






January Term

sunday	monday	tuesday	wednesday	thursday	friday	saturday
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three	4 <small>beginning...</small>	five	six		eight	nine
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17 eight teen			Hampshire COLLEGE amherst, mass. 01002			
24	COURSE announcements		27	28	29	30 <small>end</small>

JANUARY TERM

<u>Title and Instructor</u>	<u>Registration Number</u>
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Between Utopia and Apocalypse James Koplin and J. J. LeTourneau	JT 112-J70 JK, JLeT
Black Oral Tradition Eugene Terry	JT 114-J70 ET
Electronic Music Everett Hafner	JT 118-J70 EH
Experiment in Christian Living Sheila Houle	JT 120-J70 SH
Favorite Books: Can We Shape Them? Charles Atkinson	JT 121-J70 COA
Field Studies in the Caribbean Kenrick Seepersad	JT 122-J70 KS
Field Study in Mexico Jerome Liebling	JT 123-J70 JL
Food Management Mark Indyke	JT 124-J70 MI
Forests, Paper, and Pollution John Foster	JT 126-J70 JF
Going With The Dogs Raymond Coppinger	JT 128-J70 RC
Improvisational Theater Susan Golondzowski	JT 132-J70 SG

JANUARY TERM

<u>Title and Instructor</u>	<u>Registration Number</u>
Introduction to the Recorder James Haden	JT 134-J70 JH 2
Kayak Design Sandy Campbell	JT 136-J70 SC
Laboratory Investigation of Oral Ecology Lynn Miller	JT 138-J70 LM
A Mini-Expedition David Roberts	JT 140-J70 DR
The New Man Robert Marquez	JT 142-J70 RM
Other New Colleges William Marsh	JT 144-J70 WM
Prints and Protest Robert von der Lippe	JT 146-J70 RvdL, —
Relativity and Cosmology Lawrence Domash and Kurtiss Gordon	JT 148-J70 LD, KG
The Sources of Wonder John Boettiger	JT 150-J70 JB
Studio Workshop Arthur Hoener	JT 152-J70 AH
Study of Local Court Barbara Yngvesson	JT 154-J70 BY ? ok
The Theory and Practices of Five-College Cooperatives Elliot Maxwell	JT 156-J70 EM
Utopian Thinking Lester Mazor	JT 158-J70 LM
Why The Sea Is Boiling Hot: Fantasies Carolyn Atkinson	JT 160-J70 CA
Witchcraft, or Wonders of the Invisible World David Smith	JT 162-J70 DS

American IndiansKenneth Hoffman

The purpose of this seminar is to bring together people interested in discussing and studying American Indian histories and cultures. During the first week the class will meet daily. There will be two or three books which everyone will read to provide a common background knowledge of Indian history, White-Indian contacts, and contemporary efforts to preserve and advance Indian cultures. During the remainder of the term, each participant will pursue that aspect which interested him most. Some might want to study a particular tribe, while others might want to study Indian magic and religion, music, mythology, political or social structures, the Red Power Movement, etc. During this time the class will meet twice a week, with different members of the class presenting and commenting on what they have been studying. The class will also make several one- and perhaps two-day trips to various reservations, archaeological sites, and museums in the New England area.

Enrollment: Maximum - 16

Special Costs: None

Between Utopia and ApocalypseJames Koplin and J. J. LeTourneau

The political and social analyses of the 1960's pointed out many critical problems in both the development of institutions and personal relations. Unfortunately, solutions are not as easy to come by as problems. Whatever the long-range solutions, the pressures of the 60's seem to have produced a need to gather in small groups--to read, to talk, to think. (It is this need to talk which has caused some to tag 1970 as "The Year of the 10,000 Collectives.") Our course will be, in a sense, a political collective to do just that. The focus will be on (1) a tightly reasoned radical critique of the current scene, and (2) practical strategies of working for change.

All procedures, reading, methods of evaluation, etc., will be worked out in the initial sessions--this being the only method consistent with the anarchist leanings of JK and JL. As a starting point for this seminar, these authors and titles will be considered: Chomsky, American Power and The New Mandarins; Fanon, The Wretched of the Earth; Illich, Celebration of Awareness--A Call for Institutional Revolution; Sennett, The Uses of Disorder; McDermott, Intellectuals and Technology; Slater, The Pursuit of Loneliness; American Culture at the Breaking Point; and Guerin, Anarchism.

Enrollment: Maximum - 16. Interested persons are requested to arrange for a brief conference with Koplin or LeTourneau.

Special Costs: None

Black Oral TraditionEugene Terry

I will act as coordinator and/or advisor for a small group of students who will collect from sources they know (family, friends, etc.) any materials that might constitute a part of American Black culture - language, songs, stories, family and personal histories. After initial discussions on techniques of collecting and the types of materials desired, the students will go to their sources with tape recorders and notebooks, collect what they can, return to the campus where the materials will be jointly edited, transcribed, and, depending upon the success of the collecting, published for campus distribution.

The methods the students will use are those of the collector of folklore, but their collections will not be limited to those things generally covered by that term. A better term is oral tradition. Though large amounts have been gathered in such sources as the Journal of American Folklore, books on Negro folklore, and the work of the Federal Writer's Project which resulted in books like B. A. Botkin's, Lay My Burden Down, such a collection would test the vitality of the oral traditions among Hampshire students. Further, the act of collecting from sources close to home, recognizing the value of the material and taking pride in it can be of great value to the student aside from the practice of a method of inquiry in the field.

Enrollment: Maximum - 10

Special Costs: None

Electronic Music

Everett Hafner

Members of this course will carry out tasks in the electronic music studio designed to improve their familiarity with electronics and the synthesis of sound, and to build up the technical capability of the studio itself. Students should have an interest in electronics as well as in music. Each student will produce an annotated tape as a record of his work, and may become qualified to continue using the studio independently after the course has ended.

The studio will be available eight hours per day for student use.

Enrollment: Maximum - 10

Special Costs: \$10-\$20 for tapes.

Experiment in Christian LivingSheila Houle

For four weeks a group of 8 students, men and women, will live the Benedictine rule. Adopting this life style will entail community living on a smaller scale than Merrill House permits and will include times of prayer, both personal and group, work, discussions, and recreation. The work will be both physical (primarily cleaning, painting, and making liveable the old house we will be staying in) and intellectual and creative. Members may want to study in a particular area, write, or practice music. The project requires those involved to live, eat, and sleep in the same dwelling and to have no outside responsibilities. The exact cost to each participant for housing, food, and basic furnishings will be determined by the final number of the group, but I estimate between \$50 and \$75 per person.

Students wishing to participate in this experiment should sign up on my office door (G16) before Thanksgiving break. I will send word about a meeting to discuss details of the project, the daily routine, where we will be living, and so on, before registration.

Enrollment: Maximum - 8

Special Costs: \$50.00 - \$75.00

12/1/70

-7-

Registration Number: JT 120-J70 SH

Favorite Books*: Can We Share Them?

Charles Atkinson

This is a chance to read either the best book you have ever read, OR the one-book-you-wanted-to-read-but-never-did. It is also a chance to discover something about how we learn in groups. Each of us will bring to the class the one book he or she chooses; we will decide on a sequence and then read each selection together, with the sponsor of that book responsible for the class format.

This arrangement should help us do several things:

- revisit literature that has been of real importance to us, to discover what in us (or in the literature) has changed;
- indulge in our most recent curiosities;
- expand our tastes in some unpredictable but hopefully exciting ways;
- face directly (and resolve?) some questions of sharing and compromise;
- and, learn from experience the importance of how we present ourselves and our ideas in a group.

Because sharing and cooperation are crucial to learning together, and because it is mostly a book course, we should spend some time doing things together, preferably outside. To further this part of the experiment, then, there will be regular excursions--hiking, snowshoeing, skating--whatever we can dream up to better work together.

With luck, we may discover that both our personal preferences and those of others can be met in a group.

*In this case, "literature"--novel, play, poetry, collection, etc.

Enrollment: Maximum - 12

Special Costs: None

12/1/70

Field Studies in the Caribbean

Kenrick Seepersad

A Trip to Grenada, Carriacou, and Trinidad
January 6-26, 1971

Students wishing to make this trip must be prepared to pursue a study of the social structure, prior to their individual interest project on the island.

Trinidad is an independent country with 1.1 million people, whereas Grenada and Carriacou are British Dependencies with .11 million people. The former is on the road to industrialization, while the latter two are agrarian. However, they exemplify West Indian social problems and have reasonable plans for their solution.

In addition, Trinidad has a campus of the University of the West Indies. Possible student contacts are anticipated.

The cost is \$375.00--round-trip fare, board and lodging included.

Projects in Individual Islands

A student wishing to pursue a project on any other island can be accommodated. It is necessary for the student to give full details of his interest so that he can obtain assistance for planning and establishing contacts on the host island.

Enrollment: No Maximum

Special Costs: \$375.00

12/1/70

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Registration Number: JT 122-J70 KS

Field Study in Mexico

Jerome Liebling

Students will use photography and film as interpretive instruments in their study of Mexican culture. They will be specifically involved in investigations of village life (pre-Columbian origins; Spanish colonial; contemporary).

Special studies will be made of:

1. pre-Columbian ruins, ancient ceremonies, social sub-groups, (Mixtec) language;
2. the Mexican muralists and their relationships to Art and the Revolution: Orozco, Rivera, Sequineois;
3. folk art, dance, music, silver-weaving.

Readings will include Bernal Diaz, Prescott, Oscar Lewis and Mexican Muralists.

Films to be seen include Eisenstein's "Thunder Over Mexico," Steinbeck's "The Forgotten Village," and Bunuel's "Los Olvidados."

There will also be a visit to the Metropolitan Museum in New York City to see the exhibition, "Before Cortez."

The plan calls for 8 to 10 students to provide their own transportation and expenses and to live in Oaxaca, Jalapa, Cuernavaca, Guanahuato (one city to be selected), to rent a house or live in a hotel or hostel, and to work out of that central place.

Enrollment: Maximum - 10

Special Costs: \$200.00

12/1/70

-10-

Registration Number: JT 123-J70 JL

Food Management

Mark Indyke

This is a basic course in food management. This course will be based upon the four week program given to new management employees of Saga Food Service, Inc., at our orientation center in Ithaca, New York.

The topics that will be demonstrated and discussed will include sanitation and housekeeping, food production, bakery production, different types of food service with field trips to different units of operation, menu planning, purchasing, reports and controls, personnel and organization, and performance supervision.

Students will be encouraged to do outside reading and research to try to alleviate problems that face the feeding industry, such as lack of skilled and unskilled labor, high turn-over rate, poor working conditions, low compensation, and degrading image.

Enrollment: Maximum - 8

Special Costs: None

Forests, Paper, and Pollution

John Foster

Forests are a major factor in the life of any nation possessing them. They regulate the water supply, modify the climate, and support major sectors of the economy. The conservationists say they must be preserved untouched, the prophets of doom say they must be kept to supply us with oxygen, the Interior Department says they must be developed for all to enjoy, the industries say they must be cut to supply us with wood for housing developments, candy wrappers, newspapers, Kleenex, and memos. Tempers rise and facts take to their heels, seeking refuge against a better day.

There are, within a few hours' drive of Hampshire College, a number of forested areas which serve different purposes, among them:

- The White Mountain National Forest, set aside, for conservation, recreation, watershed protection;
- The Hubbard Brook Experimental Forest, a part of the White Mountain National Forest, where an area has been cleared completely in order to study the effects on water and nutrient retention;
- The timberlands and mills of the International Paper Company which exploits the forest for economic gain, but claims to practice re-forestation and sustained yield techniques. The company has mounted a \$101 million campaign to abolish pollution from its operations.

January is not considered by most people the choice month to visit a forest. However, the paper company says it is the best time to visit their operations. Moreover, forest life goes on, modified in interesting ways to meet the demands of winter. Traditionally, it is a time of slumber for some, breeding for others, and silence and solitude for most. The silence is now broken by the snowmobile, whose impact is yet to be fully assessed.

All of these taken together suggest that spending the month of January on a critical examination of our forest resources and the problems associated with them could be enlightening and also fun. We would plan to visit the areas listed, particularly the International Paper Company operations, to see for ourselves what is being accomplished with the \$101 million. These field trips will probably require hiking in, and some winter camping.

Enrollment: Maximum - 12

Special Costs: Not more than \$25 per student for gasoline and food while traveling.
This would also include possible renting costs for camping equipment.

12/1/70

-12-

Registration Number: JT 126-J70 JF

Going With The DogsRaymond Coppinger

There is a mystery animal which appeared in New England during the last fifty years. No one knows quite what it is or where it came from. All we know is that it belongs to the genus Canis which includes dogs, wolves, coyotes, jackals, and dingos. This course will set out to study all aspects of the biology of this genus, using the mystery animal in its natural habitat as the point of inquiry.

This course will be conducted as a research project, and as such each student will be required to know the basic biology of the genus. This background knowledge will be provided through readings, laboratory exercises in the comparative anatomy of canidae, dissections of several members of the family including foxes and domestic dogs, behavioral studies, history, and paleontology. We will be assisted in this phase of the study by a veterinarian, a canine geneticist, and two biologists who have worked on the mystery animal.

Since the course will be conducted as a research project there will be a need for people with different talents; e.g., business managers, directors, literature reviewers, technical writers, journalists, photographers, lab technicians, sourdoughs, and track stars. Long term wilderness tracking by some members of the course will be conducted under the direction of Charles Sheldon, who is well qualified in teaching the basics of cold weather survival and biology. Other outdoor activities will include comparative locomotion of canidae through snow, using an Alaskan Husky team as a model. Not all students may want to spend their time out-of-doors; some may prefer to do projects on campus.

Students will be required to sign up for specific positions during the first few days of the course. I think we can find a position for every student but each student must accept responsibility for his position. Persons anticipating Outward Bound-type activity should start getting in shape immediately. The course requires each student to think "DOG" seven days a week, twenty-four hours a day for one month.

Enrollment: No Maximum

Special Costs: Minor travel expenses, possibly minor cost for rental of camping equipment.

Improvisational Theater

Susan Golondzowski

An intensive course in improvisational theater meeting about 30 hours a week. The course will start with various exercises leading towards improvisation, then to improvisation, and then, if the class chooses, towards a performance of either improvisations or one-act plays. However, performance is not what we will be heading towards, but a group that feels relatively confident with each other and can work together.

Enrollment: Maximum - 12

Special Costs: None

12/1/70

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Registration Number: JT 132-J70 SG

Introduction to the RecorderJames Haden

The recorder is a musical instrument of ancient and honorable ancestry stretching back beyond the Middle Ages. It is a type of flute, and in fact until about 1750 it was the main form of flute used in Western music. There is, therefore, a considerable authentic literature of Renaissance and Baroque music written for it by both major and minor composers. It is made in six different sizes, so that it is possible to have a variety of blends of pitch and tone quality.

It is an instrument which is rather easy to learn to play well enough to make satisfying music (though it is hard to become a virtuoso on it), hence it was formerly very widely played by amateurs. A month of intensive work should give anyone devoid of an absolutely tin ear a good basic command, so that he can have a great deal of fun and satisfaction in group playing.

Prior knowledge of music is not essential, though it obviously speeds up the learning process. Depending on how many people sign up, I will give either individual lessons daily or lessons to groups of two, three, or four, or any combination thereof that fits the range of initial experience that people bring.* Starting as soon as enough have a basic grasp (which should be about a week), there will be group playing of appropriate Renaissance and Baroque music. A typical day will consist of a lesson, individual practice, and consort playing.

If you already have a recorder, it is probably usable, though most that are cheaply sold are not very good. If you plan to take the course, don't buy an instrument until you have spoken with me; workable plastic instruments in three of the six sizes are available, and it is best to start out on one of them.

*Enrollees should see me before Christmas vacation to help determine how lessons will proceed.

Enrollment: Maximum - 12

Special Costs: An instrument, if you do not have one.

12/1/70

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Registration Number: JT 134-J70 JH

Kayak Design

Sandy Campbell

Purpose: To design and construct molds for two types of kayaks: 1) a touring boat for long trips and river running, and 2) a slalom-type kayak for racing, more difficult rivers, and short trips. These molds will be available to the Hampshire Community through the Outdoors Program (which will own the molds and pay for their construction). The cost per finished boat will be about \$70.

Schedule: January 4-7: readings in hydrodynamics, canoe and kayak building, mold construction, and fiberglass methods. January 8: a Kayak Design Conference with leading kayak builders, chaired by a naval architect. January 9-13: making scale models. January 14-15: selection of final models and drawing plans for each to full scale. January 16-29: construction of plugs and molds.

Comment: We will work in wood and fiberglass. If the molds are finished early, we will build boats for the Outdoors Program. The Kayak Design Conference will be of some publicity value to the design experts as it will be written up in The American Canoeist, a boating magazine. We will try to video tape this Conference. The readings should prepare the students to think usefully about the relationship between boat shape and boat function. The Conference will increase their knowledge. The students should have some desire to boat, interest in the shapes of things; prior skills in woodworking and sculpting will be useful, but not necessary.

Enrollment: Maximum - 12 .

Special Costs: None

Laboratory Investigation of Oral Ecology

Lynn Miller

This group of students, including Lynn Miller, Ed Leadbetter (Amherst College), and Stanley Holt (University of Massachusetts), will develop laboratory techniques and begin real experiments on the "microbial zoo" of the human mouth.

This course will be the beginning of a three-year investigation of oral ecology--students finishing this very intensive activity (12 hours a day/5 days a week) can, if they choose, be employed as research assistants or technicians throughout the year on a part-time basis.

We hope that individuals who have not had any experience in biological research will take part--both to widen their horizons and ours.

Since this "course" will require a considerable sum of money to operate effectively, we must get an indication of interest before December.

Enrollment: Maximum - 16

Special Costs: None

12/1/70

A Mini-ExpeditionDavid Roberts

During January we will undertake a camping and hiking trip across rugged terrain with the ascent of a group of 13,000 foot mountains as primary goal, of ten days in length. A trip like this, de-emphasizing the sorts of technical climbing that we concentrate on in the fall and spring, should put a premium on the more basic pleasure of travelling across difficult land. In all likelihood the trip will take place in either the San Juan Range or the Gore Range in Colorado.

Any expedition (mini- or not) forces upon its members many of the interpersonal stresses and complexities that are also discovered in T-groups, short-term communes, and other equally fashionable experiments in group interaction. Therefore, I would like to treat the mini-expedition also as an experiment in personal relationships in a situation of high physical and mental stress, albeit of short duration. The group (limited to ten students) would be asked to meet at least once before the trip and twice afterwards to discuss not only their shared enterprise but also the shades and subtleties of personal antagonism and dependence that the experience has elicited. The students will be encouraged to take notes or keep diaries during and after the trip; their written evaluations of the course will be expected to discuss the interpersonal questions raised by the experience as well as the experience itself.

Tentative Itinerary:

- January 3: Meet at Hampshire
- 4-7: Drive to Boulder, Colorado (Base)
- 8-9: Buy supplies
- 11-20: Mini-Expedition
- 21: Drive to Boulder
- 22: First meeting after return
- 23-26: Drive to Hampshire
- 31: Second meeting after return

Enrollment: Maximum - 10

Special Costs: \$50-\$80 (food, gas, rented boots, etc.)
More if student wants to buy special equipment (boots, down jacket)

The New Man

Robert Marquez

A discussion of the work of Ché Guevara, Fidel Castro, Frantz Fanon, and other Third World thinkers, focusing on the nature and contradictions of pre-revolutionary and post-revolutionary culture and their implications. We will be dealing with questions of ethics, "objectivity," "legitimacy," change, and control as well as with the relationship between "individual choice" and "inevitability," biography and revolution. We will, hopefully, also tackle the intriguing implications of what Régis Debray, during his defense before a Bolivian Tribunal, referred to as the inescapable "tragedy" of revolution.

Enrollment: Maximum - 20

Special Costs: None

Other New CollegesWilliam Marsh

After a preliminary investigation of catalogues and other available information, groups of two or three students will visit briefly other nearby, newly-opened colleges to investigate the similarities to, and differences from Hampshire. The class will then prepare a brief description of each of the colleges visited, hopefully suggesting some ideas for Hampshire to consider. The remainder of the term will be spent reading about and discussing aspects of higher education, particularly the history of American liberal arts colleges. Possible campuses to visit are New England, Goddard, Nathaniel Hawthorne, and Marlboro.

Enrollment: Maximum 16

Special Costs: Meals and perhaps room costs at another college for one or two nights; perhaps a little gas money.

Prints and Protest

Robert von der Lippe

The relationship between graphic prints and social protest movements of the past and present. From Goya's "Caprichos" and "Disasters of the War" through Picasso and Chagall to Ben Shahn, graphic artists and their work will be observed and discussed with reference to the history and social conditions which surrounded and influenced their art. Equal attention will be given to the effect of their work upon that same history and those same social conditions and why it is and was that some artists were and are so much more effective in creating Prints and Protest.

Enrollment: Maximum - 12

Special Costs: Possibly food and gas for one or two trips to Boston and/or New York City.

Relativity and CosmologyLawrence Domash and Kurtiss Gordon

Note: This is a course involving two parts: the first two weeks will focus on the Theory of Relativity, the last two weeks on Cosmology.

Relativity

Students will engage in a full-time program of lectures, readings, films, and experiments on the subject of The Theory of Relativity, a fascinating, beautiful, and very surprising aspect of nature which is very far from our everyday experience, and valuable for that reason.

The course is intended for people with little or no background in science or mathematics. This course will be offered only if there is sufficient student interest.

Cosmology

Cosmology, the study of the universe as a whole, has been called the meeting ground of science and theology. The cosmology of Genesis represents one early attempt at an explanation of the origin of the universe. Models based upon the theory of general relativity comprise some modern attempts; and there have been many, many attempts in the ages between these two. Cosmologists ask very simple questions: one of the most fruitful questions of the past two hundred years is, "Why is the sky dark at night?" In forging the chain of reasoning to answer these simple questions, cosmologists have had to employ very sophisticated mathematical tools for some of the individual links. However, the chain as a whole can be grasped by people without much mathematical sophistication. (There is probably more literature written for the layman about cosmology than any other branch of astronomy.) Because so much of the universe is so far away from us, we must rely on very meager amounts of data to test our theories. Yet we have to synthesize a consistent structure out of the data that do exist. One of the most persistent headaches of cosmologists who hypothesize

Relativity and Cosmology

a universe with a definite moment of creation has been the discovery of individual objects in the universe which are older than the universe as a whole. Yet the contrary view, that the universe has always existed, is not without its difficulties.

The course will begin with a survey of some of the currently competing models of the universe. We shall note the features common to all of these models remarking on the important differences between these and some of the older models, and review the observations which imposed these constraints. Then we shall concentrate upon the differences between the models and try to construct experiments which can discriminate among them.

Enrollment: Maximum - 20

Special Costs: None

The Sources of WonderJohn Boettiger

For some of us the word "religious" summons up a collection of social events, sometimes comfortable and sometimes oppressive, but in any event part of a distinctive world of childhood from which--for better or for worse--we have migrated. For some the word brings to mind a rough, often painful, memory of tenets of faith that once lent a measure of meaning and comfort to life in a problematic world, tenets for which--again, for better or for worse--the ground of plausibility has shaken and crumbled. Others, raised in a permissive ignorance or carelessness of religion, or in an environment hostile to religion, may find themselves ransacking a jumble of religious and non-religious sources in an effort to endow their life with more secure and profound meaning.

Wonder remains, and ferments--the wonder that inspires a search for meaning, or fires an irritable nostalgia, or feeds the tenacious endurance of religious engagement in a secular culture. The sources of such manifold wonder--in ourselves, in the world we know with our senses, in our connections with those who provoke wonder in us--those sources will be our object in this January workshop.

It is, then, in the sense I have suggested, an exploratory workshop in religious experience. Members of the workshop will explore the course of their own religious attitudes and experiences, and the objects of their current wonder; read and discuss some of the recent efforts to connect the exploration of human potential with new and traditional understandings of the nature of religious life; and make field forays to religious communities, institutions, and individuals to shed light on the issues that are--or come to be--important in the lives of workshop members. Through the combination of individual exploration and group experience we will try to keep alive to the commonalities and the differences in our ways of wonder.

Enrollment: Maximum - 14

Special Costs: None

12/1/70

-24-

Registration Number: JT 150-J70 JB

Studio Workshop

Arthur Hoener

Open studio for students who are interested in painting (oil, water, and plastics), sculpture (wood, plastics, and motorized), or graphic arts (typography, woodcuts, wood engraving, etc.). Projects will be developed by the student in consultation with the instructor. Criticism will be based upon the area of investigation set by the student as well as the reactions of the other artists in the studio. Slide talks and seminars will be based upon the ideas being worked on in the studio.

Enrollment: Maximum - 20

Special Costs: All materials must be paid for by students.

Study of Local CourtBarbara Yngvesson

In this course we will undertake an intensive study of the local court in Northampton. Among the aspects of the court to be investigated are the structure and operation of the court, some of its functions and those of court officials, the importance of out-of-court discussions and negotiations, etc. Plans for the course include reading, discussion, and intensive observation of the District or Superior courts in Northampton.

An Amherst and Springfield attorney with extensive experience practicing in the local courts is interested in assisting us in meeting the strategically right and personally most receptive and articulate members of the Court staff. He might be interested in participating in the actual running of the course as well. Lester Mazor will act as consultant, as well as guest lecturer.

Enrollment: Maximum - 8

Special Costs: None

12/1/70

-26-

Registration Number: JT 154-J70 BY

The Theory and Practices of Five-College CooperativesElliot Maxwell

A number of people at Hampshire, as well as others at the four colleges in the valley, have discussed the possibility of setting up a cooperative store, or stores. While discussion will continue, it seems unlikely that any immediate commitments will be made; I would like to join with other people in January in a concerted effort to determine the desirability and feasibility of such an institution. If our examination leads us to the conclusion that there should be a cooperative in the Connecticut River Valley, we will begin to implement the proposal which we will have devised. This course does not imply a commitment by Hampshire College to the idea of a cooperative, nor does it mean the end of our present discussions. It does mean that we will examine the theory of cooperatives, the desirability and feasibility of a cooperative in this situation, and if it is desirable and feasible, how we would go about doing it. We may prove that it makes sense by doing it.

Among the questions that will be addressed are:

1. the legal implications of cooperatives;
2. the financing of cooperatives;
3. problems of merchandising and distribution;
4. governance;
5. the relationship of a cooperative to the educational institutions in the valley;
6. the relationship of a cooperative to the merchants in the valley.

I, for one, believe that a five-college cooperative is both possible and necessary. Although it would involve an incredible amount of work, its long range impact on the Connecticut River Valley has led me to the conclusion that it would be worth it. I would like to suggest one model that we might examine.

1. The store would not be centralized, but would only have a central storage facility. It would be operated through either rooms or store fronts at each one of the Five-College campuses, much like Sear's catalogue stores.
2. The store would begin by selling records, books, jeans, organic foods, ecologically related products, student work, etc.
3. The store would offer a discount on all products. There will be no rebate at the end of the year, such as now takes place at the Harvard and Yale Co-ops.

The Theory and Practices of Five-College Cooperatives

4. Profits over a certain level would be turned over to a student-operated foundation. The foundation might use those profits for social action work, seed funds for student collectives, financial aid, etc.
5. The store would be run as a model for other stores. It would be a vehicle for consumer education in the Valley, providing information about products and only selling the product determined to be the best value for the money. It would also be run as an environmental and ecological model, screening all products for their impact on the environment, operating the entire store in a way as to minimize the impact on the environment, and providing access to environmentally beneficial products such as biodegradable detergents not readily available.
6. The store might later branch out into other areas such as a credit union, a food co-op, coffee house entertainment.

Enrollment: No Maximum

Special Costs: None

12/1/70

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Registration Number: JT 156-J70 EM

Utopian ThinkingLester Mazor

I would like to join with others who are interested in doing some imaginative speculation about the future, some Utopian Thinking. Those who are critical of our present state of society frequently are challenged to propose an alternative; this is an attempt at constructing one. Each student's work may include readings from science fiction and other futurist works, but the main effort of the month should be less on reading than on thinking. Our goal should be to try to move our thoughts to greater and greater specificity, drawing on the fund of knowledge in the social sciences to construct solutions to particular problems of human motivation and interaction as we perceive them. I will be a research source and sounding board for each student, suggesting lines of inquiry that might support and test his thinking. We will meet as a group periodically to compare our evolving Utopias and especially to discuss our differing solutions to essential problems of social structure. The products of the month should take forms that can be the basis for further thinking and sharing--models in the form of an essay, a tape of a spoken description, an architectural plan, a mathematical model, an animated cartoon--as time and talent and previous experience permit.

Enrollment: Maximum - 12

Special Costs: None

12/1/70

Why The Sea Is Boiling Hot: FantasiesCarolyn Atkinson

Alice's Walrus suggested we have many things to talk about--cabbages, sealing wax, whether pigs have wings. The sorts of fantasies that led the Walrus to this statement are what we will talk about and create in this course.

As a beginning, we will read together a few of the best-known fantasies, looking specifically at those written for children, but important to adults. Alice in Wonderland and Through the Looking Glass, The Wind in the Willows, The Little Prince, Winnie the Pooh, Charlotte's Web are high on this list. We might consider others as well, such as The Hobbit and E.B. White's new The Trumpet of the Swan.

After we know these stories and each other a little better, we may choose to create our own fantasy worlds, either singly or collectively. Our fantasies could be realized in many ways--through narratives, graphics, dramas, histories, maps.

What the stories that we read mean, how or if we choose to realize our own fantasies, what importance they have for us--these are questions we will consider as we work together. And we may consider the question of why the sea is boiling hot.

Enrollment: Maximum - 12

Special Costs: None

Witchcraft, or Wonders of the Invisible WorldDavid Smith

A study of witchcraft in general terms, including (a) history ("cunning men," blessing witches, Black Masses, magic and necromancy and sorcery, warlocks, witch doctors, wizards, witch finders, witch's marks, persecution of witches); (b) sociology and psychology - brief look into the "manufacture of madness" theory of Thomas Szasz, and the question of witch hunts ancient and modern; selection from Kai Erikson's Wayward Puritans, the role and nature of Inquisitors, the film "Z"; (c) literary reflections: pieces built around the theme of witchcraft - examples: Hawthorne's "Young Goodman Brown," Arthur Miller's The Crucible, Robert Frost's "The Witch of Coos," Shirley Jackson's "The Lottery;" (d) cultural: possibility of looking at African voodoo or American Indian witchcraft from the point of view of cultural anthropology; (e) experiential: hopefully we would be able to invite actual witches or warlocks to the class to discuss their work. Conceivably we might also want to roast a witch hunter (Spiro Agnew?).

The basic text for the course will be Max Marwick, ed., Witchcraft and Sorcery, supplemented by a list of paperbacks including the titles listed above and some of the following:

Margaret Murray, The Witch Cult in Western Europe
Chad Hansen, Witchcraft at Salem
Gerald Gardner, Witchcraft Today
Akron Daraul, Witches and Sorcerers
Christina Hole, Witchcraft in England
Lucy Mair, Witchcraft
T. C. Lethbridge, The Devils of Loudon

There will be a library reserve list. Individual special approaches will be encouraged. We will have organizational gatherings and feasts before January, with suitable incantations and concoctions, as well as some recipe-testing during the term.

Enrollment: One Coven (12 members and a leader). Esbats (meetings) at my house twice a week on a regular schedule.

Special Costs: None

12/1/70

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(Continued)

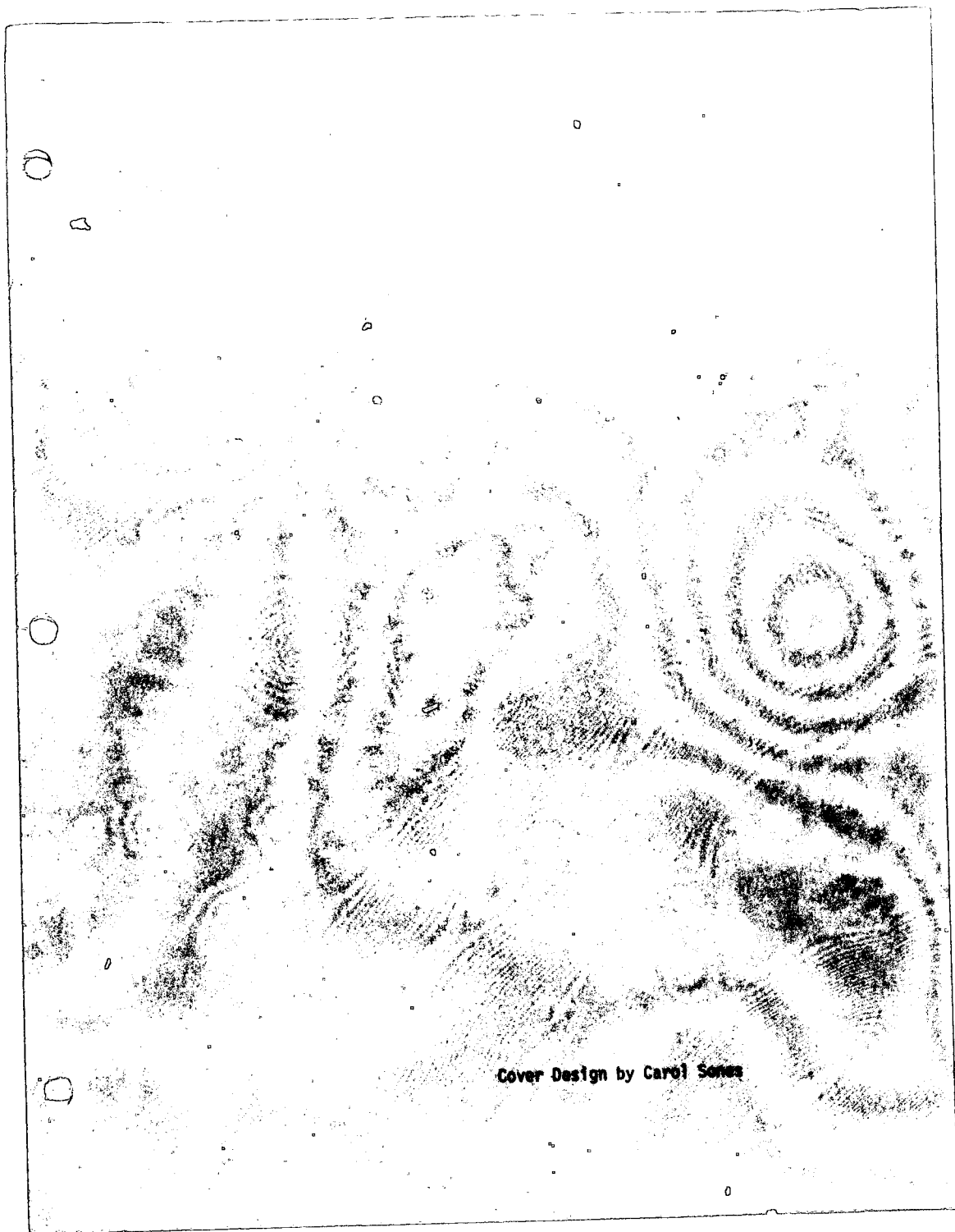
Witchcraft, or Wonders of the Invisible World

I remember, O fire
How thy flames once enkindled my flesh,
Among writhing witches caught close in thy flame,
Now tortured for having beheld what is secret.
But to those who saw what we had seen
Yea, the fire was naught.

12/1/70

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Registration Number: JT 162-J70 DS



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