

HAMPSHIRE COLLEGE

Amherst, Massachusetts

SPRING TERM COURSE SCHEDULE

1971

# NATURAL SCIENCE

NAME	COURSE	TIME
		Fri 10-12 AM
Ervin, F.	NS 100	Thurs 7 - 9 PM
Hoffman, K.	NS 108	Tues 10:30 - Thurs 12:00 AM
Coppinger, R.	NS 110	Thurs 8 - 9 on occasion
Foster, J.	NS 112	Thurs 10 - 12 AM
Lowry, N.	NS 114	Tues 9 -12 AM
Miller, L.	NS 118	Tues Thurs 8 -11 AM
Miller, L.	NS 119	Tues Thurs 12 - 3 PM
Hoffman, K.	NS 120	Calculus I Mon & Wed 12 - 1 PM Thurs 9 -10 AM
		Calculus II Mon 1 - 2 PM
Domash, L.	NS 122	Tues 9 -12 AM
Foster, J.	NS 124	Tues 8 -10 AM Lab after 10 Thurs 8 -10 AM
Domash, L.	NS 125	Thurs 9 -12 AM
Gordon, K.	NS 128	Mon & Wed 1:30 - 3:30 PM
Hoffman, K.	NS 160	Tues 12:30 - 2 PM Thurs 12:30 - 5 PM
Coppinger, R.	NS 162	Tues 10 -12 AM
Hafner, E.	NS 199	Thurs 8 -12 AM

# SOCIAL SCIENCE

NAME	COURSE	TIME
Seepersad, K.	SS 102	Mon 2 - 4 PM Wed 8 -10 AM
Matz, D.	SS 106	Tues 10 -12 AM Thurs 10 -11 AM
Mazor, L.	SS 108	Mon 2 - 4 PM Thurs 2 - 4 PM
Cole, M.	SS 111	Thurs 1 - 3 PM
Wilson, W.	SS 113	Mon 1 - 4 PM
Carroll, B.	SS 114	Mon 2 - 4 PM
Glazer, P.	SS 116	Mon Thurs 2 -3:30 PM
Turlington, B.	SS 117	Mon 2 - 4 PM Wed 9 -11 AM
Rosenthal, K.	SS 118	Mon 2 - 4 PM Thurs 1 - 2 PM
Mazor, L.	SS 119	Wed 9 -11 AM plus 2 hours TBA
Birney, R.	SS 120	Mon 2 - 4 PM Wed 8 -11 AM
Yngvesson, B.	SS 122	Mon 10 -11 AM Thurs 1 -2:30 PM
von der Lippe, R.	SS 138	Tues 9 -11 AM
von der Lippe, R.	SS 140	Mon 9 -11 AM
Yngvesson, B.	SS 142	Mon 2 -3:30 PM Thurs 3 - 4 PM
Hollander, G.	SS 144	Mon 10 -11 AM Wed 10 -11 AM

# HUMANITIES AND ARTS

NAME	COURSE	TIME
Terry, E.	HA 102	Mon 2 - 4 PM
Hoener, A.	HA 103	Thurs 8 -12 AM
Smith, D.	HA 104	Mon 9 -11 AM Wed 2 - 4 PM
Smith, F.	HA 105	Tues 7 - 9 PM
Marquez, R.	HA 106	Tues 2 - 4 PM
Marquez, R.	HA 107	Thurs 2 - 4 PM
Haden, J.	HA 108	Fri 8 -11 AM
Liebling, J.	HA 110	Tues 1 - 3 PM Wed 1 - 2 PM
Houle, Haden	HA 112	Mon 9 -12 AM Thurs 10 -12 AM
Boettiger, J.	HA 116	Mon 9 -10:30 AM Wed 2 - 3:30 PM
Liebling, J.	HA 118	TBA
Roberts, D.	HA 123	Mon, Wed, & Fri 9 -
Stern, R.	HA 125	Wed 2 -2:30 PM Fri 9 -10:30 AM
Roberts, D.	HA 126	Tues & Thurs 8 - 10 AM
Juster, N.	HA 135	Thurs 1 - 4 PM Fri 8 -12 AM
Hoener, A.	HA 137	Tues 8 -12 AM
Terry, E.	HA 139	Tues 2 - 4 PM and TBA
Terry, E.	HA 141	Wed 2 - 4 PM
Haden, J.	HA 145	Wed 1 - 4 PM
Liebling, J.	HA 150	Tues 9 -11 AM Wed 9 -10 AM

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Hoener, A.	HA 165	Wed 1 - 3 PM Thurs 1 - 3 PM
Juster, N.	HA 175	Fri 8 -12 AM
Watkins, J.	HA 180	Mon 2 - 4 PM Thurs 2 - 4 PM
Boettiger, J.	HA 195	Tues 7 - 9 PM Thurs 10 -12 AM
Liebling, J.	HA 310	Mon 7 -10 PM

## SCHOOL OF SOCIAL SCIENCE

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Carroll, R. Bruce	Seminar in Constitutional Law: The First Amendment	SS 114-S71 RBC	51
Cole, Michael	Cultural Deprivation and Compensatory Education	SS 111-S71 MC	48
Glazer, Penina	From the Old Left to the New: The Changing Nature of American Radicalism	SS 116-S71 PG	52
Hollander, Gayle D.	Soviet Political Life	SS 144-S71 GH	61
Matz, David E.	Civil Liberties Under Attack	SS 106-S71 DEM	46
Mazor, Lester J.	Crime & Punishment-- The Long View	SS 108-S71 LM	47
Mazor, Lester J.	The Lawyers	SS 119-S71 LM	55
Rosenthal, Kenneth	Land Use & Property Rights	SS 118-S71 KR	54
Seepersad, Kenrick	Character of the Caribbean Economy	SS 102-S71 KS	45
Turlington, Barbara Burn, North	International Intervention in Law and Practice	SS 117-S71 T-B	53
von der Lippe, R.	Social Order Here and There	SS 140-S71 RvdL	59
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SS 106-S71 DEM	Civil Liberties Under Attack	David E. Matz	46
SS 108-S71 LM	Crime & Punishment-- The Long View	Lester J. Mazor	47
SS 111-S71 MC	Cultural Deprivation and Compensatory Education	Michael Cole	48
SS 113-S71 WW	The Family	Whitelaw Wilson	49 & 50
SS 114-S71 RBC	Seminar in Constitutional Law: The First Amendment	R. Bruce Carroll	51
SS 116-S71 PG	From the Old Left to the New: The Changing Nature of American Radicalism	Penina Glazer	52
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SS 122-S71 BY	Rituals of Social Relations	Barbara Yngvesson	57
SS 138-S71 RvdL	The Sociology of Health & Illness	Robert von der Lippe	58
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SS 142-S71 BY	Social Order and Symbolic Systems	Barbara Yngvesson	60
SS 144-S71 GH	Soviet Political Life	Gayle Durham Hollander	61

## SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

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Coppinger, Raymond Foster, John	Environmental Quality Campus Design: Applied Ecology	NS 112-S71 F-C	29
Coppinger, Raymond	Environmental Quality Lecture Course	NS 110-S71 RC	28
Domash, Lawrence	Mathematical & Physical Science Seminar: Light	NS 125-S71 LD	70
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## LANGUAGE AND COMMUNICATION PROGRAM

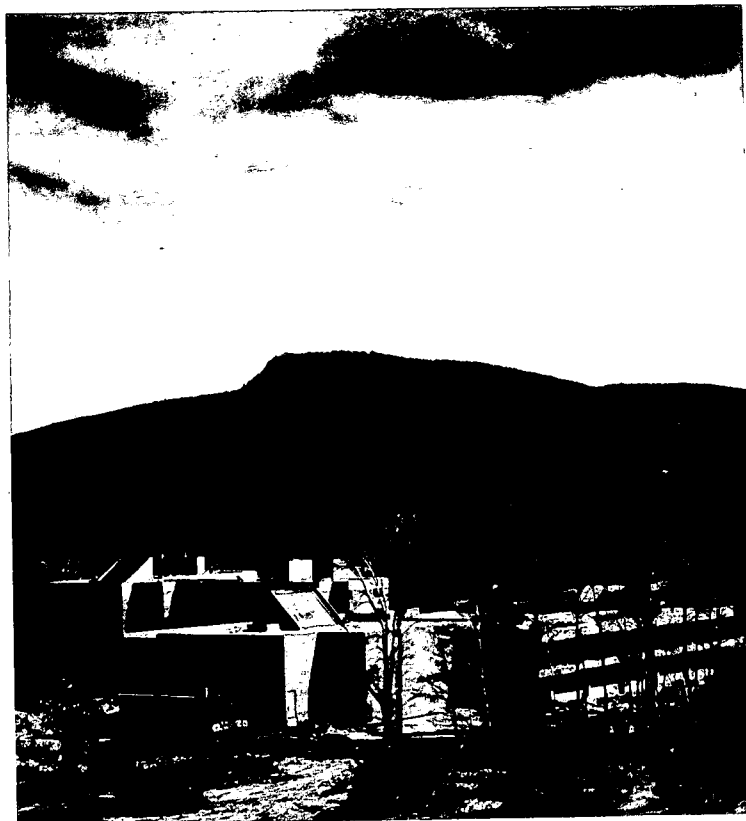
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## SCHOOL OF HUMANITIES AND ARTS

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**HAMPSHIRE COLLEGE**  
**COURSE ANNOUNCEMENTS**

**SPRING 1971**

# HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

## COURSE ANNOUNCEMENTS

SPRING 1971

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## HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

December 1, 1970

To Students:

Hampshire's Language and Communication Program comes into being this Spring Term. The shape of the Program in its first phase is described in the following pages. The plan for the lectures and seminars was worked out by the committee (James Koplin, Coordinator; Jack Le Tourneau; Richard Lyon, Chairman; William Marsh; Stephen Mitchell; Richard Muller; Robert Rardin; and Robert Taylor) with support from colleagues in all of the Schools. Several members of the Schools will make more direct contributions as seminar leaders (Courtney Gordon, Sheila Houle, and Estelle Jussim). In one case we will draw upon talent from another institution in the area (Donald Freeman, Chairman of the Linguistics Department, University of Massachusetts).

Cooperation is clearly one of the key words in the work to date, and this style will continue as the program expands. The direction of this expansion has yet to be determined. Many possibilities exist, but one of the currently most viable alternatives is a carefully planned growth period leading to School status. However, this is the most experimental of the units of the college and will be evaluated at every stage. This is an opportunity for students to play a very large role in developing a major component of Hampshire's academic program.

By deliberate decision of the committee the topics of this first semester are, for the most part, closely tied to the formal study of languages and symbolic systems--both natural and artificial. This provides a coherent theme and brings together a set of related materials usually found in several separate departments of a college (philosophy, mathematics, linguistics, psychology, computer science). This focus was chosen as an introduction to the program, but should not be viewed as the entire scope of the relevant subject matter. Part of the task in progress is the precise definition of that scope. This has not proved easy because, in some sense, language and communication encompasses all of the areas of study in the college. So there is a need to examine the range of possibilities and select those areas that can make a unique contribution to the program without duplication of activities in the Schools. Some obvious items are non-verbal communication, animal communication systems, and sociological studies of the effects of violence portrayed through the mass media. Here also, student opinion will carry considerable weight.

The immediate task of registration requires that two points be made:

- (1) The completed registration forms for the Spring Term should list only the number for the lecture series (LC 110-S71). A selection of one of the seminars will not be entered at the time for registration in early

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(Continued)

December. The choice of a seminar will be made during the third week of the semester after several lectures which help to introduce the material, and after sessions have been scheduled in which each seminar leader will have an opportunity to talk to interested students. By these means we hope that the maximum amount of information will enter into the decision.

We are asking, however, for your initial reactions based on the material in this catalog. Your adviser will ask you to complete a separate form asking for preference information. Detailed instructions are on that form.

(2) All students are required to take a Basic Studies Examination covering the work done in the Language and Communication Program. For most students, this Spring Term course will constitute preparation for that examination.

Sincerely yours,



James Koplin  
Coordinator, Program in  
Language and Communication

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## LANGUAGE AND COMMUNICATION PROGRAM

## Title and Instructor:

## Registration Number:

Lecture Series: Language and Communication  
Members of Language & Communication Committee plus  
Guest Lectures

LC 101-S71

Artificial Intelligence  
J. J. Le Tourneau

LC 103-S71 JJJ

Computer Programming Topics  
Richard Muller

LC 105-S71 RM

Dialects and Social Structure  
Robert Rardin

LC 107-S71 RR

The Evolution of English  
Sheila Houle

LC 109-S71 SH

Extra-Terrestrial Intelligence  
Courtney Gordon

LC 111-S71 OG

The Historical Development of Computers  
Stephen Mitchell

LC 113-S71 SM

An Introduction to Phonology  
Robert Rardin

LC 115-S71 RR

Language Acquisition  
James Koplin

LC 117-S71 JK

Language and Society  
J. J. Le Tourneau

LC 119-S71 JJJ

Linguistics and Literature  
Donald C. Freeman

LC 121-S71 DCF

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(continued)

Language and Communication Program

The Medium And The Message: Explorations In Communication  
And Culture

Estelle Jussim

LC 123-S71 EJ

Mod Logic

William Marsh

LC 125-S71 WM

Problems of Information In A Data-Rich Civilization  
Robert S. Taylor

LC 127-S71 RST

The Retreat From The Word  
Richard C. Lyon

LC 129-S71 RCL

Speech Perception: Decoding of the Acoustic Stream  
James Koplin

LC 131-S71 JK

Susanne Langer's New Key  
William Marsh

LC 133-S71 WM

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Lecture Series: Language and Communications

Members of the Language & Communication Committee plus guest lectures

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Eight lectures will be given during the first two and one-half weeks of the Spring Term:

1. Introduction to the L & C Program
2. Language and its effect: Sociolinguistics
3. Language: History and Change
4. Child Language Acquisition
5. Artificial languages: Especially Computer Languages
6. Algorithms
7. Logic
8. Generative Grammar

They will provide an integrated introduction to some aspects of the Language and Communication Program as it has developed this year. Most of the seminars will draw directly on material discussed during this period. A collection of recommended readings will be available to accompany these presentations.

Guest lecturers from on and off campus will appear on an irregular schedule during the remainder of the semester. They will discuss a variety of topics relevant to the program.

Students registering for this course should record only the number of this lecture series on their registration forms. The selection of one seminar from the list of sixteen (numbered LC 103-S71 JJL to LC 133-S71 WM) on the pages immediately following this one will be made near the end of the two and one-half week period.

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Language and Communication Program  
Registration Number: LC 101-S71

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Artificial IntelligenceJ. J. Le Tourneau

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Artificial intelligence can be defined as the study of methods which allow machines to act in ways which would be called intelligent by a human observer. During the last fifteen years, certain steps have been made in this direction (for example, it is now possible for a computer to learn to play checkers at the level of current world checker champions). However, in spite of progress on many frontiers, the area of artificial intelligence fails to have many central concepts or theories which can be broadly applied. Study in this area has indeed been attacked by many as either premature, presumptuous, or possibly an affront to man's dignity. However, it is precisely the freshness of the area which draws many workers. During the course of the seminar, we will study some of the current literature in artificial intelligence and some of the criticism this literature provokes.

One topic in particular to be studied is the work surrounding the famous Godel incompleteness theorem of mathematical logic. Many have claimed that this theorem gives suitable evidence that man's mind will never be replaced by a machine. Another possible conclusion of this theorem is the impossibility of ever inventing a perfect scientific language.

One theme constantly in the background whenever the question of artificial intelligence is approached is the large debate concerning the nature of mind and the nature of machine. We will study many authors' attitudes concerning both of these questions and will read not only scientific but philosophic and religious works."

12/1/70

Language and Communication Program  
Registration Number: LC 103-S71 JJL

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Computer Programming TopicsRichard Muller

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Students in the seminar will have an opportunity to develop skills in computer programming in a variety of projects, based on interests of the participants. Students whose first exposure to programming has come in the early weeks of the Language and Communication course, as well as those with more extensive backgrounds, will be encouraged to design programming projects relating to competencies and interests in other fields. For example, it is possible with even a modest background in programming to make first steps in computer-designed animated films, graphics, and music, in statistical techniques, or in manipulation of verbal data necessary for linguistic and information retrieval projects.

Before undertaking individual projects, the seminar will consider the problem of developing a model of a hypothetical digital computer. Included in this consideration will be the important conceptual components of computers (e.g. 'words' of memory; index and base registers; accumulators) as well as the machine language commands associated with basic hardware functions of the computer. A working model of this hypothetical computer will be developed and implemented in a time-sharing environment, so that seminar participants will be able to experiment with the operation of the model.

Seminar participants with particular interests in computer programming and applications may wish to develop assembly and higher-level languages for this hypothetical computer as individual projects.

Seminar participants may wish to work together on projects of some size. This experience should develop insights into the problems of producing large software systems such as airline reservations, college registration, and language translation.

12/1/70

Language and Communication Program  
Registration Number: LC 105-S71 RM

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Dialects and Social StructureRobert Rardin

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Every language exhibits dialectal variation. Within language communities we find certain distinctive dialectal features of vocabulary, phonology, and syntax, which are restricted to particular age groups, social classes, and geographical populations. Some dialects of a language are automatically accorded prestige because they happen to be spoken by powerful groups; others are less favored. The stratification of a society is often reflected in, or even perpetuated by, dialectal differentiation. The sentences "I ain't got no money" and "I don't have any money" communicate to the hearer exactly the same semantic material. From a functional point of view, they are equally effective. The two sentences differ radically, however, in the social status which they accord the speaker.

The seminar on dialect will examine the formal nature of dialectal differentiation and attempt to assess its consequences for linguistic, social, economic, and political evolution. Anticipated topics include bilingualism (its influence upon individual psychology and national policy), the character and function of slang and obscenity, the underlying motivations behind campaigns for linguistic purity, the language problems of developing nations, and the role of mass media in dialect leveling. Dialects to be examined may include Black English, Yiddish, immigrant language in America, Canadian French, Swiss German, Scandinavian. Special attention will be directed toward dialects spoken by seminar participants.

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Language and Communication Program  
Registration Number: LC 107-S71 RR



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The Evolution of EnglishSheila Houle

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Hwaet, wē Ġar-Dena in ġeardagum  
Ƣeodcyninga Ƣrym gefrunon,  
hū Ƣa ae Ƣelingas ellen fremedon.

Whan that April with his shoures soote  
The droghte of March hath perced to the roote  
And bathed every veyne in swich licour  
Of which vertu engendred is the flour . . .

These two passages--the opening lines of Beowulf followed by the first lines of the Prologue to the Canterbury Tales--may not look like samples of our native language but they are! They represent two major phases in the evolution of English, known as Old English and Middle English. In this course we will study the origins of our language and the ways it has changed from the time of the Beowulf poet--the sounds (we will learn to pronounce Old and Middle English so we can read the literature out loud), the way sentences are put together, the changes in meanings of words. We will look at those forces outside language which effect some of these changes--political, military, social, even geographic influences, borrowings from other languages and so on. And we will be studying these older stages of Modern English primarily through the literature of each period so that we not only have authentic examples of the language but also have the opportunity to read the texts in the original.

12/1/70

Language and Communication Program  
Registration Number: LC 109-S71 SH

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Extra-Terrestrial Intelligence

Courtney Gordon

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The subject of extra-terrestrial intelligence has fascinated mankind for ages. We are at last close to the time when extra-terrestrial communication may be possible. How can this be done? Are there other worlds ready to receive our messages? Have other worlds already tried to communicate with us? The search for these answers will lead us to consider

1. the origin of life
2. the evolution of stars
3. sending messages using radio telescopes
4. cryptography

Shklovskii and Sagan's excellent book Intelligent Life in the Universe will be used extensively. Other readings will be taken from Isaac Asimov's book Is Anyone There?, cryptography books and introductory radio astronomy books.

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Language and Communication Program  
Registration Number: LC 111-S71 CG

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The Historical Development of ComputersStephen Mitchell

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A seminar based on discussions of the growth and development of computational devices, starting with the self-instructing Jacquard loom, moving on to the mechanical devices of Babbage, the use of tabulating equipment by the U. S. Census and ending with the rapid growth of electronic computational devices from the later 1940's on. The seminar will attempt also to trace the major intellectual developments on which the actual hardware depends. At the end of the semester, the student should have some grasp of why we have certain computers but not others, why some machines are yet to be built, and why change and continual innovation is characteristic of the computer market.

The seminar will make several field trips to view on-site equipment and will construct a number of small computing devices for its own pleasure and edification.

Preliminary Bibliography

Giedion, Siegfried. Mechanization Takes Command. Oxford, 1948.

Rosen, Saul. "Electronic Computers: A Historical Survey." Computing Survey, March, 1969, pp 7-37.

Sammet, Jean. Programming Languages: History and Fundamentals. Prentice-Hall, 1969.

Truesdell, Leon. The Development of Punchcard Tabulation. GPO, 1965.

12/1/70

Language and Communication Program  
Registration Number: LC 113-S71 SM

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An Introduction to Phonology

Robert Rardin

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Phonology is a major component of the grammar of natural languages. The existence of alphabets constitutes evidence that natural language systematically employs a strictly delimited set of "sounds", a formal system which babies, drunks, and foreigners routinely violate in one way or another. A universal feature shared by all languages is the utilization of a small number of distinctive phonological features to pattern the infinite set of grammatical utterances constituting language.

The seminar in phonology will investigate the formal properties of phonological systems, devoting particular attention to the phonological structure of English. Theoretical concepts such as underlying representation, phonological rule, rule ordering, rule generality, and rule exception will be introduced, and the "abstractness" controversy within phonology will be discussed. Aphasia, phonological aspects of child language acquisition, theories of phonological change and topics in acoustic phonetics will also be treated as time and the interest of participants may dictate.

12/1/70

Language and Communication Program  
Registration Number: LC 115-S71 RR

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Language AcquisitionJames Koplin

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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 pre-school 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."

A final block of time will be given to sketching the reasons why progress toward a solution has been so slow. The place of this area in the larger domain of cognitive psychology will be touched upon.

12/1/70

Language and Communication Program  
Registration Number: LC 117-S71 JK

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Language and SocietyJ. J. Le Tourneau

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The purpose of this course is to explore some of the relationships between language and society, in particular the effect of language upon social organization. This exploration properly cuts across the widest possible set of defined disciplines - linguistics, psychology, sociology, anthropology, biology, literature, art, etc. Because of the breadth demanded by such a study, the instructor assumes that his role will be one of facilitator rather than tour guide. At each meeting of the seminar, we hope to invite people knowledgeable within more confined areas to act as resources for our discussions. The class in general will be totally self-directing with only two provisos: (1) the entire group meet at least once a week to discuss a major work, and (2) each member of the seminar develop one interest into a project of depth during the course of the seminar.

12/1/70

Language and Communication Program  
Registration Number: LC 119-S71 JJL

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Linguistics and Literature

Donald C. Freeman

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Increased interest in linguistics, particularly that area of the field which examines the relationships between language and human thought and learning, has led to inquiry into the nature of literary language. This work has centered on such questions as these:

How can a novelist's deliberate choice of syntactic structures, lexical items, and certain kinds of pronoun reference be seen as indicative of the way in which he views the world?

In what ways do poets deliberately and strategically violate the "rules" of English grammar? What kinds of violations are possible in English poetry? What kinds of violations do poets systematically employ?

What is the precept known as "meter" in English verse? How can we define the notion "possible metrical line" in iambic pentameter?

These questions are asked in the three main areas of current research in what has been called "linguistic stylistics": prose style, the grammar of poetry, and metrics.

We shall examine these three modes of inquiry in linguistic stylistics, outlining the kinds of problems encountered, and then move into seminar presentations on major authors and works presenting interesting problems. Students will choose seminar topics in consultation with the instructor, and lead discussion based on reading assignments which they themselves will make for the class.

12/1/70

Language and Communication Program  
Registration Number: LC 121-S/1 DCF

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The Medium And The Message: Explorations In Communication And Culture

Estelle Jussim

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When Marshall McLuhan published Understanding Media in 1964, he precipitated such violent critical controversy over his basic hypotheses that the dust hasn't settled yet. What may prove surprising is that his ideas were by no means new, his sources were readily available, and his most inflammatory notions may be susceptible to scientific test.

Why, then, was the idea that "the medium is the message" so shocking and bewildering? Should the conflict between oral-aural and print-visual cultures engage our serious attention? How does a culture rely upon communication, and what happens within a society when it shifts its media bases? Can there be any truth to the theory that the alphabet and the printing press have contributed as much to the enslavement of men's lives as to the liberation of their minds? Do media really structure our responses to messages? What is a "message?" Is there a meta-communication beyond verbal and non-verbal modes that exists subliminally in the nexus of technology/culture/society?

The ramifications of these questions are many and profound, and they reverberate into unexpected corners of our lives. The seminar will therefore concentrate on liberating the student from what McLuhan calls "the somnambulism of non-awareness" of how media manipulate our unconscious responses. Hopefully, the seminar will assist the student toward the comprehension that media analysis is relevant to the study of all cultural phenomena.

Among the suggested readings will be: Lewis Mumford's Technics and Civilization and Art and Technics, McLuhan's Gutenberg Galaxy and sections from Understanding Media, Raymond Rosenthal's McLuhan Pro and Con, William Ivins' Art and Geometry, selections from Siegfried Giedion's Mechanization Takes Command, and from works by Claude Levi-Strauss, Harold Innis, and E. H. Gombrich.

Guest lecturers may join us for discussions of their specialized insights: for example, Professor Lester Mazon will talk to us about Law and its



The Medium And The Message: Explorations In Communication And Culture

origins in written language. Students will be encouraged to correlate seminar work here with topics or activities developed in other seminars or workshops, and we will try to develop our own methods of investigating communications media and their impact on us as the semester proceeds.

12/1/70

Language and Communication Program  
Registration Number: LC 123-S71 EU

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Mod LogicWilliam Marsh

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This seminar will use the tense, aspect, and modal systems of English as an entry to problems in three disciplines: linguistics, philosophy, and mathematics. Perhaps after constructing a description of these systems and after seeing the extension to modal propositional logic of ideas presented in the core lectures, the individuals in the seminar can then choose which topics they would like to pursue. Possibilities include reading some of the papers in linguistics on the verb auxiliary, investigating the philosophic problem of necessary versus contingent truth, considering problems of quantifiers in modal logic, or doing some of the mathematics of systems of modal logic.

12/1/70

Language and Communication Program  
Registration Number: LC 125-S71 WM

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Problems Of Information In A Data-Rich CivilizationRobert S. Taylor

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This is a seminar exploring the various ways man organizes and interacts with, and is affected by his recorded knowledge. We will be concerned with the ways we use information in decision-making, in question-answering, in the structure of our organizations.

One of our major concerns will be to design an information retrieval system, both manual and automated, with a limited set of documents in the field of Language and Communication. We hope that our efforts in this exercise will provide a base for an on-going information retrieval system of use to the Program in future years.

Through these approaches, members of the class will explore and analyze their own information-seeking behavior: how we name and classify for later recall; how we ask questions and seek answers; how we use information. We will also be concerned with the problems of information overload in society and with the question of privacy of data.

In brief, the aim of this course is to develop an awareness of the sea of formal information in which we live, how we control it, and what effects it has on us, our activities, and our privacy.

Preliminary Bibliography

Cherry, C. On Human Communication, 2nd Ed. M.I.T. Press, 1968.

Licklider, J. C. R. Libraries of the Future. M.I.T. Press, 1965.

Price, D. Science Since Babylon. Yale, 1961.

Salton, G. Automatic Information Organization and Retrieval. McGraw-Hill, 1968.

Martin, J. T. and A. Norman. Our Computerized Society. Prentice-Hall, 1970.

12/1/70

Language and Communication Program  
Registration Number: LC 127-S71 RST

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The Retreat From The WordRichard C. Lyon

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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.

12/1/70

Language and Communication Program  
Registration Number: LC 129-S71 RCL

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Speech Perception: Decoding of the Acoustic Stream

James Koplin

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Many levels of analysis are required in order to extract the meaning from the speech signal. One of these levels involves the segmentation of the acoustic stream into phoneme units. This seminar will begin by considering the nature of the task that the ear performs. Such descriptive material immediately demonstrates that "decoding" is the right term since there is no one-to-one match between physical signal and phoneme. It also attracts attention because the results violate expectations, e.g., much of what we hear as phoneme units has no direct correlate in the physical signal. This section will draw heavily upon the experiments of A. Liberman and associates at the Haskins Laboratories and the University of Connecticut as published in the Psychological Review, Perception and Psychophysics, etc.

An understanding of these experiments requires an evaluation of the motor theory of speech perception and of the biological foundations of language.

12/1/70

Language and Communication Program  
Registration Number: LC 131-S71 JK

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Susanne Langer's New KeyWilliam Marsh

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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, speculating about logic or language, or following Langer's ideas through her later work. Briefly the seminar will try to find out what ways man is better defined as the symbol-using animal rather than as the featherless biped.

12/1/70

Language and Communication Program  
Registration Number: LC 133-S71 WM

## HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

1 December 1970

Dear Students:

The course announcements for the Spring Term contain in the first place a new lecture course to be taught by Dr. Frank Ervin on the subject of "Behavior and the Brain," roughly in the same manner as the course given in the fall by William Marsh, Michael Arbib and Ed Kriekhaus. This course will be complementary to two courses: Human Biology in Health and Illness in Natural Science and The Sociology of Health and Illness in Social Science.

The Environmental Quality Program is continuing with a Wednesday night series of lectures and three seminars in the School of Natural Science and Mathematics.

We are dividing our course offerings into four groups (the Lecture Course, Environmental Quality, Biological Science, and Mathematical and Physical Science) in an attempt to make concurrent meetings of related courses possible. This will be done by scheduling all of the courses in each group at the same time in so far as this can be done. There are three new courses in biology and three new courses in the mathematical and physical sciences.

I also wish to call your attention to courses in the Program of Language and Communication, such as: Artificial Intelligence, Computer Programming Topics, Extra-Terrestrial Intelligence, The Historical Development of Computers, which might be appropriate for examination in the School of Natural Science and Mathematics. If you are interested in this possibility, you should consult your adviser.

There may be some of you who are interested in continuing or repeating a course in this School. This is normally not something that we encourage, but if you are in the middle of a project which you think should be continued, for example in Campus Design, please consult your adviser and the instructor in the course.

Finally, we have arranged with the Brookhaven National Laboratory for them to accept resident students during the Spring Term. If you think you are qualified to do this and would like further information, please talk with me.

*E.M. Hafner*

Everett M. Hafner  
Dean  
School of Natural Science and Mathematics

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SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

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Title and Instructor	Registration Number
<b>A. <u>Lecture Course in Science</u></b>	
Behavior and the Brain Frank Ervin and Staff	NS 100-S71 FE
<b>B. <u>Environmental Quality</u></b>	
Lecture Course Raymond Coppinger and Visitors	NS 110-S71 RC
Campus Design: Applied Ecology John Foster and Raymond Coppinger	NS 112-S71 F-C
Chemistry and Analysis of Pollutants Nancy Lowry	NS 114-S71 NL
Waste Disposal: No Deposit, No Return Lynn Miller	NS 118-S71 LM
<b>C. <u>Biological Science</u></b>	
Seminar: Microbial Ecology Lynn Miller	NS 119-S71 LM
Workshop: Good Things to Eat: Organic Farming at Hampshire Lawrence Domash, John Foster, Lynn Miller and Others	NS 122-S71 D-F-M
Seminar: Human Biology in Health and Illness John Foster	NS 124-S71 JF
Workshop: Ecology Kenneth Hoffman and Raymond Coppinger	NS 160-S71 H-C
Seminar: Evolution and Animal Behavior Raymond Coppinger	NS 162-S71 RC



SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

D. Mathematical and Physical Science

Workshop: Probability and Statistics  
Kenneth Hoffman

NS 108-S71 KH

Seminar: Calculus  
Kenneth Hoffman

NS 120-S71 KH

Seminar: Light  
Lawrence Domash

NS 125-S71 LD

Seminar: Development of Astronomy  
Kurtiss Gordon

NS 128-S71 KG

Workshop: The Sound of Music  
Everett Hafner

NS 199-S71 EH

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Lecture Course in Science  
Behavior and the Brain

Frank Ervin and Staff

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Our purpose is to examine the fundamental knowledge we now have on the relation between human behavior and brain function. Some of our insight is gained from studies of animal behavior and neural anatomy, some from direct research on the human brain, some from pathology in brain function, and some from psychiatric observation of abnormal patterns of human behavior. We shall attempt to bring all of the evidence together in order to form a coherent picture of the present state of psychobiology.

While our principal object of study is the healthy human being, we find that a considerable advance in that direction is possible in the course of relating aberrant behavior to abnormalities in the brain. A recent and important example of the relation occurs in the study of unprovoked violence in humans which we are now beginning to understand in biological as well as social and psychological terms. It is, in fact, useful as an introduction to broader areas in psychobiology to look carefully at the evidence we now have of the relationship between violence and brain function. We shall therefore study, in some detail, the emotional or limbic brain in phylogenetic development, in response to drugs and disease, and in experimental behavior. This study will serve as an introduction to and model for other problems in the roots of behavior.

Lectures will include demonstration of experiments and techniques in psychobiology. In addition to the lecture there will be two seminars every week in order to provide opportunity for further reading, and for study of special topics.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 100-S71 FE

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Environmental Quality  
Lecture Course

Raymond Coppinger and Visitors

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The course continues the sequence of lectures begun in the Fall of 1970. It plays a central role in the program in Environmental Quality, which is one of Hampshire's responses to the obvious need for study and action in the rising environmental crisis. Our program provides students with an opportunity to become broadly acquainted with the nature of the problem, and also to engage in special areas of study. The lectures establish a background through reviews of environmental science, with occasional reference to economics, law and aesthetics. To some extent, therefore, the program reaches outside the natural sciences. Seminars associated with the program also cover a wide range of disciplines.

Following this announcement are descriptions of three environmental seminars in the School of Natural Science and Mathematics.

All students in the program register for the Lecture Course. They need not choose seminars until they are reasonably familiar with the full range of environmental studies. In order for delayed choice to be feasible, we schedule the seminars so that they can meet jointly at the beginning of the term. Students may, of course, register for a seminar at the start. In any case, participation in the program requires registration in the Lecture Course as well as in a seminar.

The Lectures occur regularly on Wednesday evenings, and are open to the public. The Lecturer usually remains at the College through the following morning, in order to join other activities of the program.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 110-S71 RC

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Environmental Quality  
Campus Design: Applied Ecology

John Foster and Raymond Coppinger

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The seminar will focus on one of Hampshire's important goals: to develop a campus where educational, esthetic and ecological designs support and enhance each other. There are many opportunities for students to examine the environmental problems of the College, and to participate in the development and implementation of its plans. The seminar is intended to formalize such interests, to stimulate similar activity in other communities, and to give at least some of our graduates an effective voice in the design of future communities.

As the College grows, our farmland will be put to a variety of new uses, each with its special impact on the ecology of the area. The first task of the seminar group will be to learn and use proper survey techniques for a comprehensive inventory of the present campus. We shall look at soils, vegetation, water resources, and man-made features. These data form a baseline against which future plans can be measured. Among the problems we might choose to study are:

- Building design and location in relation to woods, open space and other buildings.
- Experimental plantings: creation of forest borders, hedgerows, and other specific wildlife habitats.
- Location and design of roads and walks; alternatives to asphalt and concrete; alternatives to salt and plowing for snow control.
- Effective composting procedures for solid organic waste; recycling or disposal of nondegradable waste.
- Design and construction of microbiological sewage treatment facilities for the College.
- Forest and woodlot management: protection of watershed and aquifer recharge areas.

The seminar provides an ecological complement to courses in architectural, urban and interior design. We expect that students in those activities will have opportunity to interact with us.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 112-S71 F-C

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Environmental Quality  
Chemistry and Analysis of Pollutants

Nancy Lowry

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Except for radioactivity, all pollutants of our environment are chemicals, and to this extent the study of pollution is a problem in basic chemistry. It involves not only the interaction between molecules, but considerations of equilibria, solubility, ionization, reaction rates, and many other physical and chemical ideas. Methods of analysis for pollutants, and for treating chemical pollution form a natural subject in basic chemistry: the most effective controls, involving conversion of pollutants into harmless or useful substances, are engineering applications of simple chemical theory.

The seminar will focus initially on the chemistry involved in analysis of water quality. We shall survey a pond or a stream in the neighborhood of the College; we may then join with other groups to carry our studies further. We shall also pay some attention to the polluting effects of our own chemical laboratory, training ourselves to avoid unnecessary physical and chemical burdens on the community.

In addition to its experimental work and its studies in basic chemistry, the group will examine and discuss a set of related problems:

- The structure and biochemistry of pesticides,
- Chemical composition and control of exhausts from automobiles, aircraft and power plants,
- Photochemical smog,
- Nuclear chemistry in nuclear reactor technology,
- World-wide chemical pollution: DDT,  $\text{CO}_2$ , Pb, Hg. . . ,
- Chemical warfare,

with each student choosing a topic for individual study.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 114-S71 NL

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Environmental Quality  
Waste Disposal: No Deposit, No Return

Lynn Miller

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The subject of the seminar is a central issue in environmental studies. Solid, liquid and gaseous wastes are polluting our water with sewage and industrial chemicals, our air with products of combustion, and our landscape with mountains of discarded and unwanted material. Our local community, although still relatively clean, will be facing the problem with increasing concern for its future. The citizen of Amherst, no less than the paper mill operator in Holyoke, must decide what to do with his wastes.

There are two alternative answers in the traditional pattern of this question. The first is to dump wastes onto the commons (public water, air and land); the second is to put them back to useful work. Unfortunately for us now, the first alternative has tended to prevail throughout the world, even within the practices of what we call "public health." For example, the treatment of municipal sewage and the operation of paper mills produce tons of residue which can be converted by microorganisms into potentially useful organic forms. But we have usually chosen to burn the residue, or bury it, or add it to the burden of our waters.

In arriving at their course of study, members of the seminar will choose between sewage treatment and the dispersal of sulfite residues from paper production. They will then pursue a literature on the problem, examine it in the laboratory and in the field, and attempt to formulate and test a novel solution to the problem. They will record their findings for the sake of subsequent groups who continue the work.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 118-S71 LM

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Biological Science  
Seminar: Microbial Ecology

Lynn Miller

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Why microbial ecology? One answer could emphasize the important role of the study of microbes in broadening and deepening our comprehension of biological phenomena. An understanding of energy generation and utilization, catabolic and anabolic pathways in cells, and the nature of the gene, for some examples, is increased by the study of microorganisms.

Another answer stresses the importance of the study of microbes to our understanding of all ecosystems, since microorganisms are to be found in every environment. The study of microbes and their properties provides an unexcelled opportunity to discuss the unifying aspects of biological phenomena in plant and animal cells, because microbial ecology deals not only with bacteria and other procaryotic organisms, but also with yeasts, algae, protozoa, etc.

By utilizing the ecological approach originated by Beijerinck and Winogradsky, as modified and extended by others, students can begin to discern the properties of a given group of microorganisms and, at the same time, to learn ways in which those organisms affect their environment. There is no better biological approach to the study of the presence (and the absence) of cause-effect relationships in the living world. The relatively rapid experimentation, and the ease with which microorganisms can be cultivated and observed, both in the laboratory and in "real" systems, lead directly to an appreciation of good scientific methodology and general ecological principles.

Students will be asked in about the fourth or fifth week of the course to choose to concentrate on one of the following research projects:

- 1) Isolation and characterization of yeasts or other microorganisms capable of detoxifying sulfite wastes from paper mills.
- 2) Properties of some of the strictly anaerobic microbiota of the human oral cavity.
- 3) Study of the thermophilic microorganisms in sewage disposal systems, and possible high-temperature processing of sewage.
- 4) Microbial associations in the aerobic activated sludge process: Is there a predominant microorganism?

Seminar: Microbial Ecology

- 5) Possibility of isolating microorganisms capable of utilizing elementary carbon (charcoal) as a source of energy and carbon.
- 6) The microbial ecology of a peat bog: Why does mineralization proceed so slowly and incompletely?

Readings:

- Aaronson, D. Experimental Microbial Ecology, Academic Press, 1970.
- Brock, T. D. Principles of Microbial Ecology, Prentice Hall, 1966.
- Brock, T. D. Biology of Microorganisms, Prentice Hall, 1970.
- Heukelekian, H. and N. O. Dondero (eds.). Principles and Applications in Aquatic Microbiology, Wiley, 1964.
- Phaff, H. J., M. W. Miller, and E. M. Mrak. The Life of Yeasts, Harvard University Press, 1966.
- Stanier, R. Y., M. Doudoroff, and E. A. Adelberg. The Microbial World, 3rd Edition, Prentice Hall, 1970.
- Symposia of the Society for General Microbiology  
Vol. 7 Microbial Ecology, 1957  
Vol. 11 Microbial Reaction to Environment, 1961  
Vol. 13 Symbiotic Associations, 1963  
Vol. 14 Microbial Behavior "in viva" and "in vitro," 1964

Readings in current literature.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 119-S71 LM



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Biological Science  
Workshop: Good Things to Eat: Organic Farming at Hampshire

Lawrence Domash, John Foster, Lynn Miller and Others

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We are what we eat.

A number of students have expressed an intention to raise food organically at Hampshire, perhaps ultimately supplying certain foodstuffs for house meals. We wish to encourage students to carry out the project within their own organization as far as possible. At the same time, the staff of the School wishes to assist by adding scientific background, raising important issues which might otherwise be ignored, providing a center for discussion, and inviting guest experts to work with the group.

Among the topics to be discussed in the course are:

- Costs and benefits of organic farming.
- Fundamentals of human nutrition.
- Effects of additives and preservatives.
- The trouble with chemical fertilizers.
- Farming without insecticides.
- Tricks and methods learned from Indians.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 122-S71 LD

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Biological Science  
Seminar: Human Biology in Health and Illness

John Foster

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Man's ability to adapt to a tremendous variety of habitat, and his ability to modify his surroundings to suit his own needs, tend to obscure the fact that he is still a biological system. However, he is reminded of this fact when illness occurs. The proper management of illness, as well as its prevention, requires thorough working knowledge of the systems that make up a human being. The course is an invitation to explore these systems in some detail. Indeed, students will meet before the term begins in order to invent a plan for the course. What follows are the instructor's suggestions for topics.

The course might begin with a consideration of what life is, how it might have originated on earth, and what profound influences the earth in turn has felt from the presence of living matter. We might proceed to such topics as cellular structure; patterns of biochemical function, homeostatic mechanisms and response to stress; inborn errors of metabolism, hereditary diseases and the "one gene, one enzyme" hypothesis; death and denaturation; molecular differences between individuals and species; rational drug design; poisons and pollutants; and the computer as Complete Physician, interpreting and diagnosing clinical data. Readings would be taken from such sources as Scientific American, from basic texts, and from appropriate research and review papers.

Opportunities for laboratory work will be open to those who are interested. Labs might focus on some common clinical diagnostic procedures, and on simple physiological experiments one can perform on oneself--e.g., vascular responses to heat and cold, or effects of alkaline diet on blood pH and respiration.

Some of these suggested topics overlap with the course Sociology of Health and Illness, offered in the School of Social Science and dealing with the interplay between man and society as it affects health, illness and recovery. The courses are intended to be complementary; they will occasionally meet jointly for discussion of overlapping topics.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 124-S71 JF

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Biological Science  
Workshop: Ecology

Kenneth Hoffman and Raymond Coppinger

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Ecology can be learned at the top of Mount Washington, in glacial bogs, in the works of Thoreau, in the migration of the Mormons and in the cemeteries they left behind, from stone walls in a hemlock forest or from a sand dune struggling for existence in the North Atlantic. With the help of his instructors, each student will decide for himself how best to arrive at the general concept of ecology.

Our plans for the workshop include studies in settings such as those mentioned above. In addition, with regard to techniques for approaching the subject, we plan

- to study communities of microorganisms in the laboratory in order to control and measure important ecological variables, leading to the discovery of principles which can be applied in the field;
- to introduce ideas from mathematics and computer science in order to organize information gained in field and laboratory, and also to build speculative mathematical models of ecological systems.

One of the instructors is a biologist, the other a pure mathematician. Their discussions and disagreements will help students to evaluate the complementary strengths of careful empirical science and strict mathematical deduction. We expect students to use their experience in the workshop for examining their own assumptions and modes of inference. We also expect them to learn to evaluate arguments presented, often far too loosely, in books and articles on ecology. Good habits of thought are generally valuable; they are especially necessary in a subject as complex, controversial and consequential as ecology.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 160-S71 H-C

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Biological Science  
Seminar: Evolution and Animal Behavior

Raymond Coppinger

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The course is both an introduction to animal behavior and an opportunity for hard working students to assist the instructor in exploring problems of interest to him.

Some understanding of the concepts of ecology is prerequisite, and permission of the instructor must be obtained. No mercy will be shown to students who sign up.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 162-S71 RC

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Mathematical and Physical Science  
Workshop: Probability and Statistics

Kenneth Hoffman

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Arising from the needs of sixteenth century aristocrats to improve their gambling techniques, probability theory has developed into a far-ranging discipline with applications in all branches of the sciences and social sciences. We shall study the fundamentals of probability theory, and we shall

- Read early works in the theory (Cardano, Pascal, Fermat and others).
- Learn some applications of probability theory to statistical analysis.
- Study how the theory is used in biology (genetics), physics (statistical mechanics), and social science (intelligence models).

Additional topics we can pursue include Monte Carlo techniques and the theory of Markov chains. We shall use the computer in this course, but no prior knowledge of programming is necessary.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 108-S71 KH

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Mathematical and Physical Science  
Seminar: Calculus

Kenneth Hoffman

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For some time now, calculus has been torn between the engineers and the purists--those who view it as a collection of tricks and techniques for solving "real" problems, and those who see it as a first step into topology, analysis, and other areas of abstract mathematics. Rather than attempt to develop a common synthesis for all, each student will explore aspects of the subject suggested by his interests and needs.

Possible areas of investigation are:

- The origins and evolution of calculus.
- The computer as tool for approximating solutions to problems.
- The long term behavior of dynamic systems in physics, biology and economics.
- Theoretical foundations of calculus, and mathematical generalizations of its structure.

The computer can be useful in all of these areas. Students will be able to learn and to apply relevant programming techniques in the course of the seminar.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 120-S71 KH

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Mathematical and Physical Science  
Seminar: Light

Lawrence Domash

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This activity is an ongoing laboratory program at Hampshire, rather than a set course. We shall choose a substantially different set of topics in the new term, still centered on the study of physical phenomena involving light. Our aim continues to be an understanding of the physics of such phenomena, together with the study of light as a basic medium in art and photography.

As before, the work consists of reading and discussion in basic optical physics, and a considerable number of experimental projects which students help to invent.

A student works at his own pace, according to background and motivation. Students who have taken the course are welcome again, if they wish to continue projects, at the discretion of the instructor. New students are also welcome, especially if they are artists or photographers who wish to learn some physics and to apply new techniques in their work. In particular, students are invited to learn about lasers as tools for sculpture.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 125-S71 LD

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Mathematical and Physical Science  
Seminar: Development of Astronomy

Kurtiss Gordon

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A brief review of the methods and purposes of research in the history of science, followed by an equally brief survey of the main periods and locales of astronomical activity, will set the stage for intensive inquiry into the development of several important ideas in astronomy. Lectures will be supplemented by readings taken, wherever possible, from original sources (or translations thereof) rather than from textbooks. Topics to be covered in lectures:

- Early exploitation of the several carriers of astronomical information.
- Measurement of time.
- Velocity of light.
- Astronomical instruments.
- Photometry.
- Spectroscopy.
- Galaxies.
- Cosmology.

In addition to short weekly reports on their reading, students will prepare research papers on two topics not covered in lectures.

(This course is taught jointly with Waltraut Seitter of Smith College, and is listed as ASTFC 34 in the Astronomy Department of the Five Colleges. For students from the other four colleges, this course has a prerequisite of a basic astronomy course or permission of the instructor. Since Hampshire students are expected to invest more time per course than do students at the other colleges, they should have ample opportunity to develop the needed familiarity with astronomy as part of their work in the course.)

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 128-S71 KG



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Mathematical and Physical Science  
Workshop: The Sound of Music

Everett Hafner

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"A note is a note, and there isn't much you can do about it. F sharp is F sharp; it doesn't mean anything."

- Leonard Bernstein  
Chicago, 1957

The hardest job in the study of music as a model of expression is, I suppose, to understand how it can mean anything at all. Music is, by the very nature of its material, the most abstract of the arts. Yet there is hardly a human (and are men unique in this?) so insensitive as to be unmoved by music, and there is an occasional gifted ear on which a sonorous tone falls as naturally as the mother tongue. Putting aside the question of how Beethoven was born, we still wonder: Why is the outpouring of the Ninth Symphony immortal?

Science may have something to say about this. Just as the psychologists are telling us how behavior relates to brain function, so the physicists look for the secret of music in the science of sound. Or at least part of the secret. It is not a new task, but there are new ways of going at it. The branch of physics is acoustics, and it is very much alive.

We shall read Helmholtz, Rayleigh, Morse, Beranek and Wood on acoustics; Lloyd, Seashore and Jeans on musical sound and perception; Richardson, Carse and Sachs on musical instruments; Hindemith on composition and Bernstein on the enjoyment of it all. We shall learn some electronics and some of the theory of sound reproduction. Our lab will center around the electronic synthesizer and the computer, one for well controlled production of sound and the other for assistance in mathematical problems. The workshop has no prerequisites, but a few students with experience in electronic techniques would be very good to have.

12/1/70

School of Natural Science and Mathematics  
Registration Number: NS 199-S71 EH

## SCHOOL OF SOCIAL SCIENCE

Title and Instructor:	Registration Number
Character of the Caribbean Economy Kenrick Seepersad	SS 102-S71 KS
Civil Liberties Under Attack David E. Matz	SS 106-S71 DEM
Crime & Punishment--The Long View Lester J. Mazor	SS 108-S71 LM
Cultural Deprivation and Compensatory Education Michael Cole	SS 111-S71 MC
The Family Whitelaw Wilson	SS 113-S71 WW
Seminar in Constitutional Law: The First Amendment R. Bruce Carroll	SS 114-S71 RBC
From the Old Left to the New: The Changing Nature of American Radicalism Penina Glazer	SS 116-S71 PG
International Intervention in Law and Practice Barbara Turlington and North Burn	SS 117-S71 T-B
Land Use and Property Rights Kenneth Rosenthal	SS 118-S71 KR
The Lawyers Lester Mazor	SS 119-S71 LM
Psychological Conceptions of Man Robert C. Birney	SS 120-S71 RB
Rituals of Social Relations Barbara Yngvesson	SS 122-S71 BY

12/1/70

SCHOOL OF SOCIAL SCIENCE

The Sociology of Health and Illness  
Robert von der Lippe

SS 138-S71 RvdL

Social Order Here and There  
Robert von der Lippe

SS 140-S71 RvdL

Social Order and Symbolic Systems  
Barbara Yngvesson

SS 142-S71 BY

Soviet Political Life  
• Gayle Durham Hollander

SS 144-S71 GH

12/1/70

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Character of the Caribbean EconomyKenrick Seepersad

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The primary aim of this course is to provide opportunities for gaining an understanding of and an appreciation for the "modus vivendi" of Caribbean peoples through an analysis of their economic development. A secondary aim of almost equal importance is to enrich the student's knowledge of the basic economic concepts necessary for the relevant analysis. The course will assume little or no knowledge of economics.

The content of the course is divided into three parts: First, there will be an examination of small, open, underdeveloped and plantation economies. Second, there will be a detailed study of the production and marketing of sugar, citrus, bananas and the Bauxite Industry and possibilities for regionalism. These will be Cuba, Puerto Rico, CARIFTA, and the establishment of a Caribbean Economic Community.

The basic meeting times will be two-hour units twice each week. The first hour will be devoted to an outline of the material to be examined during the week and an explanation of some of the tools of analysis, e.g. demand, economies of scale, trade creation, trade diversion, polarization, terms of trade, etc. The second hour will be spent on student questions and discussion. The second period will concentrate on the critical evaluation of reading material and/or students' papers.

Further delineation of the topics to be considered, the general conduct of the class, etc. will be worked out in consultation with the enrolled students at the initial meetings.

12/1/70

School of Social Science  
Registration Number: SS 102-S71 KS

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Civil Liberties Under Attack

David E. Matz

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Though the title of the course may seem particularly timely, in fact civil liberties are always under attack. This course will explore the history and reasons for the continuing attack, looking into the evolution of certain problems in civil liberties and spending substantial time on their present manifestations. For example, we will probably concern ourselves with the "anti-crime bills" passed in recent times, exploring their meaning for the police and the policed. The course will deal with the interests at stake in battles over civil liberties, particularly those involving the Fifth Amendment to the Constitution.

The readings will focus on judicial opinions, secondary sources describing the social influences surrounding the opinions (e.g., Gideon's Trumpet by Anthony Lewis), and particularly emphasize the factual results caused by the opinions, intentionally or otherwise. Themes of the course will include the way in which the judicial system attempts to accommodate both stability and change and the interaction between judicial opinions and the day-to-day administration of justice.

The class will meet three times a week.

12/1/70

School of Social Science  
Registration Number: SS 106-S71 DEM

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Crime & Punishment--The Long ViewLester J. Mazor

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This course will examine the major issues of criminal law and punishment from an historical perspective, with most of the attention being given to England and America. We will trace the development of the English criminal law and its subsequent development in America, looking at the interaction between the definition of criminal conduct, the processes for enforcing the criminal law, and the systems of punishment prevailing at different times. We will look at the economic, political, and ideological forces at work in each period and examine closely the processes of change in the system of criminal justice.

Because the span of time which we will consider is a long one, our inquiry cannot be comprehensive but will have to focus on certain specific phases, such as the development of the law of theft in the beginning of the industrial age in England, the consequences of the introduction of professional police forces in the 19th century, the changing attitude toward torture and capital punishment, the development of criminal regulation of industrial and commercial practices in the 19th century, and recent efforts to reform the penal system.

Readings for the course will include theoretical material such as Kai Erikson, The Wayward Puritans; Menninger, The Crime of Punishment; historical studies such as Hall, Theft, Law, and Society; and descriptive contemporary studies such as Skolnick, Justice Without Trial.

We will take some field trips to visit various institutions involved in the administration of criminal justice.

An underlying question in the course will be the significance of the concepts of crime and punishment in individual and social life. In pursuit of this question we will read Dostoevski, Crime and Punishment, and other literary and philosophical sources.

Course Meetings of 2 hours twice a week.

12/1/70

School of Social Science  
Registration Number: SS 108-S71 LM

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Cultural Deprivation and Compensatory Education

Michael Cole

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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 for: Cultural Deprivation and Compensatory Education.  
Spring 1971.

\*Bloom, B.S., Davis, A. and Hess, R. Compensatory Education for Cultural Deprivation. Holt, Rinehart & Winston, 1965.

Deutsch, M. et. al. The Disadvantaged Child.

Harvard Educational Review - Selected articles, 1969-70.

Hess, R. and Bear, R.M. (eds.) Early Education, Chicago Aldine, 1968.

Hunt, J. McV. Intelligence and Experience, N.Y. Ronald, 1961.

\*McDill, E.L, McDill, M.S. and Sprete, J.T. Strategies for Success in Compensatory Education, John Hopkins Press, \$1.95 paper.

Williams, F. (ed.) Language and Poverty, Markham, 1970.

\*Kohl, H. 36 Children.

\* To be purchased by the student. Other copies should be on reserve in the library.

12.1/70

School of Social Science  
Registration Number: SS 111-S71 MC

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The Family

Whitelaw Wilson

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The family is the basic unit in our society. Early in the seminar the normative family (white, middle-class, two children) will be studied. Particular emphasis will be upon how the children are introduced to the culture in which they live through the family. Thus, child rearing practices, personality formation, and the socialization process will be highlighted.

Against this normative family each seminar member will select a family in contrast to it for his independent study project. Again, the emphasis will be on how the child is introduced to the culture in which he lives through the family.

Examples could include a welfare family for a study of the single-parent family; the Navaho for a study of family life within extended clans and kinship patterns; the communal families of Kenya; the parent, parent-substitute families of the Kibbutz or orphanages; a particular historical period for considering families of the past, etc.

The final third of the seminar will provide the opportunity for each student to become the teacher in presenting findings.

Seminar members will be invited to contribute those family experiences they have had to the discussions at certain times in the course.

At least one field trip will be scheduled during the semester. Each student will be expected to write two brief papers in addition to the major independent paper. Other papers may be required.

12/1/70

(Continued)



The Family

Reading Sources:

Chinoy, Ely, Sociological Perspective, N. Y., Random House, 1968

Elkin, Frederick, The Child and Society: The Process of Socialization, N. Y., Random House, 1969

Kenkel, William F., The Family in Perspective, N. Y., Appleton-Century-Crofts, 1966

Mead, Margaret, and Wolfenstein, Martha, Childhood in Contemporary Cultures, Chicago, University of Chicago Press, 1963

Queen, Stuart H., and Habenstein, Robert W., The Family in Various Cultures, Philadelphia, J. B. Lippincott Company, 1967

12/1/70

School of Social Science  
Registration Number: SS 113-S71 WW

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Seminar in Constitutional Law: The First AmendmentR. Bruce Carroll

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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.

12/1/70

School of Social Science  
Registration Number: SS 114-S71 RBC

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From the Old Left to the New:  
The Changing Nature of American Radicalism

Penina Glazer

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This course will begin with an examination of the decline of the traditional Marxist parties (Communist, Socialist, Trotskyist) and the rise of other forms of radicalism. The "fathers of the new left" such as C. Wright Mills, A. J. Muste, and Paul Goodman and the new movements which they spurred will be studied. The rise and development of the civil rights and the anti-war movements will be examined in some detail.

We will be interested in the following questions:

- 1) Who were some of the major writers associated with the founding of the "new left"?
- 2) What were their ideas?
- 3) What was the nature of the new radicalism? To what concerns did it address itself? To what groups did it appeal? How does this compare to the interests and participants of the "old left"?
- 4) What were the roots of the nonviolent movement which characterized radicalism in the 1960's, and how did this movement break down? What new directions emerged?

We will be reading some major interpretations by Irving and Louis Coser, Theodore Draper, and Jack Newfield but will concentrate on readings by participants. These will range from theoretical writings by C. Wright Mills, A. J. Muste, and Paul Goodman and T. Roszak to the statements of civil rights participants (Letters from Mississippi) and war resisters (Ten Years of Liberation, We Won't Go).

There will be two course meetings each week.

12/1/70

School of Social Science  
Registration Number: SS 116-S71 PG

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International Intervention in Law and Practice

Barbara Turlington and North Burn\*

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The study of intervention by one or more states in the affairs of another provides both a means of learning something about the field of international law and a framework within which to consider how states act and the possibility of international control of their actions.

The first task will be to define intervention. Several examples of actions which might fall within this category will be considered: armed intervention as in American action in Lebanon in 1958 or Soviet intervention in Czechoslovakia in 1967; restrictive economic measures, such as American import quotas on goods produced in Japan; threats of force, such as those directed toward Israel by Egyptian radio before the war of 1967; the training of guerilla forces in one state to be used in another; displays of strength, such as American fleet maneuvers in the Mediterranean during the recent civil war in Jordan; acts of diplomacy, such as the granting or withholding of recognition.

The class will then attempt to determine the circumstances in which intervention might be legally justifiable. Is it justifiable in any or all cases in which military assistance is requested by the government concerned? Could it be justified under the terms of a mutual defense agreement or the Charter of the United Nations? Is there any legal justification for American intervention in Vietnam and Cambodia? Could a boycott of South African goods be legally justified? What justifications do states themselves claim in specific cases, and to what extent do their claims indicate a willingness to accept legal restrictions?

Our effort will not be to study exhaustively these situations, but to determine what positive law now exists and what general principles, derived from international custom and morality, can be translated into specific rules of law. The class will attempt to draw up a code of international law setting forth rules with regard to intervention. Such codes have been attempted previously, but a code acceptable to all states has not yet been formulated.

Because a project such as this will require the cooperative efforts of all members of the seminar, an attempt will be made at the beginning of the course to achieve common agreement on our goals and the means of reaching them.

School of Social Science

Registration Number: SS 117-S71 T-B

12/1/70

\*North Burn, the Five College Coordinator, is a consultant for this seminar and will participate in its meetings. Mr. Burn was a Foreign Service Officer from 1951 to 1962. His PhD is from the Fletcher School of Law and Diplomacy. From 1963 to 1967 Mr. Burn was Vice President of Mills College.

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Land Use and Property Rights

Kenneth Rosenthal

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This course will be concerned with the ways in which laws affect our notions of property and our use of land.

We differentiate between "personal property" and "real estate," but why should we assume that land is more "real" than anything else we own? And what does ownership mean, when so many devices exist which limit the free use of something we possess?

We will consider concepts of ownership, and how it is limited through government control of private property by means of appropriation, eminent domain, zoning, property taxation, anti-pollution laws, and building codes. And we will examine the rights of one person to limit another's use of land through easements, leases and other agreements, and simply because of how he uses his own land.

Environmentalists argue that land itself has rights. Lawyers appear to answer that only people can have rights in and to land, but that something inanimate such as land has no inherent rights at all. We will examine such theories.

And we will investigate the effect that laws concerning property have on social change, to see how they encourage both deterioration and renovation, as contrasted in ghettos and new towns.

The course will meet for three hours each week.

12/1/70

School of Social Science  
Registration Number: SS 118-S71 KR

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THE LAWYERSLester Mazor

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The legal profession has been very conspicuous in American culture. Lawyers have played a large role in the shaping of our basic institutions, and they occupy many positions of power in government and business. This course will examine the legal profession in America from a sociological perspective.

A large question in the course will be the nature of a professionalism and the effects it has both on those inside and those outside any profession.

Lawyers from a wide variety of backgrounds will be guests of the class. Topics for individual study might include a particular kind of law practice or the career of a particular lawyer.

We will ask and pursue such questions as: Who goes to law school? What effect does law school have on the people who attend? How are legal services distributed? What are the differences between large law firms, small law firms, solo practitioners, corporate house counsel, neighborhood law offices, public defenders, prosecution offices, etc.? What is the formal structure of the legal profession? The American Bar Association? How is the legal profession stratified along lines of race, sex, financial status, ethnic background, geography? What are the main tenets of the professional ethics of lawyers? To what extent are they observed? What is the enforcement process?

Materials for the course will include a number of studies of different styles of law practices; for example: Smigel, The Wall Street Lawyer; Levy, Corporation Lawyer--Saint or Sinner?; Carlin, Lawyers on Their Own; and such large studies as Mayar's The Lawyers. We will also use autobiographical accounts such as Nizer's My Life in Court; biographies of lawyers like Clarence Darrow; novels and films portraying the legal profession.

12/1/70

School of Social Science  
Registration Number: SS 119-S71 LM

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Psychological Conceptions of ManRobert C. Birney

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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 determines 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, G. 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.

12/1/70

School of Social Science  
Registration Number: SS 120-S71 RB

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Rituals of Social RelationsBarbara Yngvesson

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This course will deal with the analysis of ritual aspects of social life. Attention will be given in particular to the theoretical positions of Durkheim, Radcliffe-Brown, Malinowski, Gluckman, Mary Douglas, and Victor Turner. Ritual processes in several societies will be examined, using data from Africa, Western Europe, Australia and New Guinea, the Middle East, and North America. Readings will include, in addition to those of authors cited above, Bateson's Naven; Bettelheim's Symbolic Wounds; Burton's, Whiting's, Young's, and Cohen's works on male initiation ceremonies; Schwartz and Merten's work on North American adolescent initiation rituals; Stanner's On Aboriginal Religion; and Van Gennep's The Rites of Passage.

Various kinds of social rituals will be discussed, with a particular focus on political, religious, and life-crisis rituals. Both structural and functional aspects of ritual will be dealt with. An aim of the course will be to train students in techniques for the analysis of formal and processual aspects of social life, through focusing on one specific but pervasive aspect of human social interaction.

The Course will meet twice a week.

12/1/70

School of Social Science  
Registration Number: SS 122-S71 BY



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The Sociology of Health and Illness

Robert von der Lippe

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The aim of the course will be to view health, illness and the healing professions and institutions from a sociological perspective. Traditionally questions of health and illness have been discussed and studied in the biological sciences and in psychology. In the last decade, however, the social sciences in general have been consulted by medical institutions for their views on various aspects of health as they concern the ongoing processes of modern industrialized societies. Sociology's interests in the area are as broad as the discipline of sociology itself since it is felt that the perspectives and skills of the sociologist have relevance for many areas of health and illness.

The extent to which social factors may play a part in the creation of health, illness and in the recovery process are general concerns of the course. Questions considered in more intensive detail may concern such subjects as the relationship of time to the healing process, the impact of stress on the organism which may result in illness, the social aspects of death and dying, the social and social psychological factors in mental illness and its treatment, the use of computers and data processing equipment in the delivery of modern medical care, hereditary aspects of health and illness, medical care delivery systems, the social aspects of public health and preventive medicine, the social science contributions to epidemiology, and finally, the concern of social scientists with regard to pestilence and plague. The course concludes with a brief look at certain future trends in medicine and the delivery of medical care and with sociology's interest in those trends. Readings for the course will include: René Dubos, Mirage of Health; Hans Zinsser, Rats, Lice and History; David Sudnow, Passing On: The Social Organization of Dying; David Mechanic, Mental Health and Social Policy; Robert N. Wilson, The Sociology of Health; Burton Roueche, Eleven Blue Men and others.

Some of these suggested topics overlap with the course Human Biology in Health and Illness, offered in the School of Natural Science and Mathematics and dealing with the developmental biological and biochemical events which may affect health, illness and recovery. The courses are intended to be complementary; they will meet jointly for discussion of overlapping topics.

12/1/70

School of Social Science  
Registration Number: SS 138-S71 RvdL

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Social Order Here and ThereRobert von der Lippe

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This seminar will combine two general objectives: the introduction of sociology as a field of study and the exposure of Division I students to elementary social research methodology. For the accomplishment of the first objective, lectures and seminars will focus upon the concept of social organization and the specific elements of norms, roles, statuses, groups, associations, organizations and stratification. Readings will be assigned on each of these elements to be drawn from various reprint sources.

After each element has been studied, conceptually and empirically, the students will design a research project to test for that element's presence in some population. More specifically on this latter point, students will learn the rudiments of how to construct interviews and questionnaires, do content analysis, engage in participant observation, draw samples, specify concepts, formulate hypotheses, and order and interpret data under analysis. They will begin by using themselves as subjects, then moving to their college population, and then finally to the surrounding community and its resources.

If the course is successful, the reasons for sciences of society will be self-evident by the end of the semester. In addition, however, a degree of expertise will be learned so that students can move on to Divisions II and III with some methodological sophistication both for their own independent study use and also for teaching such methodology to their fellow students.

The course will meet for three hours, once a week. The format will include lectures, discussions, films, and field experiences.

12/1/70

School of Social Science  
Registration Number: SS 140-S71 RvdL

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Social Order and Symbolic SystemsBarbara Yngvesson

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The aim of this course is to introduce students to the analysis of form and process in social life. Concepts of structure, organization, and function will be discussed, with particular attention to kinship relations, political organization, values and world view. These aspects of social and cultural patterning will be discussed in the context of several studies, including E. Hammel's Alternative Structures and Ritual Relations in the Balkans, J. Boissevain's Hal Farrug, A Village in Malta, J. Beattie's Understanding an African Kingdom: Bunyoro, E. Friedl's Vasilika: A Village in Modern Greece, and D.M. Schneider's American Kinship: A Cultural Account.

The course will deal both with the synchronic analysis of intra- and inter- group relations, with a view to isolating various criteria in accordance with which social life is organized, and with aspects of process, in order to understand the role that choices and actions of individuals play in generating social form.

While the object of the course will be to train students in techniques for analysis and comparison of socio-cultural systems, an attempt will also be made to explore what life in these systems means to the people under study: an attempt will be made, in other words, to view and understand an alien system in its own terms, as well as within an analytical framework allowing for cross-cultural comparisons.

The course will meet twice a week.

12/1/70

School of Social Science  
Registration Number: SS 142-S71 BY

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Soviet Political LifeGayle Durham Hollander

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In an attempt to answer the question "What difference does it make to an individual that he lives in this rather than some other political environment?" the course will focus on some critical features of Soviet politics. Topics will include: the legacy of revolution, the impact of ideology, industrialization and collectivization, Stalinism compared to Leninism, mechanisms of political control, dissent and opposition, political socialization, the politics of literature and the arts, public and private political communication, and other forms of elite and mass behavior. Particular attention will be paid to the post-Stalin period and changes in the Soviet system.

Work in the seminar will consist largely of reading and research, drawing on various types of sources: Soviet journalistic articles, theoretical and descriptive literature, fiction, eye-witness accounts and transcripts of political trials, and sociological surveys. The class will meet twice weekly for approximately 1½ hours, including both lectures and discussion. Students are expected to write several short papers and one longer term paper, which may be presented to the class. (Note: A knowledge of the Russian language is not required; all materials will be translated into English.)

12/1/70

School of Social Science  
Registration Number: SS 144-S71 GH

## SCHOOL OF HUMANITIES AND ARTS

## Title and Instructor:

## Registration Number:

American Black Autobiography  
Eugene Terry

HA 102-S71 ET

The Artist and the Book  
(A Study in Graphic Communications)  
Arthur Hoener

HA 103-S71 AH

American Poets and Their Poems  
David Smith

HA 104-S71 DS

Exploratory Theatre Workshop  
Francis Smith

HA 105-S71 FS

The Black Presence in Hispanic Literature  
Robert Marquez

HA 106-S71 RM

Hispanic Literature: The Caribbean  
Robert Marquez

HA 107-S71 RM

Culture and Science  
James Haden

HA 108-S71 JH

Film Workshop  
Jerome Liebling

HA 110-S71 JL

Discourse and Dialogue  
Sheila Houle and James Haden

HA 112-S71 H-H

Dreams  
John Boettiger

HA 116-S71 JB

Film Production  
Jerome Liebling

HA 118-S71 JL

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(continued)

SCHOOL OF HUMANITIES AND ARTS

Formulaic Literature David Roberts	HA 123-S71 DR
The Making of Contemporary Music Robert Stern	HA 125-S71 RS
How Does a Novel Work? David Roberts	HA 126-S71 DR
The Man-Made Environment Norton Juster	HA 135-S71 NJ
Media Workshop Arthur Hoener	HA 137-S71 AH
Puppetry Workshop Eugene Terry	HA 139-S71 ET
20th Century American Black Fiction Eugene Terry	HA 141-S71 ET
Western Ideas and Institutions James Haden	HA 145-S71 JH
Photography Workshop Jerome Liebling	HA 150-S71 JL
Visual Arts : Visual Fundamentals Arthur Hoener	HA 165-S71 AH
The Red Barn Investigation, Analysis, and Proposal for Use Norton Juster	HA 175-S71 NJ
An Untranslatable: Marcel Proust James Watkins	HA 180-S71 JW
Dimensions of Consciousness John Boettiger	HA 195-S71 JB
Advanced Seminar in Film and Photography Jerome Liebling	HA 310-S71 JL

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.

Example of works to be read:

Frederick Douglass	<u>Narrative of the Life of Frederick Douglass</u>
Booker T. Washington	<u>Up From Slavery</u>
W. E. B. Dubois	<u>The Autobiography of W. E. B. Dubois</u>
James Baldwin	"Notes of a Native Son"
Eldridge Cleaver	<u>Soul on Ice</u>
Malcolm X	<u>The Autobiography of Malcolm X</u>
Claude Brown	<u>Manchild in the Promised Land</u>

12/1/70

School of Humanities and Arts  
Registration Number: HA 102-S71 ET

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The Artist and the Book  
(A Study in Graphic Communications)

Arthur Hoener

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A study of the values of graphic presentations in relationship to the written word. How typography and total design concepts affect the meaning of words and how decoration or illustration may limit or expand the ideas being presented.

Students will work with type and various methods of planographic printing (woodcuts and wood engravings) and silk screen.

The history of printing and the development of the book as an art form will be studied. Field trips will be taken in order to examine some of the great books of the past and present.

12/1/70

School of Humanities and Arts  
Registration Number: HA 103-S71 AH



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American Poets and Their PoemsDavid Smith

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A concentrated study of three or four poets chosen from among Walt Whitman, Emily Dickinson, Robert Frost, Robert Lowell, Theodore Roethke, James Dickey, Robert Penn Warren, and others. Thus, an introduction to a limited number of American poets through extensive reading of their works with corollary readings in biography and autobiography and films and recordings when available. These poets in particular pose special problems of interpretation because of the seeming closeness of their poetry to their lives. Members of the class may choose another poet as the subject of a "life history."

The class will meet twice a week with regular assignments. No particular sophistication in reading poetry is required at the beginning, but you should have a strong interest in reading and listening to poetry, and in the basic question, "How does a poem mean?"

12/1/70

School of Humanities and Arts  
Registration Number: HA 104-S71 DS

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Exploratory Theatre WorkshopFrancis Smith

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One seminar/workshop of ninety minutes each week, led by a professional Director. In 1970-71 John Ulmer, Artistic Director of Stage/West in Springfield, Massachusetts will lead the workshop. Some central problems of contemporary theatre will be explored.

The expected focus for the spring work will be the study of the Stage/West production of a new play in the Theatre of Protest tradition. To the extent feasible, the class may read and discuss some classic works in this tradition, such as Enemy of The People and Waiting For Lefty.

All course members will be provided with access to the production work of a professional community theatre in Springfield, and will have a chance to study at close range the way a professional company prepares for and manages its relations with the various community audience groups they must reach. The emphasis in this component will be problems of artistic validity and commercial production.

It is the intention of the visiting Director to provide regular opportunities for the students in the seminar to meet for discussion of theatre problems with cast members of particular productions, with the Producing Director of the company, and with high school and other community groups involved in special presentations.

This means a classroom/field balance of interests in the course, with the Stage/West theatre serving as a field site for some study and work and the School of Humanities and Arts under Dean Smith's direction serving as the campus study center.

12/1/70

School of Humanities and Arts  
Registration Number: HA 105-S71 FS

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The Black Presence in Hispanic Literature

Robert Marquez

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This course will deal with the Black man as a type, theme and presence in the prose and poetry of Spanish America since independence. The aim of the course is to explore the attitudes and ideological assumptions reflected in the varying approaches to the Negro literature and understanding how these in turn are related to the specific (social, political and historical) circumstances prevailing at any given time.

The major emphasis will be on the Caribbean area and, in particular, on the growth of the Afro-Antillean Movement of the late 20's and 30's, its aims, "membership", literary content and significance; the transformation it has undergone and its relationship to current trends.

In focusing on the contemporary period, we will pay special attention to the writing of José Martí, Alfonso Hernández Catá, Alejo Carpentier, Palés Matos, and Nicolás Guillén.

In order to provide some sense of perspective, the course will begin with a brief glance at the treatment of the Negro in classical Spain, through a review of excerpts from the literature of the Golden Age. The course will be conducted in English, the readings will be in Spanish, save where translations are available.

12/1/70

School of Humanities and Arts  
Registration Number: HA 106-S71 RM

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Hispanic Literature: The CaribbeanRobert Marquez

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This course will consist of selected readings in the literature of the Caribbean. Our primary concern will be with searching out the more common themes and preoccupations manifest in the writing of the islands and, more particularly, with the specific treatment given to these themes by individual prose writers and poets. We will be paying particular attention to History, Self, Society, and Social Change as envisioned by these writers. The question of approach will, in turn, be related to the question of technique and style. The emphasis will be on the Spanish speaking Caribbean, especially the work of Edmundo Desnoes, Alejo Carpentier, Enrique LaGuerre and Rene Marques, but we will also be examining the work of writers from the islands of Martinique, Haiti, and Trinidad in an effort to identify existing -- or non-existing -- patterns and distinguishing characteristics among the writers of the three major language groups in the Caribbean.

The course will meet once a week for two hours, in addition to which each student will meet with me at a regularly scheduled conference to discuss the course, readings, papers, projects... There is no foreign language required for the course.

12/1/70

School of Humanities and Arts  
Registration Number: HA 107-S71 RM

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Culture and ScienceJames Haden

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In the modern world, the natural sciences have been among the strongest forces of change in the realm of ideas. Following their own paths of development, they periodically come into ambiguous relations with respect to the contemporary culture: simultaneously threatening older values and promising newer ones. The purpose of this course is to examine two such situations in a fair amount of detail: Galileo and the world of the Renaissance, and Darwin and the Victorian world.

The approach will be to try to locate the scientific achievements in their historical setting, looking not only at the achievements themselves but also at the world of culture and of science immediately before and after. Politics, religion, the visual arts, philosophy, literature are all relevant to the central problem of the role and power of scientific ideas.

Central readings: Giorgio de Santillana: THE CRIME OF GALILEO  
Stillman Drake: THE DISCOVERIES AND OPINIONS  
OF GALILEO  
Galileo Galilei: DIALOGUES CONCERNING THE TWO  
CHIEF WORLD-SYSTEMS  
Loren Eiseley: DARWIN'S CENTURY  
Charles Darwin: THE ORIGIN OF SPECIES

12/1/70

School of Humanities and Arts  
Registration Number: HA 108-S71 JH

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Film Workshop

Jerome Liebling

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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 to 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 a position of 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 is gained through film and photographs than through personal experience. The esthetics and techniques of a medium so broad in implication should be understood by all.

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

12/1/70

School of Humanities and Arts  
Registration Number: HA 110-871 JL

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Discourse and DialogueSheila Houle and James Haden

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The human world is a world of words. We are continuously submerged in a flood of verbiage, yet in the midst of it all we complain that we cannot communicate. Instead of complaining, it is a good idea to take a look at ways in which words are used. We do, of course, conventionally single out literary forms for special study; but workaday forms like conversations, private letters, and the like are more often neglected as merely utilitarian.

What this course will do is to examine a variety of types of language use to get an idea of what is involved in genuine communication. Some of these types will be expressly literary: poems, plays, novels; others will be philosophical, like Plato's dialogues; still others will fall under headings like religious or political. Under what conditions do political speeches, letters, prayers, or sermons communicate?

This examination will involve attention to philosophical analyses of communication as well as analyses from the side, or rhetoric. However, in much of the work we will be moving in fairly unexplored areas, so the class will have to be prepared to venture, to speculate, and if necessary to flounder. Finally, we recognize that non-verbal forms of communication are of great interest, but we are not going to try to include them in this course.

12/1/70

School of Humanities and Arts  
Registration Number: HA 112-S71 H-H

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DreamsJohn R. Boettiger

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Freud's comment that "the interpretation of dreams is the royal road to a knowledge of the unconscious activities of the mind" is now a cultural commonplace. So too is the allied understanding that such unconscious activities significantly influence -- for better or for worse -- the pattern of our conscious feelings, thoughts, and pursuits in life. Is it strange, then, that so many of us have little or no conscious access to our dreaming and its ways -- to what, in just this sense, Erich Fromm called "the forgotten language"? Or that we assume that a serious preoccupation with dreams belongs exclusively or primarily to the realm of psychopathology and its medical redress?

This seminar will draw from a variety of literary, film, and scientific sources, as well as from the experience of its members and their contemporaries, in an exploration of the nature, the meaning and significance of dreams. How, and why, do we dream? In what senses do -- or may -- our dreams constitute a form of communication with ourselves and our world? How is our dreaming related to our development, to the changes in our personalities? How are dreams to be understood as symbolic? What are the connections between the symbolic language of dreaming and the presence of symbol in myth, folklore, and religious experience?

The seminar will explore Freudian and contemporary psychoanalytic approaches to dreaming; dream experience and interpretation in other -- non-European -- cultures; Gestalt therapy and its ways with dreams as drama; psycho-physiological research on dreams and sleep; and we are likely to devote particular attention to the richly suggestive approach to dreams -- their meaning and their connections with archetypal mythic themes -- developed by C. G. Jung.

12/1/70

School of Humanities and Arts  
Registration Number: HA 116-S71 JB



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Film Production

Jerome Liebling

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A course in the First Division for students selected by the instructor to participate in some actual team production work making films. Limited to six, and with the permission of the instructor only.

12/1/70

School of Humanities and Arts  
Registration Number: HA 118-S71 JL

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Formulaic LiteratureDavid Roberts

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Most popular literature (and a good deal of "serious" literature) is formulaic -- i.e., written to fit a pre-arranged set of "rules," a formula. The formula usually defines the genre: hence we have Westerns, science-fiction, mystery novels, etc. For the reader, much of the pleasure of a formulaic work comes from knowing what he is getting; he appreciates not originality or freshness so much as a predictable renearsal of events laid in a familiar setting, reinforcing preconceived values. For the author, much of the challenge of writing a formulaic book comes from working within the very arbitrary demands of the genre.

This course will concentrate on the kinds of formulaic prose most in vogue today, studying one example each of ten popular genres. The reading list, however, will emphasize works with serious literary pretensions. The course will focus on three questions:

- (a) What is the formula?
- (b) What do the formula's conventions and values say about our culture?
- (c) In each case, does the book amount to anything more than a formula? Is it good literature as well?

## Tentative reading list:


- A. Western: The Ox-Bow Incident, Walter Van Tilburg Clark
- B. Science-fiction: Out of the Silent Planet, C. S. Lewis
- C. Mystery Novel: Five Red Herrings, Dorothy L. Sayers
- D. Pornography: Fanny Hill, John Cleland
- E. Spy-intrigue: Our Man in Havana, Graham Greene
- F. Children's: Winnie the Pooh, A. A. Milne
- G. "Soap-Opera Novel": Peyton Place, Grace Metalious
- H. True Adventure: A Short Walk in the Hindu-Kush, Eric Newby
- I. Gothic Romance: Rebecca, Daphne du Maurier
- J. Fantasy: Lord of the Rings, Book I, J. R. R. Tolkien

12/1/70

School of Humanities and Arts  
Registration Number: HA 123-S71 DR

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The Making of Contemporary Music

  
Robert Stern

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The thrust of this course will be performance. The amount of performance and the exact nature of the works to be read will depend, of course, on the skill and experience of the players. Contemporary music will be stressed, but earlier music will also be chosen, especially when cogent parallels with the 20th century can be drawn. Excursions into controlled chance performance will also be attempted, as well as electronic/live juxtapositions.

In addition to performance, the following areas will be examined:

- 1) "Two-musics" (Lukas Foss)
- 2) Work in the Electronic Music Studio.

12/1/70

School of Humanities and Arts  
Registration Number: HA 125-S71 RS

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How Does a Novel Work?David Roberts

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A sonnet has 14 lines, a regular rhyme scheme, and is usually written in iambic pentameter. But what is a novel? Does it have any formal minimum requirements? Is it really a form at all?

More importantly, how does a skillful novelist involve us in his world, convince us he is telling the "truth," make us care about his characters, and -- most basically -- keep us turning the pages?

By studying three recent novels very carefully, the course hopes to explore these questions. Its bias will be away from the usual lit-course approach (i.e., literature-as-ideas, or literature-as-art-history, or literature-as-vicarious-experience), and toward the writer-as-craftsman approach. For example, we will not ask questions like, "Why does X. hate Y.?", so much as questions like, "Why does the author tell us that X. hates Y. on page 3, instead of later?"

The novels, in the order we will read them, are:

Goodbye, Columbus, by Philip Roth;  
The End of the Affair, by Graham Greene;  
Lolita, by Vladimir Nabokov.

All three are love stories; all three are in part satirical; all three are, in some sense, grounded in a tragic vision. But the three are otherwise so unlike that they should, taken together, shake up most of the tacit assumptions we have about how the novel "ought" to be written. The discrepancies are nowhere so evident as in technique. But it is not ultimately technique that distinguishes Roth from Greene from Nabokov; it is world view, or view of man.

The course should be of special interest to writers, but I would hope we also have some students who do not want to write. It will not be a creative writing course in the novel, nor a critical study of three books, but something in between, in the academically hazy region where every reader shades into a would-be writer.

12/1/70.

School of Humanities and Arts  
Registration Number: HA 126-S71 DR

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The Man-Made Environment

Norton Juster

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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.

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(Continued)

The Man-Made Environment

- 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.

12/1/70

School of Humanities and Arts  
Registration Number: HA 135-S71 NJ

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Media Workshop

Arthur Hoener

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A study program for students who are interested in being involved in a series of cooperative creative efforts which might develop into an experimental media theater project, a light/dance program or a television program. The special interests and talents of the individual students (such as writing, directing, dancing, acting, stage design, lighting, reading, and special audio and visual effects, etc.) will dictate the directions of this workshop. The major emphasis will be to explore the group creative process and to experiment with various combinations of creative efforts.

12/1/70

School of Humanities and Arts  
Registration Number: HA 137-S71 AH

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Puppetry Workshop

Eugene Terry

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We shall attempt in this course to develop at Hampshire a viable marionette and puppet theatre. Every aspect of theatre - writing, acting, directing, scene design, lighting - is to be found in the miniature theatre. To start a theatre, we shall need people who like to work with their hands - hammering, sawing, sewing, painting, modeling, casting, carving and lots more.

12/1/70

School of Humanities and Arts  
Registration Number: HA 159-S71 ET



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20th Century American Black FictionEugene Terry

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This course will treat a number of novels and short stories by black writers of the 20th century, applying to them the various yardsticks of critical analysis which until recently have been reserved for fiction by white authors rather than assuming, as has been the case, that black writers are naive of technique and complexity or merely race apologists who are at best sociologically accurate pleaders of causes.

## Example of Works to be read:

James Weldon Johnson: Autobiography of an Ex-Coloured ManRichard Wright: Native SonChester Hines: The Third GenerationRalph Ellison: Invisible ManLeRoi Jones: The System of Dante's HellWilliam M. Kelly: Dem

## Short Stories from:

Langston Hughes: The Best Short Stories by Negro WritersJohn Henrik Clarke: American Negro Short Stories

12/1/70

School of Humanities and Arts  
Registration Number: HA 141-S71 ET

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Western Ideas and Institutions

James Haden

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By now many students may have discovered that courses that deal with current ideas and problems presuppose an acquaintance with the past. That is one good reason for getting an introduction to the development of the social ideas and institutions of the Western world. A still better reason is that it is intrinsically interesting material, and is part of the knowledge of any literate and cultured Western person.

This course is intended as such an introduction, dealing only with the interplay of ideas and events from the classical Greek period to the Renaissance. It is history seen from the standpoint of the history of ideas of various sorts -- philosophical, political, religious, economic -- as they have been interwoven.

All the required reading will be from original source materials, in the form of a sizeable series of fairly short selections taken in chronological order. One of the available good collections of such materials will form the basic text.

12/1/70

School of Humanities and Arts  
Registration Number: HA 145-S71 JH

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Photography Workshop

Jerome Liebling

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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, lectures on history and contemporary trends in photography, and field problems to encourage awareness of the visual environment.

Some areas of concern:

Photography as fine art: the personal statement.

Photography in communication, education, inter-disciplinary experience.

The photographic project: research, procedure, presentation.

Photography as social archive.

Development of photographic esthetic.

Photography: History and Criticisms.

The middle area: photography-film, slide-show, mixed-media.

"A lesson for anyone -- to follow a great photographer, and look at what he shoots." Jack Kerouac

12/1/70

School of Humanities and Arts  
Registration Number: HA 150-S71 JL

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Visual Arts Laboratory : Visual FundamentalsArthur Hoener

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Visual Fundamentals will be developed around basic visual principles that would provide the student with a working visual vocabulary.

Slide lectures will explore how various visual ideas have been used historically by the artist in his search for meaning. This course will involve the exploration of ideas and the process of discovery, not simply problem-solving. The study of the creative process will be the major objective (i.e., how to go about studying the visual word and what are the values to be uncovered through the visual process.)

Areas that might be covered are: .

- 1) Line as an expressive and organizational device in drawing, painting and sculpture.
- 2) Figure-ground relationships in painting and sculpture.
- 3) Shape and its archetypal context.

Students who are interested in painting, sculpture and visual communications will be provided space in which to work. Individual criticism will be provided.

Equipment for wood working and plastics will be provided. Students will be expected to provide their own wood, plastics, paint, etc.

12/1/70

School of Humanities and Arts  
Registration Number: HA 165-S71 AH

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The Red Barn  
Investigation, Analysis, and Proposal for Use  
Norton Juster

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This course will deal with the red barn behind Blair Hall as a possible student activity center. In the twelve weeks available the following will be considered:

1. A survey and analysis of the barn structure to include present condition, essential structural renovation, possibility and flexibility in structural alteration -- construction of working model and measured drawings -- cost estimates.

2. Survey of possible needs and proposed uses. A detailed survey of students, faculty and outside consultants on a program to achieve maximum use and benefit -- through interviews, questionnaires and "events."

3. Investigation of structural and mechanical requirements necessary for use

- (a) utilities
- (b) lighting
- (c) heating and weather control
- (d) materials

to include consultation when necessary with technical consultants.

4. Consideration of the barn as part of the heritage of American Vernacular environmental form in seeking an appropriate approach to contemporary use and expression.

5. Approach and proposal: An attempt to synthesize the results of the investigations into a series of proposals for use and expression through the development of design concepts and ideas to be presented in model and drawings.

The course to culminate in the presentation to the Hampshire Community of proposals, possibilities and alternatives. The course will be limited to 12 students, and calls for a variety of skills or interests among those engaged, i.e.,

- (a) photography
- (b) drawing skills -- freehand and mechanical

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(continued)

The Red Barn

- (c) model making
- (d) electrical services -- theatrical and exhibition lighting
- (e) building and structural comprehension and/or skills

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School of Humanities and Arts  
Registration Number: HA 175-871 NJ

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An Untranslatable: Marcel ProustJames Watkins

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The ideas of poets, like any ideas, turn out to be anonymous truths, and anonymous truths can be listed in a series of declarative sentences. We don't read poets for their declarative sentences. We read and re-read them because, somehow, what they say is inseparable from the way they alone have said it.

But this way of saying, when the poet speaks a different language, is untranslatable. Proust, a poet, remains and will remain untranslated, remains and will remain unknown for many.

This course proposes, then, that the student "know" a little Proust, not "cover" all of him. Of A la recherche du temps perdu we shall read only Du côté de chez Swann and A l'ombre des jeunes filles en fleur. Probably less. Ideally, to read a poem it should take as much time as it took to write it.

The course will be conducted in French and English, whichever best suits at a given moment the need for unequivocal communication. The prerequisite proficiency in French will be high and qualification will be determined by personal interview with the teacher.

Monday and Thursday 2 - 4

12/1/70

School of Humanities and Arts  
Registration Number: HA 180-S71 JW  
An Advanced Course open to students of the  
Five-College Community.

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Dimensions of Consciousness

John R. Boettiger

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A "second generation" workshop intended for students who have not had either of the two Dimensions of Consciousness courses in the Fall of 1970. Covering ground similar to that of the Fall Term workshop, the materials, emphases, and modes of work in this course will be shaped in response to our learning from those earlier models.

The course will be designed as an experimental workshop toward an exploration and understanding of 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 realms of experience from which the workshop will draw include:

- modes of personal journal-keeping
- the life of the body, sensory awakening, and non-verbal communication
- interpersonal encounter and human relations training
- approaches to imagination, dream and fantasy experience, and play
- meditation 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 or more, 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 and human relationship. In addition to regular meetings throughout the term, one or two longer weekend sessions will be planned.

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Registration Number: HA 195-S