling, could be built by the class at minimum expense.

As a workshop in the study of still and kinetic illusion, elements of design, painting, photography, and sculpture will be studied, experimented with, and used by the student.

HA 135

MUSIC AS A SOCIAL ACTIVITY

Randall McClellan

An investigation of the uses and functions of music in both literate and non-literate societies.

Areas of study in the course include:

The role and status of the musician in society.

Various concepts of creativity held by different societies.

Economics and music.

Acceptance of what is considered to be music in various cultures.

Music as communication.

Selection and education of musicians in various cultures.

Music and religion.

HA 157

PSYCHE AND SYMBOL

John R. Boettiger

This seminar will undertake a study of the development of consciousness—in Jung's terms, of the process of individuation—and an exploration of the connections between individual psychic development and the presence in human culture of the sort of elusive and pervasive symbolic forms that Jung has described as archetypal. The course may alternatively be identified, then, as an exploration of the psychology of Carl Gustav Jung. His own works and those of his students—notably M. Esther Harding, Edward Whitton, and Erich Neumann—as well as the writings of Jung's critics, will be reviewed.

Members of the seminar will have an opportunity to encounter something of the course of their own lives as they examine their responses to a Jungian understanding of the development of consciousness. "My life," wrote Jung in his autobiography, "is a story of the self-realization of the unconscious. Everything in the unconscious seeks outward manifestation, and the personality too desires to evolve out of its unconscious conditions and to experience itself as a whole."

HA 170

RUSSIA AND THE WEST

Joanna Hubbs

A course in Modern Russian History with a particular emphasis on cultural dislocation resulting from pressures from the West and problems of national organization. Forced Westernization causes a split in traditional culture and the emergence of two cultures: native and Western (high and popular). Emphasis will be given to the impact of this split upon the psychological makeup of the late 18th- and 19th-century intelligentsia. Writings by N. I. Novikov and A. Herzen will be read.

Multi-media methods (Church music; folk literature; design and art; music; film—especially Eisenstein's work) underscore the clash of traditional Russian culture with the intellectual and technocratic borrowings from the West. We will consider the emergence of Western genres—drama, novels, journals—and the division of native and Western culture in Russia as a conscious-unconscious split. The role of the artist is seen as of particular importance in the attempts of the intelligentsia to come to terms with their dilemma.

Readings will be primarily from literary sources.

HA 175

STILL PHOTOGRAPHY WORKSHOP

Elaine Mayes

The photograph as Art and Communication; its production and implications.

Photography has become one of the primary means of visual experience today. The directness and impact of the photograph makes an understanding of its techniques indispensable to the artist, teacher, student. So varied is the use of photography in all areas of human endeavor that the need of a "visual" literacy becomes of basic importance.

The course is designed to develop a personal photographic perception in the student through workshop experiments, discussions of history and contemporary trends in photography, and field problems to encourage awareness of the visual environment.

A \$15 laboratory fee is charged for this course. The College will supply chemicals, laboratory supplies, and special materials and equipment. The student provides his own film and paper.

HA 150

STUDIO

Arthur Hoener

Any two of the following studio workshops will constitute a Division I course. Workshops may be taken in any order, i.e., one workshop in the Fall Term and the other during the Spring Term, or two workshops in either the Fall or Spring Term.

Each workshop will meet twice a week for two hours—once with the instructor and once with a Hampshire Fellow.

Drawing an exploratory study of methods of representing an idea graphically. Individual creative approaches will be emphasized.

Painting a study of basic painting techniques dealing with the physical and optical properties of paints, pigments and vehicles. Students will be encouraged to develop a creative approach to their painting. The painting of the old and new masters will be analyzed in order to study the plastic idiom.

Figure Drawing a study of ways and methods of representing the human form. Time will be devoted to the experimental use of graphic media. Slide lectures will deal with ways that man has perceived his fellow man and graphically represented him. There will be a lab fee of \$10.00.

TECHNICAL ASPECTS OF MUSIC

Randall McClellan

An historical and cross-cultural investigation of the basic elements of music. The course will begin with the discovery of the various aspects of sound (pitch, timbre, texture, density, intensity), and its complement silence ("No sound fears the silence into which it will fade and no silence exists that is not pregnant with sound."), time and space. The second part of this course will investigate the way in which composers of different eras and cultures have combined these elements in the process of making music. In addition an attempt will be made to discover certain characteristics common to all music and to compare them between different composers and cultures, i.e., the principle of tension and release, of phrase and of cadence.

HA 185

Printmaking studio work in planographic print media (woodcuts, wood engraving, typographic forms, etc.). Emphasis on printmaking as an individual creative form of expression with a strong emphasis on the craft necessary to achieve this end. There will be a lab fee of \$10.00.

Silk Screen studio work in the art of silk screen printing. Lacquer film method and glue and tusche processes will be explored.

Photo-silk screen studio work in translating photographic images into a graphic form. Emphasis will be placed upon the creative interplay of these two techniques.

HA 180

TIME-SPACE LABORATORY

Arthur Hoener

The study of multi-media modes of conceptualizing. Experiments in physical and psychological "communicating" environments using graphic and theatrical forms with concern for information content. Emphasis upon the effects of light, time, space and motion.

To include theater games, stage presentations, slide tape presentations and environmental studies.

A \$15.00 laboratory fee is charged for this course. The College supplies tools, some chemicals and experimental raw materials. Most necessary personal art supplies will be stocked in the College bookstore or are available through local dealers.

HA 160

TWENTIETH CENTURY AMERICAN BLACK LITERATURE
Eugene Terry

The emphasis in this course will be on the major fictional forms Black writing has taken in this century in America. The novel and the short story will receive particular attention.

Black literature will be read and studied as exemplifying in special ways the dynamics of literary form. There has been a notable tendency among critics of Black literature to underrate the study of form—for example, the classic form of Black autobiography, with its recurrent movement from despair to insight through successive attention to self, race and humanity. Examples of biography and autobiography will be studied in this perspective, as well as to understand better the general implications of Black literary themes, characters and styles for wider cultural questions of the relationship between literature and human history.

HA 141

WRITING POETRY: A TECHNICAL APPROACH
David Roberts

A writing class in poetry, taught as a course in the basics of meter, rhythm, rhyme, and form. There will be no attempt to force students ultimately to choose a formal style for their own poetry; but there will be an insistence on undergoing, as an experiment for the sake of developing control of language, many of the formal and stylistic demands that English poets have accepted since Chaucer. Forms attempted will range from the villanelle and rondeau to the limerick and haiku; meters, from iambic pentameter to free verse; styles, from the occasional to the apocalyptic.

HA 190

UTOPIAS: IDEAL AND EXPERIMENTAL COMMUNITIES IN THEORY AND PRACTICE
James Haden and Barbara Turlington

Man is not the only social animal, but he is the only one that is able to take deliberate thought about the communities he lives in. The variety and quantity of writing about possible forms of society are immense, as is the number of experiments in establishing intentional communities. The writings range from Plato's *Republic* in the 4th century B.C. through the classic utopian and anti-utopian novels to the latest issue of *The Modern Utopian*, the journal of present communal experiments.

There are many real and basic problems and issues involved in thinking about utopian communities. These center on the complex relations of human beings to their societies, and on people's ideals regarding themselves. Does the form of a society make the individual good or bad, and if so, how?

Is societal organization incompatible with individual freedom? How much do the means chosen by the society to achieve its objectives influence individual development? These questions are important not only for those who might join an "intentional community" or commune, but for any kind of social planning—urban design, education, local government, welfare programs. And at bottom is the fundamental question: What is man and what ought he to be?

Students in this seminar should be able to begin to develop their own standards by which to judge actual societies and to decide on improvements they want to work for. They will have a chance to study the writings of utopian thinkers and their critics and to examine experiments in communal living in this country, both those of the 18th and 19th centuries and those of today. Since this area has several communes in operation, the class will visit at least one of these. The objectives and means of social planning will be discussed, as well as ways in which alternative community structures might further the development of the individual human being.

Readings will include some of the classical utopias (Plato, More, Bellamy), some modern ones based on social science methods (Skinner), anti-utopian novels (Huxley, Zamyatin, Orwell), science-fiction novels (Heinlein), and descriptions and studies of intentional communities past and present. Interested students may do further reading on special topics such as urban planning or theories of freedom and their relation to utopian thought.

HA 187

THE AMERICAN LITERARY LANDSCAPE
David Smith

"The land was ours before we were the land's," says Robert Frost, who also speaks of our "vaguely realizing westward." This course will examine the function of the *specifically American setting* in the work of a number of American writers from the Puritans through Faulkner and Frost. Neither a survey nor a course in one genre, the course will instead concentrate on four related sub-themes for which literary examples are plentiful: wilderness, virgin land, the garden, property. Around each of these ideas cluster a number of assumptions, attitudes, and myths, and a lot of good writing. Some likely examples: William Bradford, Captain John Smith, William Byrd, Thomas Jefferson, Crèvecoeur, Cooper, Thoreau, Hawthorne, Mark Twain, Frost, Faulkner, Robert Lowell.

HA 201

FILM WORKSHOP
Jerome Liebling

A workshop to help the student continue to develop his use of film toward the development of a personal vision.

Specific areas of concern:

"The film as a tool for environmental and social change."

"Aspects of the experimental film, its esthetics, energy, personal vision."

"Expanded cinema—new movements in film esthetics."

The course will involve lectures, field work, seminars and extensive production opportunity. It is for students who have completed film, photography or TV classes in Basic Studies or their equivalent—or permission of instructor. There will be a lab fee of \$25.00.

HA 210

CANTERBURY PILGRIMAGE:
AN IMAGINATIVE JOURNEY INTO
MEDIEVAL ENGLAND
Sheila Houle

This course will explore the many roads of 14th century English culture—the history of the times, the art and music, but especially the literature. We will travel this road in the company of the master of journey-literature, Geoffrey Chaucer and a West Midlands contemporary of his, the unknown author of *Sir Gawain and the Green Knight*, a marvelous tale of King Arthur's knight and his journey. We will also travel the byroads of religious and secular lyrics and may stop for a mystery play or a morality.

The journeymen making this pilgrimage will have an opportunity to explore on their own the further reaches of the main highway or to go off on a byroad that intrigues them. In the true Canterbury tradition, each pilgrim will be invited to share his tale with the others.

HA 205

GRAPHIC DESIGN APPRENTICESHIP
Arthur Hoener

The mission of the graphic designer today is to develop visual organizations that will expand upon a verbal message or to present an aspect of a message that cannot be completely conveyed with words. This course will involve the development of visual information for the College through design, typography, illustration and photography.

Students serving as apprentices will be involved in all aspects of the design process from the conception of ideas through the preparation of finished art and mechanicals, booklets, brochures, posters and any other graphic material that the College feels it might need to develop its visual imagery.

Design process, decision-making and the hard realities of getting a piece of visual communications completed will be major considerations.

Limit is eight student apprentices—at least two photographers. (Admission with permission of instructor only.)

HA 240

MAN-MADE ENVIRONMENT

Norton Juster

This course will center on research studies of some of the classic problems in environmental design. Some possible areas of project research and investigation:

Primitive shelter and vernacular environment

The city in history

an examination of urban environment at a particular time or era

Townscape—Streetscape

studies of movement, use, expression and identity

Recreation spaces

The market

The mobile living unit

Prefabrication

Demountable, expandable, expendable and temporary environment

Experimental learning environments

Movement—the choreography of environment

Prisons

The New England town

Visual notation

Structural systems—historical

present future

The use of the computer in programming

The ideal city—the concept of utopia

HA 215

PHOTOGRAPHY WORKSHOP

Jerome Liebling

A workshop to help the student continue to develop his creative potential and extend the scope of his conceptions in dealing with photography as:

Personal confrontation

Esthetic impressions

Social awareness

Through lectures, field work and seminars the student will attempt to integrate his own humanistic concerns with a heightened esthetic sensitivity.

Through the study of a wide variety of photographic experience and the creation of personal images, the student can share a concern for the possibility of expression, and the positive influence photography can have upon the esthetic and social environment.

(For students who have completed photography, film or TV classes in basic studies or their equivalent, or permission of instructor.)

There will be a lab fee of \$15.00.

HA 225

PLATO'S EARLIER DIALOGUES

James C. Haden

The richness and subtlety of Plato's philosophical artistry exhibited in his dialogues are never-ending. Unfortunately, academic treatments of them tend to abstract certain doctrinal bones which lend themselves to system-building or to refutation, depending on the abstracter's outlook. Yet it seems juster to Plato to say, with J. H. Finley, Jr., that in a mind like his "ideas are not distilled and separated off from emotion and the senses, as if these impeded thought; rather, it works and moves as the consciousness itself seems to do, simultaneously entertaining ideas, sensuous impressions, moral tones, feelings of attraction or dislike, all inextricably bound together and speaking as one."

This is especially true of the dialogues from the first half of Plato's philosophical career, which probably culminated in *The Republic*. I don't propose to deal in this course with that book, since it is very long and complex and is also likely to be encountered in other courses. Instead, I want to make a close textual study, with the attitude described by Finley in mind, of several of the shorter dialogues, such as the *Charmides*, *Lysis*, and *Euthyphro*, and two or three of the somewhat longer masterpieces like the *Gorgias*, *Phaedo*, *Protagoras*, and *Symposium*.

HA 230

SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Dear Students:

In our design of courses for the Fall of 1971, we have tried to take full advantage of experience with the teaching of science in our first year of work with students. As many of you know, we have run into some problems: the hardest is to persuade people who have been alienated from science to join in our attempt to bring the sciences back to the liberal arts. Some of us, including at least a few of our students, feel that we have invented some attractive ways of beginning that attempt. I would point for example to Professor Coppinger's leadership in the development of an environmental quality program, to Professor Domash's good idea of turning an interest in farming into an introduction to science, to Professor Foster's imaginative teaching in human biology, and to Professor Miller's unusual approach to applied microbiology.

Although our success with the physical sciences is less noticeable, we have made a good start in the development of our astronomy program under the Gordons. It is now possible for students to work on problems in optical and radio astronomy with excellent facilities. We have begun a cooperative program with the Brookhaven National Laboratory, where students can obtain support and opportunities for research in almost every science. And we are continuing to improve our on-campus opportunities in physics, chemistry and mathematics. The Natural Science Building is close to completion, and will add significantly to our growing facilities.

In the Fall of 1970, we created a lecture-seminar course in Cybernetics and the Brain, led by three instructors in different disciplines, as an interesting approach to science for people who think of themselves as nonscientists, but who have serious aims toward mastering a special topic. Next Fall we shall explore another way of attracting such people. It is a modular course, entitled "Perspectives in Experimental Science," designed for students in Division I. Students can enter and leave the course at one-month intervals, pursuing topics of special interest. We have also designed a modular course in biology for students in Division II. It is entitled "De Rerum Natura" with an intent to suggest the extension of Lucretius' philosophical idea to modern biology.

Our list of programs and courses is not yet complete. Faculty members yet to be appointed will be trading ideas with us over the next few months, leading to the finishing of our plans. It is very likely that we shall be adding modules in applied mathematics to the Perspectives course, that we shall be able to offer at least one course in the problems of science teaching at the elementary school level, and that we shall begin a program in History of Science. Although we are not planning a course built around public lectures, in the style of Professor Arbib's series in Cybernetics, we shall reserve one evening each week for a lecture in science by a distinguished visitor to Hampshire.

Finally, I emphasize the fact that the Environmental Quality Program is not restricted to the sciences; the nature of the problem requires that it be approached from every point of view. I urge you to read our description of the Program as a responsibility which we wish to share with all members of the College.

DEAN EVERETT HAFNER

SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

DIVISION I

- NS 110 ENVIRONMENTAL QUALITY PROGRAM
RAYMOND COPPINGER, CHAIRMAN
- PERSPECTIVES IN EXPERIMENTAL SCIENCE
- NS 105 BUILDING A LASER ☐ LAWRENCE DOMASH
- NS 112 CHEMICAL EQUILIBRIUM ☐ NANCY LOWRY
- NS 115 COLOR VISION ☐ LAWRENCE DOMASH
- NS 125 COSMOLOGY ☐ KURTISS OR COURTNEY GORDON
- NS 145 LIGHT WAVES AND HOLOGRAPHY
LAWRENCE DOMASH
- NS 180 OBSERVATIONAL OPTICAL ASTRONOMY
COURTNEY GORDON
- NS 150 RADIO ASTRONOMY AND PULSARS
COURTNEY GORDON
- NS 155 THE RIGHT SIZE ☐ EVERETT HAFNER
- NS 165 STRUCTURE AND SOLUBILITY ☐ NANCY LOWRY
- NS 170 THE THEORY OF RELATIVITY
LAWRENCE DOMASH
- NS 130 ULTIMATE INTERACTIONS AND SYMMETRIES OF ELEMENTARY PARTICLES ☐ LAWRENCE DOMASH
- NS 175 WHY THE SKY IS BLUE ☐ LAWRENCE DOMASH
- NS 120 CALCULUS ☐ DAVID KELLY.
- NS 135 GAME THEORY ☐ WILLIAM MARSH
- NS 160 SOUND ☐ EVERETT HAFNER
- NS 140 TIME ☐ KURTISS GORDON
- NS 185 WHY WOULD ANY SANE PERSON BE A MATHEMATICIAN? ☐ KENNETH HOFFMAN

DIVISION II

- NS 215 ALGEBRA ☐ KENNETH HOFFMAN
- NS 201 ASTRONOMICAL OBSERVATIONS
KURTISS AND COURTNEY GORDON AND JOHN STRONG (UNIVERSITY OF MASSACHUSETTS)
- NS 205 DE RERUM NATURA ☐ JOHN FOSTER, CHAIRMAN
- NS 210 ORGANIC CHEMISTRY IN 3-D ☐ NANCY LOWRY

ENVIRONMENTAL QUALITY PROGRAM

Raymond Coppinger, Chairman

Many students entering Hampshire are aware of our rapidly deteriorating environment, our neglect of air and water quality, our misuse of soils and other natural resources, our contempt for the survival of species that share the planet with us, and our priorities which place the advance of technology above the unforeseeable dangers implicit in that advance.

Hampshire's first class responded to the obvious need for study and action by tackling one of New England's historic waterways, the Concord River. After presenting their findings and educational experiences to the public in the winter of 1970, these students have received requests for further information from state and federal legislators, conservation agencies, and interested citizens. The preliminary effort of that group constitutes a major step in combining education with public service, moving toward one of Hampshire's goals.

The first group has taken advantage of its experiment by planning the next phase of the Environmental Quality Program. It proposes that we take an active role in expanding the program into the study of urban problems, with the following broad recommendation:

The ecological crisis which abounds in our nation's cities is a complex one. A wide variety of causes contributes to it, and in order to begin to remedy the situation, all aspects of the problem must be considered and studied. Of course this entails the ecology, chemistry, physics and microbiology of an environment. But science is not enough to solve the problems plaguing our planet. In order to deal with environmental quality, or the lack thereof, one must also consider the history, law, sociology, politics, economy, population, transportation, architecture, health and education of an area.

So speak the students who have been working with us. They are helping us to expand our resources across the College to give new students opportunities to apply skills and concepts acquired in classroom and field to an urban environment. The nearby city of Holyoke, Massachusetts, will be both a site for study and, we hope, a beneficiary of our research.

Students interested in any aspect of Environmental Quality should register for NS110-F71 with the understanding that they need not choose any area of special study until they are reasonably familiar with the full range of the Program. There will be a sequence of core lectures (open to the public), given one evening each week by Professor Coppinger, on a topic under the general heading of "A Search for Environmental Quality." Faculty and student assistants assigned to the Program will generate additional lectures, seminars and research projects directed toward the needs and interests of the city of Holyoke, as well as toward the education of Hampshire students. Under the guidance of a resource person, each student will define his own educational goals, design a research project, and work toward its completion. He may propose his accomplishment for Division I evaluation in the appropriate School.

The current staff of the program is divided into three categories: (1) those faculty advisors who are specifically assigned to the program, (2) students who have participated in the inception of the program and who will act as student leaders, and (3) faculty members who have agreed to respond as consultants to specific needs of students in areas of their expertise.

NS 110

A CHEMICAL LABORATORY FOR THE CITY OF HOLYOKE

Nancy Lowry

Considering my experience over the past year in Northampton, cities very much need access to cheap (or free) chemical testing. If we could set up a laboratory in the city of Holyoke for the purpose of carrying out tests that the city needs (tests for the sewage treatment plant, tests on the water supply, tests on snow removal during the winter), we would be giving students background in chemical testing and providing a service for the city. Ideally we would spend fall semester next year setting up the laboratory and getting it started and training local volunteers (or city employees) in the art of running the tests.

This proposal rests on a few problems that need to be further considered:

- Money
- Finding out what testing the city now has available and what they need in addition to it.

NS 110-1

CLINICAL AND PUBLIC HEALTH PROBLEMS OF AN URBAN COMMUNITY

John Foster

The combination of overcrowding, low income and high pollution levels in a lower class urban community creates special medical problems for its inhabitants. For example, exhaust fumes from streets crowded with automobiles may raise carbon monoxide levels in the blood to the point where they affect the health and effectiveness of the individual. Many of these problems go undiagnosed, and the incidences are unknown because funds and staff are not available to do the work.

The general objective of this course is to establish a small diagnostic screening laboratory which can be used to identify and study the incidences of various kinds of pollution-related public health problems in the city of Holyoke. Such studies could provide direct evidence of harmful effects of environmental pollutants on human beings, furnish quantitative clinical data of use to public health authorities in enforcing quality standards, and perhaps suggest ways in which some of these public health problems could be alleviated.

Since urban communities often contain subpopulations that are quite homogeneous, there are also opportunities for studying the distribution and variation of clinical chemical data as a function of the genetic, dietary and environmental makeup of a particular community.

NS 110-2

THEATRE, ART, AND MUSIC AS ENVIRONMENT

Everett Hafner

Under the guidance of instructors in the performing arts, Hampshire students will design and develop events (plays, paintings, sculptures, models, musical performances) using environmental motifs and techniques. For example, one can study "West Side Story" as both a product of the urban environment and a commentary. Students in the seminar will work with school children of Holyoke in the study of such examples and the expression of their own ideas.

NS 110-3

URBAN ECOLOGY*
Raymond Coppinger

Most cities support thriving populations of all types of life. It is estimated, for instance, that 50,000 dogs survive and prosper in the 250 square miles of New York City. This is probably one of the most successful adaptations that occurs in nature and yet very little study has been done on animal populations in urban areas. A new ecosystem has been initiated within the past century and a half, one made of asphalt and brick and which has been designed for human beings. Like any other ecosystem it calls for adaptations on the part of plants and animals that once lived there as well as those species which have been introduced since. Viewing the growing megalopolis that now exists between Plymouth, Virginia and Plymouth, New Hampshire, including Baltimore, New York, and Boston (and Holyoke), it's hard to believe that few people have ever studied the ecology of this area. It will be our purpose in this course to study urban ecology in its many forms.

The possibilities for study are numerous:

- The interaction of man and his insect parasites, the cockroach, the bed bug, the clothes moth, the house fly.
- The dog and feral cat populations which seem to run the city of Holyoke in the dawn hours.
- The microclimate of large cities.
- The introduction of exotic animals into the American city and the exotic diseases that came with them. Pigeons and cryptococcal meningitis and histoplasmosis. Rats and bubonic plague. Dogs and rabies which are now on the increase. Old World man and smallpox.
- The natural history of Holyoke.

And we may find out just what "nature" will mean in the year 2000 when everything has been paved over.

NS 110-4

* Course designed by Thomas Sperry, Hampshire College student.

WASTE DISPOSAL IN HOLYOKE
Lynn Miller

The operators of a paper mill in Holyoke and the citizens of Holyoke have a common problem—what can they do with solid and liquid wastes? The traditional answers are to dump them on the commons (public ground) or, if that is impossible, find a profitable use for the wastes.

Unfortunately for us today the first answer has prevailed throughout the world even in our public health practices. We *do* treat our sewage (as little as the enlightened taxpayer will allow us)—then we throw away, burn, bury, or pollute our rivers with the tons of "first quality" fertilizer resulting from a well run sewage plant.

The paper mill operator dumps sulfite "waste" because he cannot profitably reclaim it. This waste, like sewage, can be converted by microorganisms into potentially useful organic forms.

The householder dumps his paper, garbage and other wastes. Most household wastes are biologically or chemically "rich" (in energy) and could be usefully recycled. Why doesn't Holyoke (and other communities) recycle its wastes?

This seminar will examine, through field trips, literature, and in the laboratory, one of these "problems"—the one (sewage, sulfite or solid waste) to be decided upon by the group. We will not only learn what has been done in the past but will attempt to formulate and test novel solutions to the problem.

Whichever problem is selected will be the subject of continued study beyond the fall term.

Field Trips: 2 times weekly for 3 weeks
1 time weekly for 7 weeks

Literature: Extant maps of sewage (storm and sanitary systems); operation and plans for sewage and solid waste disposal; contracts for solid waste collection and disposal; municipal regulations for disposal.

NS 110-5

PERSPECTIVES IN EXPERIMENTAL SCIENCE

The program is a set of lectures and modular courses designed to introduce students to contemporary topics and problems in science, with emphasis on the physical sciences. There will be a sequence of core lectures (open to the public), given one evening each week by members of the Faculty and visiting scientists. Students will normally choose three modules to be taken sequentially during the Fall Term. Each modular course lasts for about one month.

We have several aims for the program, which is our second experiment in science as a component of the liberal arts (the first was a lecture-seminar course "Cybernetics and the Brain," taught by William Marsh, Michael Arbib and Edward Kriekhaus in the Fall of 1970). The program is directed mainly toward the needs of students whose interests in science are uncertain or undeveloped. We hope to provide a sufficient variety of topics and approaches for them to discover their places in science. We also wish to provide better opportunities than term-long courses can for the development of new topics, for engaging a large fraction of the faculty in contact with new students, and for attracting other members of the Five-College community. And we aim to give our students flexibility and mobility in their search for a way into science.

The modules so far proposed are described here; there will probably be more. In registering for the program, a student should indicate his preference for the first module he wishes to take. His subsequent choices can be delayed until the term has begun. Since the courses are not sequential, and have no prerequisites, he can take them in any order. A student may, with the approval of his advisor, enroll for any one of the month-long modules without being enrolled in the total program.

TENTATIVE PROGRAM

1 Building a Laser

Lawrence Domash

The class assembles parts from cheap sources and builds an Argon laser, studying how it works as it goes along.

NS 105

2 Chemical Equilibrium

Nancy Lowry

Equilibrium considerations are important in all branches of science. Chemical equilibria are especially interesting in the light of their effect on systems as varied as rivers, lakes, oceans, and blood. The course is to be entirely self-taught through films, tapes, a text, miscellaneous readings, and problems; a tutor is available as consultant.

NS 112

3 Color Vision

Lawrence Domash

Experiments and theories in color vision. Color photographs in the Land theory. Emphasis on issues and conflicts in science.

NS 115

4 Cosmology

Kurtiss or Courtney Gordon

Are you curious about the origin of the universe? Its evolution in the past and future? This course will consider some of the basic questions in cosmology, including the theories of

Steady State

Big Bang

Dirac

Eddington.

Readings will be drawn primarily from *Concepts of the Universe* by Paul Hodge, *Modern Cosmology* by J. Singh, *Fact & Theory in Cosmology* by G. C. McVittie.

NS 125

5 Light Waves and Holography

Lawrence Domash

Using lasers to study diffraction of light waves, culminating in making of a hologram.

NS 145

6 Observational Optical Astronomy

Courtney Gordon

Observing the sun, stars, planets, moon and nebulae, students will:

- Study sunspots as they rotate with the sun.
- Learn how heavenly bodies "move" across the sky.
- Measure the heights of mountains on the moon.
- Observe the moons of other planets.
- Photograph Saturn through a telescope.
- Measure occultations of stars.
- Record the magnitudes of variable stars.

The course will rely heavily on Hampshire's telescopes, which range in size from 3 to 8 inches. As much time as possible will be spent on actual observation. The reference text will be C. Abell's *Exploration of the Universe*, with other readings to be drawn from the current literature.

NS 180

7 Radio Astronomy and Pulsars

Courtney Gordon

The basic techniques of radio astronomy will be introduced through the study of pulsars. We will observe with the Five-College radio telescope at the Quabbin Reservoir. Possible projects include:

- Determining emission measures of pulsars.
- Measuring pulsar periods.
- Studying amplitude variations with time.

Readings will be drawn from many sources.

NS 150

8 The Right Size

Everett Hafner

Natural systems—electrons, atoms, living organisms, planets, stars, galaxies—have characteristic sizes in the sense that, within an order of magnitude or two, all of the things in a given category have equal measure. An atom cannot be as large as a baseball; the legs of a twelve-foot giant man would be crushed by his own weight. What is it that determines the right size of something? The answer takes us through the fundamental laws of physics and the properties of biological systems. Students will sample a large literature on the subject, beginning with Galileo, and will hear about some problems not yet solved.

NS 155

9 Structure and Solubility

Nancy Lowry

Did you ever wonder why coke fizzes when you open the bottle? Why oil and gasoline "float" on oceans and ponds? Why DDT "accumulates" in animal fatty tissue? By learning the answers to these questions and many others, students will begin to understand chemistry.

NS 165

10 The Theory of Relativity

Lawrence Domash

Some surprises in the nature of space and time:

- Einstein's theory.
- Simultaneity and the clock paradox.
- Masses and lengths at high speed.
- Interstellar travel.

To provide a working understanding of special relativity for students with no previous background.

NS 170

11 Ultimate Interactions and Symmetries of Elementary Particles

Lawrence Domash

A theoretical nonlaboratory module for nonscience students. An explanation of the present situation in elementary particle physics; symmetries, quantum mechanics and the ultimate laws of nature. Readings and discussions: "The Force That Through the Green Fuse Drives the Flower."

NS 130

12 Why the Sky Is Blue

Lawrence Domash

An outdoor study of colors in nature: the sky, rainbows, bird feathers, flowers, oil slicks, and their scientific explanations.

NS 175

CALCULUS

David Kelly

A first course in calculus for Hampshire students was devised and taught by Kenneth Hoffman in 1970-71. Recognizing that students and teachers of calculus are caught in a dilemma between the pure and applied aspects of the subject, Hoffman urged each student to explore calculus according to his own interests and needs. He also encouraged his class to make liberal use of computers as useful and stimulating aids to their mathematical development.

Response to the course was excellent; we shall therefore follow many of his leads in planning our next version. Students will once again be treated as individuals, with special backgrounds and interests. In particular, we expect that some students already know something of calculus when they arrive at Hampshire. The structure of the course is free enough to make their participation profitable to them and to others. They will be able to begin their work here at the point where their previous efforts ended.

NS 120

GAME THEORY

William Marsh

Game theory is a branch of mathematics which is less than fifty years old, is accessible to beginning students, has its origins (like much of mathematics) in worldly problems, and yet can serve as an introduction to such purely mathematical ideas as linearity and convexity.

The seminar will provide tools for the solution of finite two-person zero-sum games, and will survey the theory of games which are infinite, many-person, or non-zero-sum. Concurrently the applicability (or lack of it) of these theories to problems in social science will be examined by reading, among other things, parts of T. C. Schelling's *The Strategy of Conflict* and works developing from it.

NS 135

TIME

Kurtiss Gordon

This seminar was designed as an experiment in the Fall of 1970, attempting to develop special aspects of the concept of time in natural and social sciences and the arts. We dealt then with such things as reversibility, entropy, time dilation in special relativity, clocks (radioactive, atomic, astronomical, biological), aging, rhythm in music, time in literature, and social and legal aspects of time.

We believe that the experiment was successful, and we shall therefore continue and extend the study with a new group of students. The work consists of reading, laboratory studies, and preparation of original papers.

NS 140

**WHY WOULD ANY SANE PERSON
BE A MATHEMATICIAN**
Kenneth Hoffman

"A mathematician, like a painter or a poet, is a maker of patterns."
C. H. Hardy

All too often, people conceive of mathematics as a ponderous collection of obscure formulae, definitions, and theorems to be memorized blindly, totally incomprehensible and/or uninteresting to ordinary mortals.

Relatively sane people do become mathematicians, though, for a variety of reasons. One force that draws many mathematicians to their subject is an aesthetic one. In exploring the patterns and structures of mathematics, one can experience a sense of beauty and delight similar to that encountered in listening to (or writing) a piece of music.

I should like to see if we can capture some of this feeling. It can be done in part by studying the writings of mathematicians who have tried to express this attitude, and we will do some of this. By and large, however, the best way to appreciate the structure of mathematics is to investigate some of the actual problems, solved and unsolved, that have fascinated mathematicians. There are areas of mathematics full of questions that are clear and intriguing, yet accessible to people with modest backgrounds. We shall draw problems from the fields of number theory, topology, combinatorics, graph theory, the theory of infinities, and others. Students will be expected to work first on their own, then as a group in the seminar.

NS 185

SOUND
Everett Hafner

Hampshire College is the home of the Five-College electronic music studio, whose equipment includes a large Moog synthesizer. Adjoining the studio is a well-equipped electronics lab for construction and test of new components. The whole facility lends itself not only to the production of music, but to the study of sound under ideal laboratory conditions. It provides us, in fact, with a provocative way of introducing ourselves to the laws of classical physics, with emphasis on the properties of oscillations and waves. It also makes possible a laboratory study of sound perception and the psychology of music.

The studio has been used for these purposes (in addition to its extensive use in composition) in the January and Spring terms of 1971, and some of the difficulties in designing and operating such a course have been overcome. We hope that our experience is leading to the development of a vivid and productive way of learning physics and electronics.

The course has no prerequisites. In particular, calculus is not used extensively in the development of physical theory; instead, we program our problems for solution by computer. We encourage students to master studio techniques so that they can qualify as independent users of equipment for the purposes of music. But they must recognize this as a peripheral aspect of the course. Its main purpose is to teach physics.

NS 160

HUMAN LEARNING AND COGNITION
Michael Cole
Division I—Fall 1971

This course will examine current psychological research and theory on human cognition. The major phenomena relating to conditional reflexes, memory, concept learning and problem solving will be surveyed. Emphasis will be on formulating testable hypotheses about the nature of psychological processes, rather than on cataloging data.

The latter part of the course will be devoted to the question of presumed group differences (groups being defined by age/race/social class) in terms of basic cognitive processes.

(Div. II students by permission of the instructor.)

SS 180

THE NATURE OF THE BRAIN
Dr. Frank Ervin and Staff

In a time of widespread and sophisticated knowledge of many natural phenomena, the workings of the brain are mysteries which are only beginning to be unraveled by researchers from many disciplines.

We shall present the following types of questions during the class meetings (which will be a combination of lecture, informal seminar and some field work, if time permits):

- What general statements can be made about the manner in which a brain "computes"?
- How does the brain form an internal model of external events?
- How has the human brain evolved differently from those of other animals?
- What could constitute "artificial intelligence"?

Although the complete details and technical explanations of some research projects relevant to this study require advanced skills in order to be fully understood, many of the key concepts about which study of the brain is organized are accessible to the curious layman. The ability and desire to think about ideas which are somewhat unusual, but straightforward, will be of much more importance to the student taking this course than any particular technical skill or training. More than a rudimentary knowledge of mathematics is not required. Those who are learning an advanced topic in mathematics, a body of philosophical thought, or a new technique in biology will be encouraged to bring this material into the course for the benefit of all concerned.

Readings will be largely confined to four or five inexpensive paperbacks which will provide the student with an overview of the many facets of research being brought to bear on our topic. Copies of journal articles will be available to those students who wish to pursue a topic in depth.

NS 192

HUMAN BIOLOGY IN HEALTH AND ILLNESS

John Foster

Man's ability to adapt to a variety of habitats, and to modify his surroundings to suit himself, tend to obscure for him the fact that he is still a biological system. However, he is reminded of this fact when illness occurs. To understand what happens when illness intervenes, and to prevent it in the first place, requires a working knowledge of the system which is being disturbed. Because a disturbance in one part of the body can produce changes almost everywhere else, one can pick almost any central theme and expect it to touch on a wide range of other topics in human biology. Central themes might include:

- regulation of fat deposition—obesity and starvation
- DNA basis of heredity
- hereditary disorders of metabolism
- differentiation, growth and maturation
- action of hormones on cells
- relation between cellular structure and cell function

For students taking the course as part of the Human Development Program special emphasis will be placed on topics related to the central theme of that program.

A central theme will be developed by studying carefully the work of the investigators responsible for our current knowledge in that field. In this way one can get a feeling for the process of medical research, as well as learning some of the results.

The laboratory will focus on the techniques of medicine rather than the results of medical research. Students can learn some of the common diagnostic procedures and discuss their use in clinical practice. They will perform some physiological experiments on themselves, such as the glucose tolerance test, the effect of exercise on heart function or the influence of diet on the composition of blood and urine. The object is not to train technicians, but rather to enhance a student's understanding of what a doctor does when he treats a patient, and why.

NS 162

THE COPERNICAN REVOLUTION

Stanley Goldberg

More than likely you believe that the earth goes around the sun. Why do you believe that to be the case? On what observations is that belief based? Or if you have not made the observations yourself, what evidence have you accepted as the foundations of that belief? What if someone were to challenge that belief now, arguing that all evidence of the senses reveals that the earth is fixed and indeed it is the heavenly bodies that are in motion? What would you say to them?

This course is an introduction to the history of science, concentrating on the most important religious and philosophical transition in the record of human thought so far. The revelation, through observational astronomy, of the sun as the center of motion in the solar system, becomes the model of scientific revolutions in every field and in every era of our history.

Our job will be to examine the criteria on which one might make a judgment about the place of the earth in the universe and how, in fact, criteria were elucidated at various times in the history of Western Civilization.

NS 195

DE RERUM NATURA

John Foster, Chairman
Raymond Coppinger
Edward Leadbetter (Lecturer)
Lynn Miller

Living material contains complex machinery for performing intricate processes such as respiration, metabolism, and reproduction. Each process can be studied in isolation from the others, often in systems which are clearly not living. Diversity of living forms is the result of different associations and organizations of the fundamental life processes. We shall adopt this point of view as a framework for the course.

We offer a sequence of units, each lasting about four weeks, and each dealing with a fundamental biological problem. An accompanying sequence of core lectures serves as point of departure for each unit and brings the course together into a unified whole.

Each unit is guided by an instructor who provides a variety of experiences: field trips for collection of living material, intensive laboratory studies, and discussion of abstract biological theory. We intend a unit of the course to be more or less self-contained, so that a student with special interests need not participate in all.

Themes for the course will be chosen from a list such as:

- Nature of enzymes and enzyme systems.
- Production and flow of energy in biological systems.
- Beanbag genetics.
- Immune responses and species specificity.
- Synthesis of enzymes and the genetic code.
- The nature and function of ecosystems.

NS 205

ORGANIC CHEMISTRY IN 3-D

Nancy Lowry

I wish to develop a course based on the three-dimensional aspects of organic chemistry. It will cover the various forms of isomerism (structural, geometrical, conformational, stereo) and related reactions and properties. But a broader interpretation could include almost any aspect of organic chemistry, since serious consideration of any reaction or mechanism must be based on the geometry of the breaking and forming bonds.

There is much recent literature in this field. And there are excellent reviews and interpretations, representing the field accurately and in readable form. Such textbooks as Jaffe and Orchin's *Symmetry in Chemistry* (Wiley & Sons, 1965), Mislow's *Introduction to Stereochemistry* (Benjamin, 1966) and Cooke and Crump's *Organic Chemistry: a Contemporary View* are useful. Laboratory work will include analysis of gasoline, synthesis and resolution of an optically active material, and a stereo specific synthesis.

I have several reasons for designing such a course:

- There are students working toward careers for which an understanding of organic chemistry is essential.
- My experience suggests that students like to think about reactions and processes on the microscopic level.
- Organic chemistry is both the field in which I am most competent, and my first scientific love.

NS 210

ALGEBRA

Kenneth Hoffman

The course comprises a systematic introduction to the theory of groups, rings and fields, with some attention to the historical evolution of these concepts and their applications.

While there are no formal prerequisites, it is assumed that students have a fair share of that nebulous quality called "mathematical maturity."

NS 215

ASTRONOMICAL OBSERVATIONS

**Kurtiss and Courtney Gordon and John Strong
(University of Massachusetts)**

An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend somewhat on individual interests: photography and photometry; calibration of photographs; spectroscopy and classification of spectra; determination of stellar temperatures, masses and radii; basic radio astronomy; introduction to telescope design and use; the astronomical distance scale.

(This is the Five-College course ASTFC 37.)

NS 201

SCHOOL OF SOCIAL SCIENCE

Dear Students:

It is a pleasure in my capacity as Dean of the School of Social Science to send you these course descriptions. They represent quite accurately the tastes and interests of the scholars that created them. As I am sure you are aware, one of our most important experiments at Hampshire lies in the decision to use the Division I seminar course as the device through which students will learn the arts of scholarship in the Social Sciences so that they will be able to design a program of study in Division II and be capable of carrying it out with progressively decreasing need for supervision from the faculty.

It is important to understand the goals we have set for ourselves in offering you these Division I courses. We want you to join us in working through a certain set of our literature. We are convinced that the task of comprehensive organization, surveying the varieties of materials now produced in the Social Sciences, and deciding the proper order in which you wish to approach the literature, are all

decisions and practices properly left to the individual student. Having said that, we also want you to understand that we see ourselves as your primary resource for working through your own sense of study. To this end, we encourage you to think constantly how what we are prepared to present to you may be related to those things that you would want most to learn. It is for this reason that this array of courses does not look very familiar to anyone well acquainted with course lists produced by colleges. It is important that our course sections be no larger than sixteen students, and of secondary importance that each individual be able to elect his first choice. Many of you will be asked to accept your second or perhaps even third choices, and we are confident that if you do so you will soon find yourself as deeply engaged as possible.

There are some aspects of our planning for Social Science seminars which are unique. We are currently at work planning opportunities for course assignments which will take you off the campus for brief periods of time. It is our hope that the study of the Social Sciences at Hampshire will involve increasing sophistication on the part of our students with the techniques of field observation and action research. We want our students to be well-grounded in this particular mode, and to be fully aware of the practical as well as ethical considerations which bear on its use. For this reason, the initial plans for Division I students may seem modest, but we feel they are basic. A second area which we are planning to provide on a school-wide basis is training in the quantitative techniques now used by social scientists. Here we hope to provide a central core of instructional resources on which students and teachers may call as they need them in the pursuit of a particular topic. Both of these dimensions, field study and quantitative methods, are seen as practical arts for the Social Sciences which we want to make available constantly to our students and teachers.

We see our task as that of helping you learn how to plan, pursue, modify and complete a course of study in the Social Sciences that displays genuine competence with the material studied. It is this competence that you will display on your Division I examination, which admits you to further study in Division II, or equips you to resume such study after you have left Hampshire.

In the Fall term we are offering several Division II courses designed to serve students who wish to begin more intensive study in the Social Sciences. Our numbers dictate that we try to provide further work in those subjects of central interest to first year students, but it is assumed we will provide sound advisory service to those electing courses at other Five-College institutions.

Students planning to concentrate in the Social Sciences should see these courses in the context of their personal obligations to begin creating a plan of study. We are looking forward to studying with you.

DEAN ROBERT C. BIRNEY

**SCHOOL OF SOCIAL SCIENCE
DIVISION I**

- SS 111 CULTURAL DEPRIVATION AND
COMPENSATORY EDUCATION □ MICHAEL
COLE
- SS 101 THE DEVELOPMENT OF THE POLITICAL
SELF □ GAYLE HOLLANDER
- SS 105 DUE PROCESS OF LAW □ DAVID MATZ
- SS 145 HEARTS AND MINDS: TOWARD AN
UNDERSTANDING OF THE WAR IN
INDOCHINA □ ROBERT RARDIN
- SS 125 MAN, THE ADVENTURER: A
PSYCHOLOGICAL STUDY OF PERSONAL
STRESS-SEEKING BEHAVIOR □ LOUISE
FARNHAM
- SS 140 N. O. BROWN, R. D. LAING, H. MARCUSE:
VIEWS OF HUMAN NATURE □ JAMES
KOPLIN
- SS 130 THE OUTSIDERS □ PENINA CLAZER
- SS 115 POLITICAL JUSTICE □ LESTER MAZOR
- SS 120 PSYCHOLOGICAL CONCEPTIONS □ ROBERT
BIRNEY
- SS 114 SEMINAR IN CONSTITUTIONAL LAW: THE
FIRST AMENDMENT □ R. BRUCE
CARROLL
- SS 135 SIGMUND FREUD AND THE ORIGINS OF
PSYCHOANALYTIC THEORY □ LOUISE
FARNHAM
- SS 155 UTOPIAS: IDEAL AND EXPERIMENTAL
COMMUNITIES IN THEORY AND
PRACTICE □ BARBARA TURLINGTON AND
JAMES HADEN

DIVISION II

- SS 205 COMPARATIVE AUTHORITARIAN
GOVERNMENT □ GAYLE HOLLANDER
- SS 210 CONTEMPORARY SOCIAL MOVEMENTS
PENINA CLAZER
- SS 215 THE LEGAL PROCESS □ LESTER MAZOR
- SS 220 WOMEN AND THE LAW □ LESTER MAZOR

**CULTURAL DEPRIVATION AND
COMPENSATORY EDUCATION
Michael Cole**

This course will review popular and unpopular theories designed to account for the poor school performance of various minority groups and the educational policies which they imply. Head Start and other programs will be evaluated for their worthiness theoretically and practically. Emphasis will be given to the logic of drawing inferences about group differences in intellectual competence and the psychological mechanisms that are said to govern successful school performance.

Basic readings: Bloom, Davis, and Hess, *Compensatory Education for Cultural Deprivation*; Deutsch et al., *The Disadvantaged Child*; Harvard Ed. Review—Selected articles; Hess and Bear, *Early Education*; Hunt, *Intelligence and Experience*; McDill, E. L., McDill, M. S. and Sprete, *Strategies for Success in Compensatory Education*; Williams, *Language and Poverty*; Kohl, *36 Children*.

SS 111

**THE DEVELOPMENT OF THE POLITICAL SELF
Gayle Hollander**

This seminar will deal with the formation of the political self; the process by which an individual becomes acquainted with his community's political rules and expectations and comes to view himself in relation to the world of politics. Analysis will focus on such questions as: (1) How does the nature of the political system affect individual political learning? (2) What is the relationship between individual development and the process of learning about politics? (3) What are the relative functions of society's agents (the family, peer groups, formal institutions and organizations, symbols of state authority, etc.) in contributing to the political growth of its members? (4) How are the various dimensions of political involvement acquired? (5) How do historical events influence the future perceptions of individuals about political life? (6) What factors in individual and group psychology affect the formation and functioning of the individual as a political being?

In addition to the contributions of recognized scholars in the field of political socialization (notable among whom are Herbert Hyman, Robert Hess, Judith Torney, Fred I. Greenstein, and David Easton), the work of psychologists (such as Stanley Milgram and Hans Toch), and of anthropologists (Oscar Lewis and Margaret Mead), as well as a number of biographical and autobiographical accounts (Wolfgang Leonhard, Erikson on Hitler and Gandhi, Bernadette Devlin, Malcolm X) will be used as sources.

SS 101

DUE PROCESS OF LAW

David Matz

This course will focus on one particular set of civil liberties problems, those dealing with the purpose, history, and meaning of "due process." With the nature of a "fair trial" under attack by both the political left and the political right, some clarity about and concern for the values inherent in due process, and the importance of those values, are essential.

The course will attempt several approaches to the problem of understanding due process, viewing it from the perspectives of courts, police, defendants, and social critics. One question to be addressed is the circumstance in which our judicial system is vulnerable to the passions of the times, and the circumstance in which it maintains its independence. The readings will include judicial opinions and critical writings.

SS 105

MAN, THE ADVENTURER: A PSYCHOLOGICAL STUDY OF PERSONAL STRESS-SEEKING BEHAVIOR

Louise Farnham

What types of people are likely to seek stress by challenging nature, by engaging in dangerous sports, by intense competition? Why do some individuals seek danger, or difficult problems, or in other ways promote their personal feelings of stress? What social arrangements are made which promote and facilitate stress-seeking behavior? How is stress-seeking behavior controlled and regulated by society? What does stress mean physiologically? Are there sex differences in stress-seeking?

This seminar will be concerned with such questions in an attempt to understand the motivations and phenomenology of fliers, sky divers, mountaineers, explorers, sailors, and other adventurers. In preparation for this psychological analysis, the seminar would achieve an understanding of the physiological response to stress.

Materials for the course would include such works as Selye's *The Stress of Life*, Radloff and Hielmreich's *Groups Under Stress: Psychological Research in Sealab II*, Douglas Bond's *The Love and Fear of Flying*, James Ullman's *Americans on Everest*, Wilfrid Noyce's *The Springs of Adventure*, Klausner's *Why Man Takes Chances* and *The Quest for Self-Control*, as well as articles from the psychological literature and fictional accounts of adventure.

SS 125

HEARTS AND MINDS: TOWARD AN UNDERSTANDING OF THE WAR IN INDOCHINA

Robert Rardin

The United States is currently involved in the longest and most controversial war in its history, the undeclared war in Indochina.

This seminar will begin with a review of the history of Indochina, emphasizing events following World War II. This review will include the reading of relevant historical documents, such as the Geneva Accords.

Next, the seminar will examine the course of American involvement in Indochina. In this analysis, the focus will shift from Indochina to the United States, as the seminar seeks to understand developments in Vietnam, Cambodia, and Laos within the over-all political and military framework of American containment strategy. Special attention will be paid to the making and implementation of foreign policy, in particular the role of the Department of State and the Department of Defense within the American government.

Finally, the seminar will examine various theories as to why the war continues and consider how the war might be brought to an end.

Throughout the semester, seminar participants will follow current events in Indochina by reading both the national and international press.

The seminar will meet for discussion once a week for roughly three hours. Documents will be drawn from three paperback anthologies: Gettleman, *Vietnam: History, Documents, and Opinions*; Gettleman and Kaplan, *Conflict in Indochina*; and Raskin and Fall, *The Viet-Nam Reader*. Readings will include *The Indochina Story* by the Committee of Concerned Asian Scholars; *Pentagon Capitalism* by Seymour Melman; "Vietnamese Crucible: An Essay on the Meanings of the Cold War" by Carl Oglesby; *The Roots of American Foreign Policy* by Gabriel Kolko; and selected works by Robert L. Heilbroner, I. F. Stone, Ralph Lapp, Noam Chomsky, David Horowitz, and others.

SS 145

**N. O. BROWN, R. D. LAING, H. MARCUSE:
VIEWS OF HUMAN NATURE**
James Koptlin

Three contemporary and widely read scholars—Herbert Marcuse, Norman O. Brown, and R. D. Laing—present very different views of human nature. All agree that most human societies are currently organized in ways which minimize the personal growth and interpersonal fulfillment of the individual members. But, these authors differ in their vision of liberation and their strategies for attaining a liberated state.

These differences exist in spite of the fact that Sigmund Freud is a common intellectual ancestor for all three men.

In this course we will read and discuss some of the major works of each author as well as some of the critical essays that are available which compare and contrast these works. We'll look particularly at the role Freud has played in each case. Our goal will be to try to choose one position (or a combination, or some as yet unspecified alternative) that best represents the reality we see around us.

Here are some suggested readings. I assume we will select, reject and add items to the list as we come to recognize our common ground during the initial meetings of the class.

Marcuse, *Five Lectures, An Essay on Liberation*, and *Eros and Civilization*; Brown, *Life Against Death and Love's Body*; Laing, *The Politics of Experience, The Politics of the Family*, and *The Divided Self*; MacIntyre, *Herbert Marcuse, An Exposition and a Polemic*; Roszak, "The Dialectics of Liberation: Herbert Marcuse and Norman Brown" from *The Making of a Counter Culture*.

SS 140

THE OUTSIDERS
Penina Glazer

Most courses in American history have examined the development of institutions and groups which were in the mainstream of the society and have regarded those who were vigorous dissenters to political and social developments as deviants. Our purpose here will be to reverse this pattern by studying the "outsiders."

We will examine the antinomians, who were dissenters in the Puritan society, the abolitionists and feminists in the 19th century, and the radical pacifists in the 20th century in order to understand their assumptions, their criticism of the existing social order, and their methods of seeking change. We will give some attention to the role of women as outsiders in American history.

Our analysis will focus on a wide variety of questions:

- 1 How does one define outsiders?
- 2 What does the existence of outside groups reveal about American society?
- 3 What is the relationship between outstanding leaders and the social movements with which they are affiliated? How important is the personal psychological make-up of such historical figures as William Lloyd Garrison or

Anne Hutchinson? Would things have been very different if these people had not been present?

4 What was the nature of their impact?

Readings will draw upon a variety of historical sources dealing with the various movements, and will include materials on the contemporary legacy of each of the groups studied.

SS 190

POLITICAL JUSTICE
Lester Mazor

This seminar will examine the use of the law and particularly the processes of the courts in the struggle over political power. The goals of the seminar are to establish some familiarity with the principal characteristics of a trial in a court of law, to examine the functions and limits of the trial process, to explore theories of the relation of law to politics and their relation to each other.

We will begin by examining the components of a conventional trial on a matter which is not highly charged with political consequence or emotion. The roles of the parties, their attorneys, witnesses, judge and jurors will be explored, and theories of the function of a trial will be considered. Attention will then shift to a number of notable political trials. The bulk of the course will consist of close study of each trial, including the conduct of the defendant, prosecutor, defense counsel, and judge. We will also consider the nature of the myths which arise from a political trial and the functions that they serve. What political ends were sought and obtained and whether justice was done will be persistent questions.

The trials selected for examination will be drawn from different legal systems so that comparisons may be made across cultural boundaries. Examples of the kinds of trials I have in mind are the Sacco and Vanzetti case, the trial of the Chicago 8, the Rosenberg case, the Spock case, the Nuremberg trials, the trial of Daniel and Siniavsky in the Soviet Union, and the Eichmann case.

The materials for discussion will include transcripts of the trials and contemporary news accounts wherever possible; Koestler, *Darkness at Noon*; Kafka, *The Trial*; Shklar, *Legalism*; and Kirchheimer, *Political Justice*.

Each student will select a political trial in progress and become as expert as possible in all of its aspects. In some cases this may call for interviews with participants. We may also plan one or more programs to present a view of those trials which are of great current interest to an audience beyond the membership of the seminar.

We will plan to attend one or more ordinary trials as a group; students also are encouraged to attend court this summer if they can. If the occasion to attend a political trial presents itself during the seminar, we shall try to seize it.

SS 115

PSYCHOLOGICAL CONCEPTIONS OF MAN
Robert C. Birney

The literature of the major personality theorists will be organized in a comparative manner to permit the appreciation of the value and limitations of each position. Preparation of the necessary skills of readership will be achieved with the use of units devoted to the basic concepts and methods of modern psychologists whose work contributes to each data source. The development of basic criteria for comparative use will also accompany the reading of each theorist. The aim will be to show how method, source of observation, and choice of language determine the utility of each theory. Direct experience with data collection and analysis will be used to provide experience with the uses of personality theory. The works of Freud, Skinner, C. Kelly, Maslow, and Allport will form the core reading with numerous sources dealing with basic concepts of psychology providing support.

The basic meeting times will be one two-hour meeting each week and one tutorial hour. The first period will be devoted to measurement, methods, and data processing with the second period concentrating on the interpretation of observations according to the theoretical position under study.

SS 120

**SEMINAR IN CONSTITUTIONAL LAW:
THE FIRST AMENDMENT**
R. Bruce Carroll

Many controversies have arisen involving alleged violations of the First Amendment of the Constitution. Conflicts concerning freedom and establishment of religion (e.g., school prayers, busing to parochial schools, Sunday closing laws), freedom of assembly (e.g., the Communists, the Weathermen, the Black Panthers), freedom of press (e.g., obscenity and pornography, libel and slander), and freedom of speech (e.g., labor picketing, demonstrations to prevent speech, public versus private speech) have become virtually commonplace.

The First Amendment is explicit in its command that "Congress shall make no law . . ." abridging the freedoms of speech, press, religion and assembly. Yet in the face of this prohibition many laws have been passed restricting the Constitutionally protected freedoms. For example, federal laws proscribe the distribution of pornography through the United States mails, and many states prohibit their youth from possessing pornography. The First Amendment, however, makes no age distinctions and does guarantee a free press, thus setting the stage for Constitutional litigation. Similarly, in the face of what appears to be the absolute right of free speech, the Supreme Court has held that one may not shout "fire" in a crowded theater.

This seminar will examine some of these controversies surrounding the First Amendment. Supreme Court opinions will be read, supplemented with some secondary source materials, to learn just what the First Amendment means to the members of the Court. Emphasis will be placed upon class analysis and discussion of those opinions and decisions. From this, we should obtain understanding of some of the complexities confronting American society today.

The seminar will meet once each week, but additional meetings will be scheduled as appropriate. If possible, a trip to the Supreme Court will be undertaken in conjunction with an issue being studied.

SS 114

**SIGMUND FREUD AND THE ORIGINS
OF PSYCHOANALYTIC THEORY**
Louise Farnham

This seminar will be concerned with the relationships between the origins and development of psychoanalytic theory and Freud's personal history. Freud's relationships with his family and his colleagues, his achievements, aspirations, and disappointments will be studied as they related to the development of psychoanalysis as a theory of personality.

Reading for the seminar will include Ernest Jones' *The Life and Work of Sigmund Freud*, autobiographical material and letters, and various theoretical works as well as case histories. Theoretical concepts to be emphasized include terms from Freud's dynamic, topographical, and economic descriptions of mental processes; for example, repression, anxiety, instinct, psychosexual development, and mental "structures" such as ego, id, and superego.

The goal of the seminar is to trace the relationships between the personal history of one man and the nature and timing of his contributions to the intellectual life of his era and to Western intellectual history. The seminar should provide a basic familiarity with the origins of psychoanalytic theory.

SS 135

MEASURES OF MAN

Neil Stillings

Marking, testing, contesting: omnipresent in America, present in every culture. Tests are an important tributary to the flow of social information and reward. Why do men measure men? How should men measure men? We will approach these questions by locating concrete examples of tests on the spectrum of human judgmental activity.

Our study will be guided by these general notions: A test plays a role both in the life of the individual and in the working of society. Beliefs about tests are crucial to these roles. A careful analysis of a test in its social context often reveals something about the psychological theories and human values held by a culture.

Psychological tests will be the first focus of the seminar. We will have some fun taking, and taking a good look at, several of the old favorites—for example, personality, intelligence, achievement and inkblot tests. What do these tests really measure? What role do they play in American society?

Next we will develop a broader picture of human judgment by looking at the relationships between tests and other evaluative situations, involving personal striving, face-to-face interaction and labelling of others.

Finally we will consider the problem of testing at Hampshire. What forms of human judgment will contribute positively to the community?

We will meet twice a week. One meeting will be a seminar discussion, and the other meeting will be devoted to taking a test or to a lecture.

SS 101

ANTHROPOLOGICAL PERSPECTIVES ON DEATH AND CULTURE

Philip McKean

Early pioneers in anthropology (Tylor, Fraser, Van Cennep, Malinowski) were fascinated by the strange customs which "natives" followed in disposing of their dead. Indeed, this final *rite de passage* still remains one of the mysteries which invites scholars from a wide range of disciplines to touch on it, and which encourages anthropologists to think in comparative ways: "What do the Navaho or the Todas or the Balinese do—and why?" From an examination of early theories about death and religion, the course will move to contemporary anthropologists who have touched on the ceremonies surrounding death, and the attendant beliefs and myths. Then we will push on to some recent writing about death in the "modern" world, both literary and social-scientific, especially clinical and psychological views. After the initial materials are examined together, each student will be expected to conduct independent research and report on it.

SS 105

SOCIOLOGY OF AND FOR THE FUTURE: Will the Big Corporate State (in Galbraith's term "the technostucture") Determine the Sociological and Humanistic Destiny of Man?

Ernst Borinski

The course establishes three basic assumptions for critical consideration: the categorical imperative of technology and electronic science; the categorical imperative of the organization; and the humanistic or ethical imperative.

It will be inquired whether our social universe is controlled and directed by advancing technology in its modern dimensions and whether the dynamic of this control and direction calls deterministically for immediate application of these advancements irrespective of the social consequences. The categorical imperative of the organization, which in this context can be called of the bureaucratic order, calls for continued organizational growth and expansion which, if economically analyzed, could be identified with an uncritical quest for increase of the GNP.

There will be a search for in-built contradictions in the technostucture and for outside counter forces. The dialectical approach will be tried as methodology, typology and analytic examination of the social reality.

The use of the dialectic method will lead to introducing of the humanistic or ethical imperative. At this point of the discussion, the counter dynamics will be confronted with the technocorporate dynamics. There will be a search for a creative synthesis.

The course will develop models and projections of society of the future and ways to study these projections with the most modern devices of electronic research. If possible, audio-visual interviews will be used and field trips will be frequent.

SS 160

THE HISTORY OF THE FAMILY

Miriam Slater

This course will focus on the development of the family in the early modern period in Western Europe (16th and 17th centuries). Since changes in family structure, relationships, and values take place at different rates over time and have little respect for arbitrary chronological categories, these dates are meant to provide a starting point and emphasis for the work of the course rather than a time limit. Historical studies of Western European and colonial American family life will be used as the substantive material of the course. It will, however, be interdisciplinary in approach because we will employ the conceptual tools of the behavioral sciences in formulating questions and in analyzing the historical material. In keeping with the interdisciplinary nature of the course some literary sources may be utilized but these will be chosen on the basis of what they can contribute to an understanding of historical development. Collateral readings in the social sciences will be assigned according to the interests and levels of achievement of the students.

The course will examine the following problems:

- **The Structure of the Family**
- **The Functions of the Family**
- **The Patriarchal Family—Relationships**
- **Marriage**
- **Children**
- **Hypothetical Model of the Traditional Family**

SS 165

ECONOMIC THEORIES OF IMPERIALISM **Frederick Weaver**

A survey of economic theories of imperialism (as well as theories of economic imperialism) and their major critiques. Alternative theories, stressing harmony rather than conflict, will be developed and both approaches will be considered in light of the history of economic penetration by advanced capitalist nations into non-industrial societies, particularly those of Latin America.

BOOKS: W. Ashworth, *A Short History of the International Economy Since 1850*; H. M. Wright (ed.), *The "New Imperialism"*; K. T. Fann and D. C. Hodges (eds.), *Readings in U. S. Imperialism*; Celso Furtado, *Obstacles to Development in Latin America*; George Lichtheim, *Imperialism*.

In a sense this is intellectual history, but the models and theories are treated as interpretations of the actual course of events, thus grounding them firmly in economic history. From having taught this course for two years, I have found that the theme of imperialism is an excellent vehicle for introducing students to economic analysis, the world economy, and issues in development economics. The focus on direct foreign investment involves the role of domestic investment as the crucial but unreliable balance wheel in Keynesian economics to production and distribution theory, and to the role of capital and technology in economic growth. The foreign trade aspect leads to serious consideration of specialization and exchange, opportunity cost, and comparative advantage.

SS 170

MODERN AMERICAN CAPITALISM: PROBLEMS AND ANALYSES **Frederick Weaver**

An introductory study of the U.S. economy. The course will focus on the economics of American poverty, racism, war, and ecology, emphasizing the limits and opportunities our economy presents for resolving these issues.

I The Origins and Context of Economic Organization R. L. Heilbroner, *The Making of Economic Society*; R. E. Caves, *American Industry: Structure, Conduct, Performance*.

II Liberal Perceptions of Current Problems

A. Traditional Liberalism and Market Solutions: M. Friedman, *Capitalism & Freedom*; North and Miller, *The Economics of Public Issues*.

B. Modern Liberalism and Government Policy Solutions: W. W. Heller, *New Dimensions in Political Economy*; N. Macrae, *The Neurotic Trillionaire*; Crocker and Rogers, *Environmental Economics*.

III Beyond Liberalism? Baran and Sweezy, *Monopoly Capital*; W. K. Tabb, *The Political Economy of the Black Ghetto*; D. M. Gordon, *Problems in Political Economy: An Urban Perspective*.

The usual manner of teaching economic principles, represented by such omnibus textbooks as Samuelson, Bach, and McConnell, is the tool kit approach: present "the theory," which has to appear lifeless and difficult, then in the remaining time apply these principles to questions the student recognizes as part of the world around him. In the above structure I am trying to turn this around; the course

is baldly "issues oriented," but the readings (with help from the teacher) develop economic analyses from the issues. As one can see from the publication dates, this is only recently feasible. I am confident that no reasonably alert student could get through this list of readings (mostly slender paperbacks of 100-150 pages) without a respectable understanding of stabilization policy, demand and supply, opportunity cost, and alternative mechanisms of resource allocation as well as some empirical knowledge of economic aggregates and structure.

SS 175

THE ECONOMICS OF POLLUTION **Margaret Howard**

The reduction of pollution is a costly process, and every society must in one manner or another decide how much pollution it will have. Our economy, for a variety of reasons, has a strong bias towards a high and growing level of pollution.

We will focus our attention on two industries, the pulp and paper industry, and (probably) the automobile industry. Reading, field trips, and speakers will provide basic information on the industrial structure and economic environment of each industry, and on its pollution problems. Using models of the economy and of economic decision-making derived from standard economic theory, we will predict the effect of various types of taxes, subsidies, and regulation of pollution on the behavior of firms, the implications of the industries' organization (many firms, one or a few firms) for the responses to regulation, the importance of the level of regulation on profits, the possibility of a firm leaving the area and the effect of this on the local economy, and the incidence of pollution costs—who is most hurt, who benefits.

Secondly, we will investigate the ways in which decisions regarding pollution and its control in the two industries have been and are being made. We will examine the role of business interest, other private interests, the "public interest" of law regulatory agencies and the institution of private property.

This course will attempt to introduce students to key principles of economic theory, and to the use of theory in dealing with a concrete social issue. Short exercises to develop proficiency in the use of economic theory will be required. In addition, students will be asked to write or otherwise communicate their ideas on the economic aspects of pollution control in each industry considered.

The seminar will meet three times per week.

SS 140

WOMEN AND THE LAW
Lester Mazor

This course will examine the legal status of women in America as an aspect of the larger question of equality for women.

The class will be organized around small groups working on particular topic areas. Among the topics which would be appropriate for these groups are: (1) legal aspects of employment discrimination against women; (2) abortion and birth control laws; (3) taxation and property rights; (4) treatment of women in the criminal law and by the penal system; (5) political and civil rights of women. Other topics to be discussed in the course are the experience of women in law schools and the legal profession. The course will consider the present content of the law, changes which have been proposed, and will seek to develop our own proposals for change, consider the routes through the courts, legislatures and administrative agencies to accomplish change, and the capacities and limits of the law as a vehicle for change.

The groups will relate their work to the research and preparation of teaching materials which already is taking place on these topics both locally and in nearby cities, especially New Haven and Boston. Persons who have been working in this field in these places will be guests in the course and will also be asked to take some part in the supervision of the small group work. The entire class will meet regularly to share the results of group work and to plan and carry out programs of instruction on these topics for the surrounding community.

Materials for the course will include Kanowitz, *Women and the Law*, and materials prepared for the similar course at the Yale Law School.
SS 220

UTOPIAS: IDEAL AND EXPERIMENTAL COMMUNITIES IN THEORY AND PRACTICE
Barbara Turlington and James Haden

Man is not the only social animal, but he is the only one that is able to take deliberate thought about the communities he lives in. The variety and quantity of writing about possible forms of society are immense, as is the number of experiments in establishing intentional communities. The writings range from Plato's *Republic* in the 4th century B.C. through the classical utopian and antiutopian novels to the latest issue of *The Modern Utopian*, the journal of present communal experiments.

There are many real and basic problems and issues involved in thinking about utopian communities. These center on the complex relations of human beings to their societies, and on people's ideals regarding themselves. Does the form of a society make the individual good or bad, and if so, how? Is societal organization incompatible with individual freedom? How much do the means chosen by the society to achieve its objectives influence individual development? These questions are important not only for those who might join an "intentional community" or commune, but also for any kind of social planning—urban design, education, local government, welfare programs. And at bottom is the fundamental question: What is man and what ought he to be?

Students in this seminar should be able to begin to develop their own standards by which to judge actual societies and to decide on improvements they want to work for. They will have a chance to study the writings of utopian thinkers and their critics and to examine experiments in communal living in this country, both those of the 18th and 19th centuries and those of today. Since this area has several communes in operation, the class will visit at least one of these. The objectives and means of social planning will be discussed, as well as ways in which alternative community structures might further the development of the individual human being.

Readings will include some of the classical utopias (Plato, More, Bellamy), some modern ones based on social science methods (Skinner), antiutopian novels (Huxley, Zamyatin, Orwell), science-fiction novels (Heinlein), and descriptions and studies of intentional communities past and present. Interested students may do further reading on such topics as urban planning or theories of freedom and their relation to utopian thought.

SS 155

COMPARATIVE AUTHORITARIAN GOVERNMENT
Gayle Hollander

Concentrating on Nazi Germany, Fascist Italy, and Stalinist Russia, the course will examine essential aspects of twentieth century European political systems which rely on authoritarian leadership and mass mobilization. Reading and discussion will focus on the effect of such regimes on the lives of individual citizens and particular groups in the populations of each country. Basic problems of political theory, such as the collective versus the individual, freedom and conformity, political ends versus means, will be major themes in the course.

Topics will include: origins and characteristics of each regime; techniques of take-over and consolidation; dictatorial leadership, the Party and the State, the real and ideal role of the citizen, political controls (persuasion and coercion), political socialization, anti-semitism, resistance and opposition, communication.

In addition to historical accounts and conventional political analyses, sources for study will include biographies, fictional literature, journalism and propaganda films.

SS 205

BLACK AND WHITE PERSPECTIVES OF MODERN SOCIAL SCIENCES:
An Inquiry in Fundamental Tenets of the Sociology of Knowledge
Ernst Borinski

The course is designed to inquire critically into the contemporary criticism and revisionism of social science knowledge. The Black-White interlude as it relates to social science research and research findings will be considered as a crucial test case. Core units of the course will center around:

- Black self-identity
- Black consciousness
- Black culture and Black nationalism

The course will go further than that and will try to set up a theoretical framework for a sociology of knowledge in our contemporary society. It will include the psychological and sociological but also the humanistic and scientific approach to social science learning. The course will give to the student a social science philosophical and humanistic orientation to the social universe in which we live and will provide him with the fundamental tools and scientific inquiry into this universe.

Part of the course will be considerable field experience in which the audio-visual tape recorder will be used. In the center of the student's field inquiries will be the searching for social facts and the social and psychological factors of their interpretation.

SS 220

CONTEMPORARY SOCIAL MOVEMENTS Penina Glazer

The primary thrust of the course will be to understand particular individuals who have totally committed themselves to the advancement of a social idea. The sources will reflect the interrelationship of biography, history, and social structure. Our analysis will be directed toward understanding the specific background experience in the life of a given person which motivated identification with a particular social movement. Some of the following questions will be explored: What are the social and historical factors which attract particular kinds of people to any given social movement? How do these affect day-to-day life, relationships with others, and long-range plans? What are the costs and gains of membership in a group? How does our detailed knowledge of a particular individual enhance our understanding of the total social movement? Are there any outstanding common characteristics among the individuals studied? Can we make any hypotheses about the role of the dissenters?

This course necessitates a considerable amount of independent work by the students. The class will first study methodology, techniques and background materials. Each class member will then be responsible for becoming acquainted with the literature on the social movement selected before beginning field research. The student will then proceed to make the acquaintance of a black militant, a radical feminist, a war resister, a hippie, or anyone else who is a member of a group or organization which rejects contemporary values and attempts to establish alternate social institutions or alternate life styles. All material gathered will be compiled into a life history and incorporated into an analysis of the social movement in question.

Individual conferences and small group meetings may supplement or replace classes during the data gathering period. The final weeks of the semester will be spent in presentation of the findings to the entire class and in a general analysis of the relationship between biography and social structure. This seminar will be coordinated with a similar one given at Smith College by Myron Glazer.

SS 210

THE LEGAL PROCESS Lester Mazor

This course seeks to explore the role of law in society, particularly American society. It is not directed to students planning a career in law, although it may be of interest to them; it is intended to meet the needs of those who desire

a general view of the operations of legal institutions as an example of social process and those who desire to establish a foundation for further study of legal institutions and processes. The large themes of the course include law as the matrix of social organization, the role of law in defining the relation of man and state, and the dynamics of legal and social change.

Topics to be discussed in the course will include a description of various legal institutions, including courts, legislatures, executive and administrative agencies, and the practicing bar; the relationship of the formal legal system to less formal modes of social control; legal techniques for effecting social change and the effect of social change upon law, especially through interest groups and expert opinion; the internal process of change in the law, including the development of common law, statutory interpretation, litigation and management of transactions; the adversary system of trial, the roles of judge and jury, and the role of the lawyer in litigation and its avoidance.

To provide concreteness and context, the materials of the course will be drawn from a number of areas of legal experience. Students in small groups will explore particular areas such as labor relations, race relations, criminal justice, family or juvenile law, environmental or consumer protection. The work of these groups will be brought together in larger class meetings where the general issues will be discussed.

Material for the course will be drawn from Hart and Sacks, *The Legal Process*, and Friedman and Macaulay, *Law and the Behavioral Sciences*, as well as additional materials prepared especially for the class. The latter will include some units of instruction combining media. Students will bear the primary responsibility for leadership of the small group discussions, under faculty supervision.

SS 215

THE ECONOMY AND THE STATE IN AMERICA Margaret Howard

In this course, we will examine several ways in which the American (federal) government is deeply involved in the operation of the American economy, and the effects of this government involvement.

I suggest the following four topics:

- The level of economic activity: analysis of unemployment and inflation, and government policies towards these.
- The impact of taxation on the distribution of income: taxation and the rich; the negative income tax.
- Regulation of corporations.
- The "military-industrial complex": how much defense spending?; military contracts and the structure of American business.

Some class meetings will be used to introduce various concepts of economics theory useful for dealing with such questions. Students will be expected to read fairly deeply in one topic of interest, and to take some responsibility for seminar discussion of their area of interest and to write an essay on their topic.

SS 212

FOREIGN LANGUAGES AND FOREIGN STUDY
James M. Watkins, Director

Foreign Study

At Hampshire College, it is intended that languages be learned in order to be used, and the language program was designed around that purpose. Thus, while others may of course be used, the foreign languages offered at the College are French and Spanish, since they, more than any, provide the greatest diversity of application. Together, they make possible formal or field study in Europe, Africa, Southeast Asia, the Pacific, North America, Central America, South America, the Caribbean.

It is for the rapid learning and incorporation of a foreign language into a Hampshire education that its Summer Language Institutes are planned: to enable the student, with no previous training, to begin French or Spanish one year and to use it the next.

Foreign study can be planned by the student for preparing, in any of the Schools, any of the three levels of examinations: Divisions I, II, and III. For students accepted to Hampshire under the delayed admission plan, foreign study can also be planned for the interim period, and the College will extend its counsel for that purpose.

To advanced students, Hampshire further proposes its *Certificate of Foreign Study*. The Certificate attests to both high proficiency in the language, as defined by official government standards, and to the application of that proficiency in completing an independent project in a foreign country. The certificate is foreseen as a prestigious addition to the student's baccalaureate degree.

Summer Language Institutes

To the student who has had no previous training in French or Spanish, the College will offer its Summer Language Institutes. Here, through the application of continuing research in individualized instruction, it is expected that after eight weeks of intensive and exclusive study of French or Spanish, the Institute graduate should have reached a level of competence equivalent to as much as three years of high school or college courses.

The Continuing Program in French and Spanish

To those who have had previous training in French or Spanish, either at the Summer Language Institutes or elsewhere, the College proposes during the regular academic year a variety of ways to continue and advance the proficiency already acquired. All students, whether or not they are directly preparing for foreign study, may avail themselves of this instruction. The particular format— independent work, tutorial, seminar, lecture or combination —will be adapted as much as possible to individual needs. Suggested possibilities:

- 1 Guided reading of untranslated books in French or Spanish approved for inclusion in courses in one of the Schools or programs of the College.
Seminar, tutorial, or combination
- 2 Study in style of an author chosen by the instructor.
Seminar for advanced students.
- 3 Review of language for daily use, followed by a January Term abroad.
Seminar.
- 4 Remedial pronunciation.
Lecture and tutorial.
Co-curricular, i.e., not included in or counted as a course.
- 5 Reading of current periodicals.
Seminar.
Co-curricular.
- 6 Independent reading, tape prac
Tutorial.
Co-curricular.

Interested students must consult with the Director of Foreign Studies, preferably before and in any case immediately upon arrival in the fall.

Foreign Literatures

Since there are no departments of any sort at the College, there are no departments of French or Spanish Literature. There is, however, the School of Humanities and Arts. Concentration in the School could include, within formats 1. and 2. mentioned above and as part of Hampshire courses, the study of French or Spanish Literature. These literatures could also be included in Humanities and Arts concentration through courses chosen among those listed by the excellent departments of Hampshire's four sister institutions. Similarly, courses in other languages and other literatures are available through Five College association.

Five-College Languages

The Continuing Program in French and Spanish at Hampshire is designed to prepare the student for the use of these languages in study abroad. In so doing, through varying formats suited to varying needs, it can accommodate as well students who wish to maintain and improve skills in the languages although having no plans for study abroad. It can also accommodate a limited number of advanced students who wish to do further reading in French or Spanish Literature: through a seminar or tutorial, the subject of which is approved by the School of Humanities and Arts, the student may count this work as one of the two courses he takes in the School in view of his Division I examination.

The Continuing Program does not respond, in foreign languages, to the needs and wishes of all students. To them, the College can offer, however, all the breadth and depth of