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# **Hampshire College**

**Course  
Descriptions**

**Fall Term 1972  
Amherst,  
Massachusetts**

HAMPSHIRE COLLEGE

Fall Term 1972

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## REGISTRATION DATES AND CALENDAR

Registration Period for Fall Term	Wednesday, September 7 - Tuesday, September 12
Discussions with Advisers and Instructors	Wednesday, September 7 - Friday, September 8
Sign up for courses with Instructors	Monday, September 11 - Tuesday, September 12
Fall Term courses begin	Thursday, September 14
Drop-Add Period	Thursday, September 14 - Friday, September 22
Last day to register for Five College Interchange	Friday, September 22
Thanksgiving Recess	Saturday, November 18 - Sunday, November 26
Pre-registration for Spring Term	Monday, November 27 - Friday, December 1
Last Day of classes	Thursday, December 21
Winter Recess	Friday, December 22 - Tuesday, January 2

## SCHOOL OF HUMANITIES AND ARTS

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THE RISE OF CUBAN NATIONAL CONSCIOUSNESS HA 105	Marquez
THE CULTURAL HISTORY OF THE CARIBBEAN HA 106	Marquez
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THE AMERICAN LITERARY LANDSCAPE HA 201	D. Smith

CANTERBURY PILGRIMAGE: A SEMINAR ON  
MEDIEVAL STUDIES  
HA 205

Houle

FILM WORKSHOP II  
HA 206

Mayes

THE EPIC  
HA 208

Mitchell

PHOTOGRAPHY WORKSHOP  
HA 225

Liebling

PLATO'S EARLIER DIALOGUES  
HA 230

Haden

THE IRRATIONAL ENLIGHTENMENT  
HA 245

J. Hubbs

PROBLEMS IN ENVIRONMENTAL DESIGN  
HA 250

Juster, Pope

STUDIO ART WORKSHOP  
HA 280

Hoener

LITERATURE AND THE BLACK AESTHETIC  
HA 290

Terry

CONTEMPORARY SCULPTURE WORKSHOP  
HA 296

Mansfield

MYTH AND MODERN FICTION  
HA 297

C. Hubbs



SCHOOL OF HUMANITIES AND ARTS

CURRICULUM STATEMENT: FALL 1972

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

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

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

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

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

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

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

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

HA 103 (LC 113) SEMINAR ON DOSTOEVSKY

Robert Rardin and Joanna Hubbs

"Gentlemen, I am tormented by questions; answer them for me."  
--Notes from Underground

In this seminar we will read some of the major works of Dostoevsky and discuss them from several perspectives: historical, psychological, literary, and linguistic. We will familiarize ourselves with the social context in which Dostoevsky wrote and critically examine the literary techniques which he used to express the agonies of a psyche caught in the maelstrom of social and cultural change of Russia in the last half of the nineteenth century.

The seminar will include some lecturing, but it will be largely devoted to group discussion. We will meet together once a week for 2-3 hours. Sub-groups of 5-6 students will meet once a week with the instructors. Those who know Russian are particularly encouraged to take the course and undertake special tutorial work on original texts. Students will be expected to do a significant amount of writing.

Works to be read (with probable additions or substitutions):  
Notes from the House of the Dead  
Winter Notes on Summer Impressions  
Notes from Underground  
The Double  
The Brother, Karamazov  
The Possessed  
The Pushkin Speech

Enrollment is open.

## HA 105 THE RISE OF CUBAN NATIONAL CONSCIOUSNESS

Robert Marquez

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

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

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

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

The course will meet twice a week for 1½-hour sessions. Enrollment is limited to 16 students.

## HA 106 THE CULTURAL HISTORY OF THE CARIBBEAN

Robert Marquez

Beginning with Columbus' arrival in the New World, this seminar, following the course of Caribbean history, will examine some of the specific ways in which the major language groups--Spanish, French, English--have been shaped by and have struggled against common historical experiences: the original violation of the Conquest, slavery, colonialism, cultural imperialism.

The fact that the area is made up of populations who are all, in some sense, "foreigners" has had a profound effect on the ethos of the Caribbean. In consequence, we will be pondering the issue of identity and historical self-consciousness as it affects the cultural integrity of the islands, and in particular as it influences the rise of nationalism in the Caribbean.

The course will meet twice a week for 1½-hour sessions. There is no foreign language requirement. Enrollment is limited to 16 students.

HA 110

## FILM WORKSHOP I

Jerome Liebling

This course is concerned with the film as personal vision; the film as collaborative effort; the meaning of thinking visually and kinesthetically; and film as personal expression, communication, witness, fantasy, truth, dream, responsibility, self-discovery.

The workshop will be concerned with production and seminar discussion, field problems, and research. Topics will include history and development, theories of film construction, camera, directing, editing, sound, narrative, documentary, experimental films, use and preparation, super 8 and 16-mm production.

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

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

Enrollment is limited to 12 students. The class will meet twice a week for one three-hour session and one two-hour session.

HA 111

## A MAN: GEORGE ORWELL

James Haden

Orwell was a man very much part of those dark times which extended from the first World War through the second. He is most widely known through the fable Animal Farm and the novel 1984, but he left a large body of other work, including social commentary such as The Road to Wigan Pier, several volumes of fine essays, novels, and books about his own experiences such as Down and Out in Paris and London and Homage to Catalonia.

Through all of his work he was struggling to develop and maintain honesty and sensitivity to personal and social concerns. He is, therefore, a man who should not be divorced from his writing, nor the writing divorced from him. The course aims to include the major part of his work, studied in such a way that we are able to get some insight into the totality of the man himself, as an individual but as an extremely human being.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 16 students.

HA 113

## DRAWING AND PAINTING STUDIO

Arthur Hoener

This course will explore the creative and technical aspects of drawing and painting. Of major concern will be the relationship between the drawn image and how that graphic representation may or may not relate to the painted form. Slide talks will be given to explore how the great modern masters approached their work.

Figure drawing will be one of the concerns of this studio course.

The students will be responsible for all their art supplies. The class will meet for five hours per week--one two-hour and one three-hour meeting. Enrollment will be limited to 18 students.

HA 117

## MYTH AND HISTORY

Joanna Hubbs

This is a course concerned with the nature of historical perception. We will begin with a consideration of the nature of myth, reading both original sources and interpretations of the significance of myth by Jung, Freud, Eliade, Campbell, and Levi-Strauss. The course will then concern itself with the evolution of historical consciousness in the West. Starting with Herodotus, we will consider the nature of historical perception through the Middle Ages to the end of the nineteenth century.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 16 students.

HA 125

## EIGHTEENTH-CENTURY ENGLAND: SELECTED WORKS

David Roberts

This will be a course primarily in literature, dealing with a limited number of major works by various men, none of them necessarily representative or even aware of each other. Although I hope students will begin to look for connections, for lines of sympathy or antagonism among the works, the course will be only tentative in its attempts to find cultural unity in eighteenth-century England. The emphasis will be rather on engaging each artist or work in depth and in isolation.

The class will meet about four hours per week. Enrollment is limited to 16 students.

## Reading list:

(Background:) Donald Green, The Age of Exuberance  
 Defoe, Robinson Crusoe  
 Fielding, Joseph Andrews  
 Swift, Gulliver's Travels  
 Gay, The Beggar's Opera  
 Boswell, Life of Johnson (abridged)  
 Burke and Paine on the French Revolution  
 Pope, "Rape of the Lock" and either "Essay on Man"  
 or "Dunciad"  
 Cook, Voyages of Discovery

## HA 133 LYRIC POETRY: THE MAIN ENGLISH TRADITION

David Roberts

An intensive study of the shorter poems of eight major English poets between the Renaissance and the early twentieth century: Spenser, Donne, Milton, Burns, Keats, Tennyson, Browning, and Housman. The course will be organized as one semi-lecture per week followed by two discussion periods (i.e., three one-hour meetings per week).

Enrollment is limited to 16 students.

## HA 139 (HA 239) PUPPET WORKSHOP

Eugene Terry

The workshop will be concerned with the designing and preparing of a marionette production to be performed during the Spring Term. The play has not been chosen, but will be announced before registration.

Since the planning will involve the careful coordination of work by a number of people to achieve a unified scale and style, the design for each marionette and each part of the set must be worked out in detail prior to their making. The first part of the term, therefore, will be spent drawing up these plans; the second part, in their execution.

Enrollment is limited to 16 Hampshire students. Additional students will be accepted through the Five-College Interchange program. The class will meet twice a week for two-hour sessions.



HA 142

ATHENS, JERUSALEM, ROME:  
ALTERNATIVES TO MODERN SELF-ASSERTION

Robert Meagher

Life's but a walking shadow, a poor player  
That struts and frets his hour upon the stage,  
And then is heard no more; it is a tale  
Told by an idiot, full of sound and fury,  
Signifying nothing.

(Macbeth, V, iv)

Men tell stories with their lives, stories whose concern with beginnings and endings, plot, and focus stand to deny that those stories are senseless, told by idiots. Every human life involves a passage from the many to the one, from the many lives one might live, the many persons one might become, to the one life one lives, the one person one is becoming. The question here is whether, in this process of human coming-to-be, always a coming-to-be-someone-in-particular, one can know what one is doing. If all of the human possibilities which one confronts represent only opinions regarding the human, what would it mean to claim that human becoming is a passage from opinion to knowledge?

This course will reflect upon several deeply-rooted and ranging claims to wisdom in human becoming. The peculiarly modern claim seems to be that human becoming is the creation of what is unique. Thus one can know only what one himself makes, which is to say that one knows what one is doing when one's life flows from one's own decisions, radically understood. One's posture toward one's own life is that of a craftsman toward material to be crafted. Contrastingly, the claims of our common past, the claims of reason, faith, and tradition, suggest that human becoming is the discovery of what is common. We will reflect upon each of these claims in turn. Most generally, then, the question preoccupying this course will be whether human coming-to-be is a matter of creation or discovery. Some of those whose writings we will surely look at are: Augustine, Hannah Arendt, D. S. Carne-Ross, Martin Heidegger, Hans Jonas, Søren Kierkegaard, Joseph Pieper, and Leo Strauss.

The course will meet twice weekly in two-hour sessions. Enrollment is limited to 16 students.

HA 144

MUSIC IN WORLD CULTURE  
Anthropology of Music, Part I

Randall McClellan

This course is divided into five units and deals with the music of some major world cultures: the music of the American Indian; the music of West Africa (tracing it in its transition to Black Rural America then to White Rural America); music of the Sinitic cultures, Japan, China, and Korea; the music of India and Java; and finally, the contemporary American scene where we will examine Rock as a manifestation of our own culture and as a synthesis of several world musics.

In each unit we will consider the prominent features of the culture, the process of creating music, how the cultural values of the society are reinforced through its music, and analyzation of the musical components per se.

This course is designed as the complement to Music as a Social Activity. The class will meet twice a week for 1½-hour sessions. Enrollment is limited to 25 students.

HA 145 THE MAKING AND UNDERSTANDING OF HUMAN  
ENVIRONMENT: Approaches to Design

Norton Juster and Earl Pope

This course deals with the perception, awareness, analysis, and design of human environment--the ways in which human activities and needs find expression in forms and patterns that reflect and shape their lives. We will be concerned with a developed sensitivity to surroundings, an understanding of place, and the sense of the individual as an effective force in creating or altering his own environment.

This is primarily a workshop course. Using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which environment is made. The subject of these investigations will include:

1. How man sees and perceives his environment.
2. The identification of human needs, the functional and emotional concerns of environmental design--problem seeking and problem definition.
3. The vocabulary of environmental design--visual thinking and visual communication.
4. Environmental problems today--our legacy from the past and directions for the future.
5. The scale of human environment--teacup to megalopolis.
6. Creative synthesis--the leap to form. The translation of ideas, analysis, program and technical parameters into environment.

Much of the work will require visual presentations and analysis; however, no prior technical knowledge or drawing skills will be necessary. (Ability to use a camera would be helpful.) The student must provide his own drawing tools. Projects and papers will be due throughout the term. This course demands both time and commitment.

The class will be divided into two sections that will meet simultaneously. There will be two three-hour meetings per week plus odd day sessions for field trips, special services, and problems (to be mutually determined). Enrollment is limited to 24 (12 per section).

HA 146

## GREEK LIFE AND THOUGHT TO 300 B.C.

James Haden

This is a comprehensive survey of the evolution of Greek culture from early times to the point at which it is transformed into Hellenistic culture as opposed to Hellenic, not long after the deaths of Aristotle and Alexander.

The readings will include materials from Homer and Hesiod, from tragic and comic drama, from Herodotus and Thucydides. Special attention will be paid to the rise of philosophy and its relationships with all aspects of Greek culture: religion, political institutions, science, and the arts.

The class will meet twice a week for two-hour meetings. Enrollment is limited to 16 students.

HA 150

## STILL PHOTOGRAPHY WORKSHOP

Elaine Mayes

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

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

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

A \$15.00 laboratory fee is charged for this course. The College will supply chemicals, laboratory supplies, and special materials and equipment. The student will provide his own film and paper.

The class will meet once a week for four hours plus lab time to be arranged. Enrollment is limited to 24 students (2 sections, 12 students each).

HA 153 (HA 253)

## DANCE LAB II

Francia McClellan

This lab will cover the intermediate and advanced students. Permission of the instructor is required. The class may be divided into two sections, depending upon the technical competency of the participants.

Dance is: Imagination acting in and through time and space.  
Expressing one's emotion through rhythmic movement.  
Mind/body working harmoniously in space and in time.  
Taking one's place in living space.  
Motion--of the instant and part of the continuum of flowing energy.

Each section will meet for 1½ hours, four times a week. (The more advanced students in Dance Lab II will, in addition, be expected to participate in a bi-monthly choreography seminar.) Class work will involve experiences in technique, improvisation, individual and group exploration; and through films, discussions, concerts, and guest artists, we hope to have an opportunity to discover living philosophies of dance and movement. The choreography seminar will provide avenues for dance/performance events at Hampshire.

Enrollment is limited to 30.

HA 156

## DANCE LAB I

Francia McClellan

This will be a class for people with little or no previous experience.

Dance is: Imagination acting in and through time and space.  
Expressing one's emotion through rhythmic movement.  
Mind/body working harmoniously in space and in time.  
Taking one's place in living space.  
Motion--of the instant and part of the continuum of flowing energy.

The class will meet for 1½ hours four times a week. Class work will involve experiences in technique, improvisation, individual and group exploration; and through films, discussions, concerts, and guest artists, I hope we will have an opportunity to discover living philosophies of dance and movement.

Enrollment is limited to 30.

HA 158 (HA 258)      WORKSHOP IN CONTEMPORARY  
MUSIC PERFORMANCE

Randall McClellan

In this course we will perform representative compositions of 20th-century literature beginning with post-impressionism through more recent Avant-Garde, chance music, and improvisation techniques. Included in the course will be some analysis as well as discussion of the aesthetics behind the music. Compositions selected will depend on the instrumentation of the class, but it is certain that most of the major trends of the modern period will be represented.

The course will culminate with a recital of these compositions. Admission to this course is open to instrumentalists, vocalists, and conductors by audition.

The class will meet twice weekly for two-hour sessions.

HA 162                      THE CULTURE OF CLASSICAL CHINA

Francis Smith

This will be a lecture-discussion course with a maximum enrollment of 30 students.

In this course we will try to learn to read cultural history, using pre-modern China as an example. The intention is not to provide future historians with an introductory survey course on China, but rather to show non-historians some of the intellectual and aesthetic pleasures of reading the history of a complex culture.

Some heavy reading assignments should be expected. Everyone will write several papers on various aspects of East Asian cultural history--i.e., on the art, science, philosophy, law, and religion of the area. The teacher will alternate lectures and open discussions in about a 3:1 ratio. Part of the point will be to learn better how to use a lecture to learn and how to handle a discussion of history.

The class will meet twice a week for ninety-minute sessions.

HA 166 (HA 266)

I AND THOU

John Boettiger

This course will be a self-reflective inquiry into the nature and quality of intimate human relationships.

Mothers and fathers and their children

Husbands and wives and lovers

Friends

--these are the sorts of relationships we shall be exploring out of our own experience and through the ways and works of others.

Our principal interests will be in developing individual perceptions of relationships--the kind of sensory and intuitive and conceptual awarenesses that promote human understanding; in knowing better the varieties of intimate experience; and in exploring the arts of intimacy and their spoliation--the nurturant and the toxic ways we may be with another in love and friendship, the sorts of considerations that incline one relationship to fruitfulness, another to stagnation, and another to self-destruction.

In selecting the course's membership, an effort will be made to bring together a variety of perspectives, including those of men and women of different ages. Similarly, materials for the course will be drawn from a variety of humanistic disciplines, including literature, psychology, and film.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 16 students. (If interest suggests, two workshops, each with a maximum enrollment of 16, will be formed.)

John Boettiger

An inquiry into the dimensions--the sources, the characteristic imagery, the unfolding--of religious consciousness. The seminar will draw upon classical psychological sources (Jung, Freud, William James), and will explore the ground for a comparative perspective on the nature of mystical experience, both Western and Eastern. But if there is a central theme or style that is likely to pervade our work, it is that of story. For religious consciousness has to do essentially with the experience, the discovery and invention of a personal story that draws an individual life into love and into its own integrity. So we will dwell upon stories in search of insight. Our works may be drawn from a variety of sources--Christian parables, Hasidic tales, stories out of the traditions of Sufism and Zen Buddhism, biography and autobiography.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 16 students.

HA 173

AUGUSTINE AND CAMUS:  
TWO MODELS OF FAITHFULNESS

Robert Meagher

Augustine and Camus share a common landscape--the shores of North Africa at a moment when it seems that the threads of human civilization are unravelling. Stripped of cultural fabric and mask, man stands naked in his fate and becomes a question to himself. Camus' Caligula puts it with stark and telling simplicity: "Men die and they are not happy." This insight, a truism which few men, says Camus, follow to its core, ignites and consumes the writings of Augustine and Camus, which pursue the question of human blessedness. Both men deny the obvious, track the terrible, and celebrate the beautiful.

As we read, with demanding reach and care, in the writings of both men, we will see their steps cross and pause astride and, on occasion, confront each other uncomprehendingly. Reflections on time and life-time and life-story lead to reflections on faithfulness, violation, and judgment. Personal confession, autobiography, serves as a hardly Cartesian cogito from which the historical visions of Augustine and Camus spread out into the past and into the future and touch. Philosophy, theology, autobiography, and history converge when these two men converse beneath the blazing North African sun to do "man's work" which is, says Camus, "nothing but this slow trek to rediscover, through the detours of art, those two or three great and simple images in whose presence his heart first opened."

The class will meet twice weekly for two-hour sessions with occasional evening gatherings to read dramatically several of Camus' plays. Enrollment is limited to 16 students.



HA 174

## READING POETRY

Sheila Houle

This course is designed to develop or enhance our ability to read and enjoy poetry. During the term we will read poems of various forms and times from Shakespeare to Theodore Roethke. In addition to the written word, our study will include the living word spoken by poets reading their own work and sung by contemporary lyricists, such as Bob Dylan and Jethro Tull.

In workshop fashion we will share our analyses and interpretations of the poems through discussions and the reading of papers. These experiences are designed to develop the ability to communicate our understanding of poetry.

Enrollment limited to 16 Division I students. Second-year students will be accepted by permission of instructor only. There will be two two-hour sessions per week.

HA 185 (HA 285)

HOW BACH DID IT:  
TECHNICAL ASPECTS OF MUSIC

Randall McClellan

Johann Sebastian Bach stands as a unique figure in the history of Western music. Culminating a 500-year evolution in polyphonic composition, he codified the harmonic practice of his time; and in so doing, his style became the basis for the music of the next 200 years. What is the secret of his style? What is the nature of his harmonic-polyphonic language?

For one term we will try to become "J.S." In an attempt to gain insight into Bach's style, we will try to think as he thought, compose as he composed. The essence of his style is crystallized in his 371 chorales and in his Two-Part Inventions. We will study these aspects of his work through analysis, draw the basic principles from our study, and attempt to compose a chorale and an invention on those principles. Our texts shall be the Rieman-schneider edition of the Bach Chorales and the Two-Part Inventions.

The class will meet three times weekly for one-hour periods. This course constitutes Part III of a series in the technical aspects of music. Prerequisite: ability to read music and a familiarity with the fundamentals of music.

HA 186 (HA 286)                      WORKSHOP IN  
CONTEMPORARY MUSIC PERFORMANCE

James McElwaine

In this course we will perform representative compositions of twentieth-century literature beginning with post-impressionism through more recent avant-garde, chance music, and improvisation techniques. Included in the course will be some analysis as well as discussion of the aesthetics behind the music. Compositions selected will depend on the instrumentation of the class, but it is certain that most of the major trends of the modern period will be represented.

The course will culminate with a recital of these compositions. Admission to this course is open to instrumentalists, vocalists, and conductors by audition.

The class will meet twice a week for two-hour sessions.

HA 189                      AESTHETICS OF MUSICAL PERFORMANCE

James McElwaine

This course will examine the technics of performance--the mechanics and craft of musical gesture, discussing the perception of music (including ethnic, psycho-acoustical, and temporal considerations) and the perception of the two distinct energies of playing and composing. For instance, the energies peculiar to each instrumental group will be studied: the particular Zen of wind instruments, the tribal dynamics of percussion, the sensuous voice, the objective synthesis of electronics. And the projection of these energies when playing traditional music, contemporary music, popular music, and unpopular music will be discussed as well. The gestures of improvisation will be examined from all theoretical and dynamic perspectives. The coincidental and incidental vibrations we call harmony will be compared to the spontaneous vibrations of melody and the temporal vibrations of rhythm.

The class will meet twice a week for two-hour sessions.

HA 193

BODY-AND PSYCHE:  
A WORKSHOP IN MOVEMENT

Janet Adler Boettiger

We are heavily conditioned to trust the verbal mode of expression and reception as if there were no other--to rely on the verbal memory as if the body held no memory of its own--to look for answers to our problems in our heads, as if our bodies possessed no hint of solution. We are our bodies. This course will be concerned with ways to connect our bodies consciously with our psyches--to more fully realize the integrity of body and psyche. Such an integrity inherently exists in us all, though we are often unconscious of it.

Through intensive experience in movement we will actively search for bridges between what we do and how we feel. We will be in search of the small child within us, of our mother and father within us, of the powerful realm of polarities--the earth and the sky, the light and the dark--within us, of the shadow or the unknown within us. The discovery of such parts often brings new awareness of self, and new awareness can bring growth toward owning one's experience, toward being responsible for one's life, toward wholeness.

The constant medium of intrapersonal and interpersonal work will be movement. In addition, we will be talking much together, writing consistently, and reading in response to experience--all as catalysts to reawaken the life of our bodies, to reawaken ourselves.

Basic reading will be drawn from the work of Mary Whitehouse, Charlotte Selver, Wilhelm Reich, Alexander Lowen, Ashley Montagu.

Sixteen students will be admitted to the course. We will meet twice a week for two-hour sessions.

HA 194

## DESIGN WORKSHOP

Robert Mansfield

This workshop is designed to introduce the student to the process of visual thinking. As a studio course, Design Workshop is directed toward giving the student exposure to a wide variety of design ideas, principles, and applications. Both two- and three-dimensional design concepts will be investigated as they apply to the student's work in the course.

Areas of concern will include light, color, materials, methods, relief painting, sculpture, functional design, and many other possibilities.

Classes will meet twice weekly for 2½-hour sessions. These sessions will include slide lectures, films, demonstrations, critique sessions, and individual work on projects. Students enrolled in Design Workshop will keep a portfolio of their work which will become an evaluation of their work in the course as defined by them.

It will be necessary for each student to have a camera--an Instamatic will do fine.

Class enrollment is limited to 15 students.

HA 197

## THE THEATRE OF CRUELTY

Clayton Hubbs

Antonin Artaud's important and fascinating The Theatre and Its Double (1938), a collection of essays on dramatic theory, is difficult to summarize; essentially, Artaud calls for a return to an atavistic theatre of gesture projecting collective archetypes and a rejection of the "old" psychological and narrative (realistic) theatre. Artaud, a playwright, poet, and actor as well as a theoretician, will be our starting point and his theory our touchstone. We will try to look at other dramatic theory and practice from Artaud's point of view, so the first playwrights we read will be some of Artaud's favorites: Euripides, Seneca, John Ford, Webster, Tourneur, Buchner, Jarry, and Strindberg.

Artaud called for a dreamlike theatre of metaphysical cruelty whose rituals of involvement are patterned after religious rites. In contrast to Artaud, we will consider Chekhov's realistic theatre of human cruelty whose secular rituals of noninvolvement are those of everyday life. Chekhov was concerned to show "life as it is" rather than life as we see it in our dreams (or nightmares). Still, Chekhov and Artaud share a similar expressed objective--to shock us into a recognition of our situation so that we will do better. We will finish our reading and discussion with two contemporary playwrights who exemplify the similar aims and conflicting methods of Chekhov and Artaud: Pinter and Genet.

Because of the amount of material to be covered, the course will be tightly structured. Each student will participate in the teaching of the course by giving at least one class presentation (the written form of which will be given out ahead of time) in addition to writing a paper. The class will meet twice a week for two-hour sessions. Enrollment is limited to 16 students.

HA 198 (HA 298)

THEATRE AS EVENT I

Gladden Schrock and Tim Landfield

This is a master course in theatre which will meet twice monthly for three-hour sessions. The purpose is to arrive at working definitions which each separate discipline will build upon in practice. Actors, playwrights, and directors will study together in this course, and then pursue their separate interests in workshops and personally initiated activities. Areas of attention will be:

- The nature of present culture. A review of the odds against a performing art. A study of apprehensions, disbelief, and the general breakup of social forms. Why theatre can't exist without form and requires a chemistry of trust. Mobile society: has it a use for art?
- The dramatic moment. The implicit compact entered upon by performer and audience. The need to invest; the will to believe. The event as inherently infectious.
- Convention and acceptability. The myth of being unique.
- Learning to lie well enough to speak the truth.
- An understanding of fable. Contingent linear time, the hattrack of theatre.
- Structures inherent in drama. A sense of history in an age of momentary arrogance.
- The nature of risk. Vulnerability as the prime source of security.
- The event as microcosm.

We will work specifically at these definitions, always practically and with a product in mind. Directors, actors, and playwrights will all generate from this common inquiry. Subdivided under this course will be three full workshops:

#### Playwrighting Workshop

The intent is to promote maximum growth among a maximum of talented writers. During one week per month (Schrock's 'on campus' week) the playwrights will meet for two two-hour sessions, attacking specific problems of dramatic writing, reading original scripts, and studying technique. There is expected from those who enroll a

serious, disciplined engagement. Enrollment will be at the discretion of the instructor with up to twelve students. Material to be discussed should be sent to Mr. Schrock in advance.

Mr. Schrock will also work personally with playwrights on a close one-to-one basis during the 'on campus' week. Other contact will be expected by mail throughout the winter, with scripts sent upon completion (or semi-completion) for study, help, and prodding at his Maine address (South Bristol, Maine). Our hope is to produce and outlet as many student-written plays as possible in the other two workshops.

#### Directing Workshop

This workshop is for students wanting to work primarily as directors but is also for actors and playwrights wishing to broaden their technical understanding.

The directing workshop will meet with Mr. Schrock for one three-hour period during his 'on campus' week. We will study under strict working conditions the mounting of plays, the re-direction of scenes done during the preceding month, mounting new scenes cold, and working at very detailed craft technique.

As an ongoing Directing Workshop activity, the directors will direct those scenes and those plays which interest them (as schedules allow) and will meet once a week with Tim Landfield during the month to further define the craft and to work mutually at specific problems: blocking, intent, movement, evocation, audience intelligence, how to determine a style, pace, etc. The main body of work, of course, will be the individual's "doing of the art," the mounting of the product dependent upon his own initiative. Special scenes will be brought to the monthly workshop with Mr. Schrock--scenes with particular problems/virtues/complaints/interests.

It will be understood that all persons involved in Theatre as Event shall be fair game for acting in scenes. Also considered, of course, will be any other students on campus who express interest even though involved primarily in some other academic pursuit.

#### Acting Workshop

This workshop will meet twice weekly for two-hour sessions with Tim Landfield throughout the term and will meet for one three-hour session with Mr. Schrock during his 'on campus' week. Topics will include:

- The nature of characterization and private resource.
- Exploration of personal potential.

- Transformation: from script to actor to product.
- Trust/risk - on stage, with audience, personally.
- Acting exercises, improvisation, movement.
- Explicit scene work. This will constitute the backbone of the course--the doing of the craft in a concrete setting, using good literature. Specific craft problems will be worked on, mounted, brought to class. We will also examine closely the nature of problematic scenes: creating an intention, implicit behavior, "contacting" on stage, movement, relation to set, embodying a fixed emotion in variant ways, arriving at a style, human intelligence and the human body, playing for peers, etc.

A maximum amount of student initiative will be expected, plus a maximum amount of activity. It is expected that the acting and directing workshops will intermix, perhaps extensively. Depending on interest, there may be a special workshop held each two weeks, combining actors and directors. Playwrights also are encouraged to take part in workshops other than their own.

During the 'on campus' week, Gladden Schrock will work with the actors re-directing scenes, working on technique, and getting at a total refinement of the craft.



HA 201

## THE AMERICAN LITERARY LANDSCAPE

David Smith

"The land was ours before we were the land's," says Robert Frost, who also speaks of our "vaguely realizing westward." This course will examine the function of the specifically American setting in the work of a number of American writers from the Puritans through Faulkner and Frost.

Neither a survey nor a course in one genre, the course will instead concentrate on four related sub-themes for which literary examples are plentiful: wilderness, virgin land, the garden, property. Around each of these ideas cluster a number of assumptions, attitudes, and myths, and a lot of good writing. Some likely examples: William Bradford, Captain John Smith, William Byrd, Thomas Jefferson, Crèvecoeur, Cooper, Thoreau, Hawthorne, Mark Twain, Frost, Faulkner, Robert Lowell, James Dickey.

The class will meet twice weekly for two-hour sessions.

HA 205

CANTERBURY PILGRIMAGE  
A SEMINAR IN MEDIEVAL STUDIES

Sheila Houle

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

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

Enrollment is limited to 20 students. There will be two 1½-hour sessions per week.

HA 206

## FILM WORKSHOP II

Elaine Mayes

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

## Specific areas of concern:

- The film as a tool for environmental and social change.
- Aspects of the experimental film, its aesthetics, energy, personal vision.
- Expanded cinema--new movements in film aesthetics.

The course will involve lectures, field work, seminars, and extensive production opportunity. It is for students who have completed film, photography, or TV classes in Basic Studies, or their equivalent--or by permission of the instructor.

There will be a lab fee of \$25.00. The class will meet once a week for four hours. Enrollment is limited to 10.

HA 208

## THE EPIC

Stephen Mitchell

One of the dominant literary forms of the Western World is the epic. It has influenced literary theory, linguistic and philological research, questions of aesthetics, and some scientific research. This course will center about the epic as a literary form, attempting to explain its slow charm and continuing, if subterranean, influence. We will read in English all of Homer; the first half of Virgil's *Aeneid*; Dante's *Inferno*, with selections from the *Paradiso* and *Purgatorio*; *Beowulf*; and all of Milton's *Paradise Lost*; as well as passages on theory from Fielding and Aristotle. In addition to the reading, each student will be expected to write at least one paper and to take a final examination.

The class will meet twice weekly for two-hour periods.

Jerome Liebling

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

Personal confrontation  
Aesthetic impressions  
Social awareness

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

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

This course is for students who have completed photography, film, or TV classes in Basic Studies or their equivalent--or by permission of the instructor.

There will be a lab fee of \$15.00. The class will meet twice a week for one two-hour meeting and one three-hour meeting. Enrollment is limited to 12 students.

James Haden

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

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

The class will meet twice weekly for two-hour sessions.

HA 245

## THE IRRATIONAL ENLIGHTENMENT

Joanna Hubbs

What is the relationship of the Age of Reason to Romanticism? This will be the central question in a seminar on France in the latter half of the eighteenth century. Our approach to the problem will be through an examination of the philosophical thought of the age as it is reflected in the novel. We will consider this emerging literary genre as a vehicle for the ideas of the philosophes and will examine the extent to which attempts to build a world view on the basis of rationalism and empiricism lead to irrational conclusions.

We will read works by Montesquieu (Persian Letters), Prevost (Manon Lescaut), Rousseau (Nouvelle Heloise), Diderot (Rameau's Nephew, Jacques the Fatalist), Laclos (Liaisons Dangereuses), de Sade (Justine), Goethe (Faust, Sorrows of the Young Werther), and Chateaubriand (Rene, Atala) against a background of interpretations of Enlightenment thought: Becker, The Heavenly City of the 18th Century Philosophers; Cassirer, The Philosophy of the Enlightenment; Gay, The Enlightenment: An Interpretation; and Crocker, An Age of Crisis: Man and World in 18th Century French Thought.

Reading knowledge of French would be helpful as would some general background in history or philosophy.

The class will meet twice a week for two-hour sessions.

Norton Juster and Earl Pope

This is a new experimental pilot program employing a different operational format from most courses. Students will work on projects in collaboration with professionals and outside consultants.

This course will concern itself with research and/or design studies of some of the basic problems in or relating to the making of environment. Each term one or more of these problems will be investigated in depth with the object of:

1. Engaging the student in the full range of professional environmental design concerns:
  - A. To define and extend their interests.
  - B. To increase their understanding of the scope and complexity of environmental problems.
  - C. To assist them in developing methods of approaching and analyzing environmental problems.
  - D. To develop skills in conceptualizing, developing, and communicating ideas.
2. Developing significant and meaningful material in the field of environment that will be of value to both the community and the profession at large.

Some projected areas for investigation are:

1. Studies in urban form - with particular emphasis on the Connecticut Valley.
2. The Making of a College - Studies of the relation of form and idea.
3. Perception and Play - The objectives and design of recreation spaces.
4. Prefabrication and the systems approach to environment.
5. The mobile environment.
6. The market place.
7. Implications of technology on environment.
8. Demountable, expandable, expendable, and temporary environments.
9. Experimental learning environments.

While the precise subject matter of the course may not be determined in advance, it could include any of the above or other problems of similar scope and value. The choice of projects will be determined mutually by the students and the faculty.

The course will be conducted as an ongoing, continuously operating studio dealing with specific realistic problems. It will require the regular productive presence of all enrolled students. We will attempt to operate as nearly like a professional atelier as is possible.

Permission of the instructors is needed. Since this is a studio course, the students must be regularly present in the drafting room for consultation. The class will meet twice weekly for two-hour sessions. Enrollment is limited to 12 students.

HA 280

## STUDIO ART WORKSHOP

Arthur Hoener

The major concern of this workshop will be to develop a critical aesthetic to reinforce the work produced in the studio. The students will develop their own course of study in the areas of painting, sculpture, graphic design, or typography, etc., and meet as a group for regular critique sessions.

Field trips and visiting artists will be part of this program.

Students will be responsible for the purchase of all of their studio materials.

The class will meet twice weekly for two-hour meetings. Course enrollment is limited to 16 students.

HA 290

## LITERATURE AND THE BLACK AESTHETIC

Eugene Terry

This course, which takes its title from that of an essay by Addison Gayle, will closely examine critical essays which express a need for and attempt to define a Black aesthetic. We shall apply the explicit and implicit theories found in these critical statements to literary works--plays this term--written by Black authors. We shall be able to better understand what informs the avowed literature of the Black Aesthetic, how these works differ from those of earlier Black writers who are frequently castigated by the adherents of the movement, and possibly discover literary forebears.

The principal critical text is Gayle's anthology, The Black Aesthetic. It will be supplemented by earlier and more current essays and a number of plays.

Enrollment is limited to 16 Hampshire students; additional students will be accepted through the Five-College Interchange program. The class will meet twice weekly for one two-hour session and one one-hour session.

HA 296 CONTEMPORARY SCULPTURE WORKSHOP:  
THE PROCESS, THE PRODUCT

Robert Mansfield

This studio course is designed to give the student exposure to the creative processes that are incorporated and confronted in the making of contemporary sculpture.

Experimentation with materials, methods, concepts, and applications will be of primary concern to this workshop. Contemporary sculpture will be confronted and discussed through individual presentation, field trips, group critiques, and practical involvement.

As a means of establishing a visual awareness of space, the direction of this course will relate to contemporary sculpture through design theory, art, technology, color, and individual confrontation.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 12 students.

HA 297

## MYTH AND MODERN FICTION

Clayton Hubbs

A course dealing with modern literary uses of myth. For example, T. S. Eliot in his review of Ulysses stressed Joyce's use of myth as an external ordering principle to give form and unity to the "immense panorama of futility and anarchy which is contemporary history." It could be that Eliot's statement is more applicable to Eliot than to Joyce; at any rate, this is an example of the kind of general questions we will deal with in our reading of some representative works of fiction by Lawrence, Mann, Hesse, Kafka, and Joyce.

Early in the course we will explore, in reference to the literature, the nature of myth and its mysterious power (its relation to magic, religion, ritual, dream, neurosis), try to determine how it gets into and relates to literature, and attempt to acquire at least a rudimentary grammar of myth. The emphasis in our collateral readings (including Freud, Jung, and Neumann) will be on the psychological dimension of myth.

The reading list is a long one, and each of the works will make its own difficult demands. Students are therefore encouraged to do some work in advance and to expect to be busy. In addition to an oral presentation (the written version of which will be made available to the class ahead of time), there will be a paper on a major work not on the reading list. The class will meet twice a week for two-hour sessions.



## SCHOOL OF LANGUAGE AND COMMUNICATION

LANGUAGE ACQUISITION LC 105	T. Wasow
STRINGS, TREES, AND LANGUAGES <u>LC 106</u> (NS 123)	W. Marsh J. LeTourneau
EXPERIENCE AND THE SELF LC 107	C. Witherspoon
INTERPERSONAL COMMUNICATION <u>LC 111</u> (SS 107)	N. Stillings J. Tallman
SEMINAR ON DOSTOEVSKY LC 113 ( <u>HA 103</u> )	J. Hubbs R. Rardin
EVOLUTION OF ENGLISH <u>LC 128</u> (HA 127)	S. Houle
POLITICAL COMMUNICATION <u>LC 131</u> (LC 225) (SS 147 SS 248)	G. Hollander
COMPUTER SYSTEMS, LANGUAGES AND APPLICATION <u>LC 137</u> (LC 237) (NS 123 NS 223)	J. LeTourneau S. Mitchell A. Lantz et. al.
LANGUAGE PROBLEMS OF DEVELOPING NATIONS <u>LC 139</u> ( <u>LC 239</u> ) (SS 133 SS 233)	M. Lillya
HUMAN LANGUAGE AND HUMANE SCHOLARSHIP: EDWARD SAPIR (1884-1939) AND NOAM CHOMSKY (1928- ) LC 140	R. Rardin
INTRODUCTION TO THE PHILOSOPHY OF LANGUAGE LC 141 (LC 241)	C. Witherspoon
THE VARIETY OF SYMBOLS LC 142	W. Marsh N. Stillings
MASS MEDIA AS SOCIAL INSTITUTIONS LC 143	D. Kerr

JOURNALISM AS PUBLIC DIALOGUE: A WORKSHOP  
IN WRITING AND INFORMATION GATHERING  
LC 144

D. Kerr

FORMAL LOGIC  
LC 202 (NS 123 NS 223)

J. LeTourneau

INTRODUCTION TO LINGUISTICS  
LC 205

R. Rardin

DECODING THE SPEECH STREAM  
DATA ↔ THEORY  
LC 215

J. Koplin

COGNITIVE DEVELOPMENT: SEMINAR AND  
PRACTICUM  
LC 226 (SS 236)

M. Cole  
N. Stillings

INTRODUCTION TO LINGUISTICS  
LC 227

T. Wasow

CONVERSATION ANALYSIS  
LC 228

J. Tallman

SCHOOL OF LANGUAGE AND COMMUNICATIONCURRICULUM STATEMENT: FALL 1972

The descriptions of the Language and Communication courses offered for the Fall Term 1972 are, for the most part, self-explanatory. Students entering the College this term should read general descriptions of Language and Communication curricular planning in the Catalog, or should ask for a planning bulletin at the Language and Communication office.

Two things should perhaps be emphasized. First, the courses you read descriptions of now will be supplemented by half a dozen more, offered by faculty who are not yet appointed. Some of these, we expect, will deal with issues in the mass media and in public communication.

Second, these courses have no limit on enrollment. You may be sure that you will not be 'closed out' of a course because of heavy enrollments. If very many people do enroll in a course, additional faculty will assist, or (alternatively) advanced students may work with the faculty member in leading the course. We will make every effort to preserve courses with very small enrollments.

Students enrolling in Division I courses are encouraged to read the Language and Communication examination policy procedure statement early; copies are available from the Language and Communication office, or from the chairman of the examination committee, Christopher Witherspoon.

Those planning a concentration in Language and Communication or which will involve an L&C faculty member in a major way are similarly encouraged to get in touch early with the faculty whose interests seem helpful.

Thomas Wasow

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."

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

The course will meet twice a week, 1½ hours each session.

LC 106 (NS 123)

## STRINGS, TREES, AND LANGUAGES

William Marsh  
Jack LeTourneau

While the beauty and intellectual power of mathematics can be conveyed by a variety of introductory courses, most students prefer to study a part of mathematics which is useful in their understanding of other subjects. The calculus has been the most common choice, although more recently probability theory and linear algebra have proved to be very appealing, especially to students in the social and biological sciences. Hampshire offers all three of these options. This course presents a series of related topics in algebra and logic which are interesting purely as mathematics and, in addition, have applications in what might be called the language sciences: linguistics, computer science, and parts of cognitive psychology and analytic philosophy. The "new math" terminology of sets, functions and relations will be introduced and used to formulate mathematical models of computers; several classes of languages will be studied; finally, a preview of modern algebra and mathematical logic will be given.

Four one hour classes per week.

This is a first course in philosophy. It could also be titled "Our Knowledge of the Internal World"; "The Prisoner of Mescalito"; "Consciousness: its objects, its subjects, its varieties"; "Me and My World, or How to Talk to Yourself, or what to do til the Solipsist Leaves (that old devil Solipsist in your heart)"; or conceivably even "Introduction to Philosophy".

The aim of the course will be to develop an appreciation of a number of important problems of philosophy, both traditional and contemporary; some knowledge of important "solutions" to these problems and theories arising from them; some familiarity with various techniques used in formulating and answering philosophical questions; and a more satisfactory and articulate understanding of a number of philosophically problematic concepts - both very general ones such as consciousness, objectivity and perception, and e.g. dissociation, feeling doubtful about something, having a toothache, descriptions of one's color experience at a given moment, anger.

For people who want to think out sustained arguments and to develop positions in detail, tutorials will be available and encouraged. For those who don't care to write much but wish to read, think, and talk, there will be weekly discussion groups. For those who wish to read a bit but mainly to soak up material from lectures and the instructor's comments, there are many introductory philosophy courses elsewhere in the Valley.

Readings will include selections from traditional philosophers, including Descartes, Hume and Kant; recent and contemporary philosophers, e.g. Husserl, James, Russell, Satre and Wittgenstein; psychologists and physiologists; novelists and poets; and Castaneda, Lilly, Laing, and other shamans and Great Minds of our time.

Two 1½ hour discussions per week plus one 2 hour tutorial or discussion every other week.

LC 111 (SS 107)      INTERPERSONAL COMMUNICATION

Neil Stillings  
Janet Tallman

TOPICS AND MATERIALS

Social psychology and sociology of face-to-face interaction. The work of Erving Goffman will be the major source here. In addition we will introduce cross-cultural material and experimental studies which have begun to appear recently.

The study of gestural communication. Two major areas here are human territoriality and body motion communication. In the first area the readings will be drawn from books by Hall and Sommer and the many papers which have appeared recently in the journals. In the second area we will read papers by Ekman, Birdwhistell, Schefflen and others.

Special topics. There are a number of special topics which will be included in the course or offered to students as options, e.g. family interaction, organizational communication, small group processes.

METHODS

Besides reading and discussion the class will conduct a set of exercises in the field, and we hope to bring in two or three guest speakers.

Two 2 hour meetings per week.

LC 128 (HA 127)

EVOLUTION OF ENGLISH

Sheila Houle

Hwaet, we Gar-Dena in geardagum  
ƿeodcyniga ƿrym gefrunon,  
hu ƿa æt elingas elles fremedon.

\*\*\*\*

What that April with his shoures soote  
The droghts 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 briefly at those forces outside language which effect some of these changes--political, military, social, even geographic influences, borrowings from other languages and so on. Most important, we will be studying these older stages of Modern English primarily through the literature of each period. Thus we'll not only have authentic examples of the language but also have an opportunity to read these texts in the original version.

Enrollment is limited to 16 students and there will be three one-hour sessions per week.

This course is a prerequisite for Spring Term course in Anglo-Saxon culture.



LC 131 (LC 225) POLITICAL COMMUNICATION  
(SS 147 SS 248)

Gayle Hollander

The course will be concerned with how the nature of a political system, its values and institutionalized norms of behavior, affects the use of communication as a means to, and instrument of, power.

Topics to be included are:

Content - The Symbols and Myths of Politics

Structure and Form - Mass Impersonal and Face-to-Face Modes  
and Patterns of Combining

Purposes and Function: Ways in which Communication Supports,  
or Contributes to Changes in, a Political Culture  
(legitimation of power, creation of political identity  
or community, conversion, mobilization, interest  
articulation, and so on).

Regulation: Problems of Freedom and Constraint

Audience Response: How People Use Communications Channels and  
their Opinions about Them

Effects: Persuasibility and Human Resistance

The course will be both cross-cultural and comparative with respect to  
type of political system. Material on the Soviet Union, China, Nazi  
Germany, "developing" nations and the United States will be emphasized.

The course will meet twice a week for a total of three hours.

LC 137 (LC 237) COMPUTER SYSTEMS, LANGUAGES AND APPLICATION  
(NS 123 NS 223)

J. LeTourneau, S. Mitchell, A. Lantz\* et. al.

The course will consist of a core program plus a set of elective labs. The core material will cover APL and FORTRAN IV. APL will be taught very extensively and thoroughly, so that the students will attain a high degree of proficiency which should allow them to apply the language with ease to problems that they may wish to solve in the future. A variety of teaching approaches (eg., independent study, class lecture, group discussion) will be available. After mastering APL, the students will learn FORTRAN so that they may begin to see how programming languages can not only look different, but also how they are often designed for different applications. (On the UMASS Time-Sharing System, for example, APL has very limited facilities for dealing with a large data base, while FORTRAN can deal with extremely large data bases.)

The labs will be offered on a variety of subjects. They will be designed to teach the student more about computers and computing systems, allow him or her to constructively use the languages being taught in the core, and introduce him/her to an application language. Topics for some of the labs will include: "Computer Hardware", "Simulation and Simulation Languages", "Computer Assisted Instruction", "The Use of Computers in Statistical Studies", "Abstract Models of Computers", "Artificial Intelligence".

Depending on the laboratory or laboratories which the student enrolls in, the course can be used as a basis for an examination in any applicable School or the Program in Language and Communication. All students will leave the course with a "fluent" knowledge of at least one programming language, and an understanding of how to apply it.

Faculty and upper division students will work jointly in preparing materials, problems, programs, and instruction in this course. An analogous course, possibly with different application topics, is contemplated for the Spring term.

Descriptions of some of the laboratories follow:

#### THE USE OF COMPUTERS IN STATISTICAL STUDIES

Barbara Manchester\*

The use of computers can remove a lot of the drudgery from statistical analysis of data.

No prior knowledge of statistics will be assumed and the lab will concentrate at first on developing an intuitive understanding of statistical statements. As the lab progresses emphasis will shift to analysis of data sets, involving use of system library programs as well as program writing. Students with data sets arising from projects connected with other courses will be encouraged to discuss problems and methods of analysis.

(continued)

LC 137 (LC 237) COMPUTER SYSTEMS, LANGUAGES AND APPLICATION (cont.)  
(NS 123 NS 223)

#### HARDWARE

Stephen Mitchell

The function of this laboratory is to investigate in a systematic manner various facets of computer hardware and its peripheral devices. At the end of the term, the student should have a good grasp of the functioning of major hardware components and their relation to software systems. Among other topics, we will discuss registers, codes, transfer rates, numerical bases, cycles, and I/O devices.

#### SIMULATION AND SIMULATION LANGUAGES LABORATORY

Larry Wolf\*

This lab will introduce students to the use of digital computers for studying systems through simulation procedures. Examples will be chosen from a variety of everyday situations (eg., examining the flow of people in the dining hall to cut down on lines). We will cover the principles of simulation by "walking through" the examples and translating them into APL or FORTRAN (which will be taught in the Core). The simulation language GPSS (General Purpose Simulation System) will also be introduced once the basic approaches are understood. We will discuss the design and structure of simulation languages and see how GPSS meets these needs.

Core: Two two-hour meetings  
Labs: Two one-hour meetings

The distribution of class time  
will shift from the core to the  
labs as the term progresses.

\*Mr. Lantz is a Division II student at Hampshire College

\*Mrs. Manchester is Assistant to the Director of Management Systems.

\*Mr. Wolf, a Hampshire Fellow in 1971-72, will be a graduate student in computer science at the University of Massachusetts.

LC 139 (LC 239) LANGUAGE PROBLEMS OF DEVELOPING NATIONS  
(SS 133 SS 233)

Maija Lillya

Most of the developing nations in the world today face a complex set of social, economic and political problems. Frequently at the root of these problems is the inadequate level of communication among segments of the nation due to lack of a common, well-developed language. This often results in the creation of a new caste system based on language, which severely limits implementation of the ideal of equality of opportunity within the nation. In India, for example, establishment of Hindi as the national language would mean that 60% of the total population would be placed at a distinct disadvantage in the competition for desirable jobs.

This course will explore the questions of (1) what characteristics a language must possess to be an adequate tool of communication within a nation, and (2) the nature of the people-language bond which makes governmental linguistic manipulation difficult. We will also examine various ways people in multilingual societies carry on necessary communication, cases where lack of communication hampers national progress, successful and unsuccessful means which have been tried to solve a nation's linguistic problems, etc.

While the course will cover both linguistic and sociological aspects of the subject, each student will have the option of concentrating more effort on one approach than on the other. Students interested in Israeli culture, for example, could examine either the processes by which ancient Hebrew was developed to serve the needs of a modern nation, or what problems exist in Israeli society due to linguistic differences.

Many of the readings for the course will be taken from Readings in the Sociology of Language, J.A. Fishman, ed., Language Problems of Developing Nations, Fishman, Ferguson, Das Gupta, eds., and Sociolinguistics, W. Bright, ed., among others.

1½ hours twice a week.

LC 140

HUMAN LANGUAGE AND HUMANE SCHOLARSHIP:  
EDWARD SAPIR (1884-1939) and Noam Chomsky (1928- )

Robert Rardin

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

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

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

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

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

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

Three one-hour meetings per week.

## LC 141 (LC 241) INTRODUCTION TO THE PHILOSOPHY OF LANGUAGE

Christopher Witherspoon

Problems having to do with (a) the philosophical analysis of communication acts and situations, linguistic and non-linguistic; (b) semantics, primarily semantics of natural languages; (c) relations between philosophy and linguistics. Readings will include Austin, How to Do Things with Words; Searle, Speech Acts; Quine, Word and Object; Strawson, ed., Philosophical Logic; and a number of articles and excerpts from larger works.

This course is not intended for people who expect philosophy courses to stimulate their glands or to transform their vision of the world, or for people who are unwilling to read and write extensively and carefully. Some background in logic, philosophy or linguistics would be useful, but nothing of the sort will be required.

Two lectures/discussions plus 1 (optional) section meeting per week. Tutorial every third week.

LC 142

## THE VARIETY OF SYMBOLS

William Marsh  
Neil Stillings  
and possibly others

From myth to mathematics symbols permeate human life. We live in terms of meanings which are created, manipulated and communicated through symbols. Language is the most prominent and most studied symbolic structure, and concepts drawn from the study of language in philosophy and linguistics have been a central part of most attempts at a systematic theory of signs or representations general enough to include our use of symbols in logical thinking, rhetoric, art, myth, ritual and dream. We will study several such theories which attempt to discern both what is common and what is genuinely unique to these various symbolic activities. The theories contain food for both thought and criticism, since each contains insights and none is adequate. Short readings will be drawn from several sources, and we will read in entirety

Philosophy in a New Key by Susanne K. Langer,  
Art and Illusion by E. H. Gombrich, and  
The Image by Kenneth Boulding.

The value of the theories lies not in their application to specific symbolic activities, which does not usually lead very far, but rather in their attempts to illuminate the nature of symbols and the distinctions among various types of symbols, that is, in their attempts to provide a broad perspective on human nature.

Two 2 hour meetings per week.

LC 143

## MASS MEDIA AS SOCIAL INSTITUTIONS

David Kerr

The focus of this course will be the structure and function of mass media in America, particularly the interrelationships among the media and other social institutions. We will explore the philosophical bases of the press, the political and social influences effecting media policies, and efforts made to determine the influence of mass media on its consumers.

During the second half of the course we will concentrate on critical analyses of current controversies about media performance. During this period students will prepare and conduct full-scale debates, similar to PBS's "The Advocates," on topics such as:

Government secrecy vs. the public's right to know  
 Pornography and violence  
 Media access for minorities  
 The McLuhan influence  
 Truth and fairness in the mass media  
 The effects of the "new technology"  
 -----and others

## READINGS:

William Fulbright, The Pentagon Propaganda Machine  
 Walter Lippmann, Essays in the Public Philosophy  
 James B. Reston, The Artillery of the Press  
 William L. Rivers, and Wilbur Schramm, Responsibility in Mass Communication  
 And others

The class will meet for 90 minutes twice a week.

LC 144

JOURNALISM AS PUBLIC DIALOGUE:  
A WORKSHOP IN WRITING AND INFORMATION GATHERING

David Kerr

This workshop is designed to help students improve their existing writing skills and to assist them in developing new ones. Principles of communication theory will be examined and applied to written communication, particularly reporting for the mass media.

The main thrust of the workshop will be toward training in gathering, analyzing, and effectively communicating information to specific audiences. While expository writing will be emphasized editorial writing and narration will also be covered.

In addition to readings in communication theory, reporting in the national press will be analyzed.

Members of the workshop are expected to produce publishable material. Students will be encouraged to submit their work to Climax and other five-college publications in addition to local papers and other appropriate publications.

A major project for the workshop will be in-depth reporting of the November election in a near-by community.

The workshop will meet twice a week for 90 minutes the first month and once a week plus tutorials thereafter.



LC 202 (Ns 123 NS 223)

## FORMAL LOGIC

Jack LeTourneau

Work in logic during the twentieth century has been and continues to be one of the exciting chapters of both mathematics and philosophy. This subject has grown naturally from a descriptive study of "proper reasoning" to an abstract discipline within its own right. In recent years applications of logic have extended beyond the true parent fields to new areas of computer science, linguistics and cognitive psychology.

In addition to studying some of these applications the course is intended to accomplish a detailed survey of the major results obtained in logic during this century. Work to be studied includes propositional languages, a study of both the syntax and semantics of first-order languages (including the completeness and incompleteness theorems of Godel and an introduction to model theory), the formalization of the notion of algorithm and an introduction to recursive function theory and finally some mention of contemporary work concerning the independence of various statements from the common axioms of set theory.

Three class hours per week. Either three 1 hour meetings per week or two 1½ hour meetings per week.

Robert Rardin

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

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

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

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

Two 75 minute classes per week.

LC 215

DECODING THE SPEECH STREAM  
DATA ↔ THEORY

James Koplin

Speech is made up of a basic inventory of sound units (phonemes). These units are somehow represented in the air stream that separates the speaker and listener. We will examine the nature of this code and the attempts that have been made at decoding. In the process answers to such questions as these will emerge:

1. How are we able to talk and understand at the rate contained in normal speech?
2. Why is a voice typewriter so hard to build?
3. Why do speakers of an unfamiliar language appear to be talking so fast?
4. What is the specific form of the mapping of the phoneme units in terms of the physical signal?

The research strategies developed in this area are novel and important. We will examine them in detail and discuss their relevance for other aspects of the psychology of language and the study of perception in general. The interplay of experimental results and theoretical formulations is also important. This currently takes the form of a motor theory of speech perception. The status of the theory will be evaluated for this specific domain and also in terms of its implications for general theoretical progress in psychology.

There will be two 1½ hour class sessions per week -- some lectures, a number of demonstrations, a few experiments (involving design, collection and analysis of data, interpretation), and possibly a field trip to Haskins Laboratory in New Haven.

It has been said that man's most distinctively human feature is language. Scholars have long been fascinated by the way in which we convey meanings through sound, and their writings on the subject are fantastically diverse--ranging from speculations regarding the magical powers of certain words to programs for machine translation. However, it is only in the last 15 years or so that a serious attempt has been made to describe systematically and rigorously what it means to "know a language."

After sampling briefly some of the most interesting ideas which have been put forward concerning language, this course will examine more carefully the recent developments alluded to above (which go under the title of "generative" or "transformational" grammar). Because these developments are so recent, it will be possible to discuss problems which are on the frontiers of current research and to relate these problems to the fundamental questions generative grammar is trying to answer.

We will see how the system of rules relating sounds and meanings in a given language reflect the innate structure of the human mind. This will be done in large part by playing with words and sentences. We will observe, for example, that the sentence John has instructions to leave has two possible meanings and, further, that these meanings differ both syntactically and with respect to stress. We will see that this correlation of sound, structure, and meaning is not accidental, and that it in fact reflects a universal principle regarding the ordering of the rules of stress assignment relative to the rules of syntax.

The course will involve lectures, discussions, and a good deal of reading. Students will be encouraged to undertake original research.

The class will meet twice a week for 90 minutes each time.

LC 228

## CONVERSATION ANALYSIS

Janet Tallman

Conversation Analysis is a new area recently being developed by philosophers, linguists, and sociolinguists. Even though research has just begun, the complexity of the dynamics of linguistic behavior in conversation has early become obvious and problematic.

In this course I would like us to examine some of the aspects of conversation analysis that earlier research has discovered and to add our own findings to that body of research. We will concentrate on informal conversation in a natural setting and trace through shared values of the group under observation, dynamics of group interaction reflected by linguistic behavior, and the patterns inherent in the flow of language. Each student will be responsible for his own piece of individual research, gathering data from a setting with which he is familiar and from informants he knows personally. While examining existing writing in conversation analysis and sociolinguistics, we will turn to the data we have individually taped and transcribed and apply our reading to that data. Our reading will include articles from Gumperz, Bernstein, Ervin-Tripp, Fishman, Hymes and others.

The class will meet twice a week for an hour and a half each time.

SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

NS 123 (NS 223)	THE WORLD OF MATHEMATICS	- David Kelly, Director
NS 130 (NS 230)	PERSPECTIVES IN EXPERIMENTAL AND THEORETICAL SCIENCE	- Everett Hafner, Director
NS 140 (NS 240)	DE RERUM NATURA	- Raymond Coppinger, Director
NS 160 (NS 260)	HUMAN BIOLOGY	- John Foster, Director
NS 170	MANKIND EVOLVING	- Stanley Goldberg, Director
NS 180	SCIENCE AND PUBLIC POLICY	- Herbert Bernstein, Director
NS 191 (SS 177)	THE NUTRITIONAL ECOLOGY OF MAN	- Lynn Miller, Director

SCHOOL OF NATURAL SCIENCE AND MATHEMATICSCurriculum Statement: Fall 1972

The School of Natural Science and Mathematics organizes itself so as to offer a relatively small number of courses with unlimited enrollment. We ask students to examine the course offerings as areas of possible interest to them, and to enroll with the expectation that their special needs can be met. Our teaching staff is composed of scientists whose breadth of background leads to a flexible treatment of their instructional tasks. They devise modular units within courses; they work in small teams, cooperating on development and direction of School activities; and they support a variety of modes of teaching (lectures, seminars, problem workshops, laboratory research projects, field studies) with special emphasis on the independent effort of students.

Any student in the College may register for any course in the School. (Enrollment in specific activities within the course will take place later.) Students should be aware not only of the areas to be covered in the course, but also of the level at which it will operate. In order to engage in certain activities, they may be expected to have passed a Division I examination in the School. This question, and all others related to a student's status in the course, should be dealt with in consultation with the director of the course before the beginning of the term.

During our first two years of operation, we have evolved seven major areas of interest, now represented by courses in the list that follows: Each of them is to be regarded as a general heading, more or less fixed for the near future, under which the activities of a given term are planned. A student registered for one of these courses should, before the term begins, consult late bulletins of the School for information on the program and its teaching staff. Students are encouraged to construct their own programs and concentrations with inter-School associations well in mind.

## NS 123 (NS 223) THE WORLD OF MATHEMATICS

David Kelly, Director

Students may expect to encounter problems in mathematics and mathematization in a wide range of studies. Hampshire's mathematical community provides short- and long-range support to many of the College's courses and programs and creates an atmosphere in which mathematics is done, shared, and enjoyed.

Course number NS 123 is offered as a convenience to students wishing to formalize a commitment to mathematical activity during a given term. The nature of that activity is subject to great variation. Many of the activities of the program are expected to develop during the term as particular needs and interests are identified. The Math Room (SB 125) bulletin board will provide an up-to-date listing of current and upcoming seminars, mini-courses, lectures, classes, problems, and proposals.

The following activities are planned for 1972-73:

The Calculus Workshop (Taming Infinity)

Offered each term, the lectures, classes, and problem seminars of the Calculus Workshop are designed to serve a variety of needs and to accommodate students with a wide range of backgrounds. For some, the techniques of the calculus will provide a powerful tool for investigations in the sciences; others may be more interested in the conceptual development of the calculus.

The Calculus Lecture Series (1 hour/week) will focus on the central themes of the calculus, mathematical, historical, philosophical, and technological.

The Calculus Classes (2 hours/week) will introduce the student to the art of doing calculus; two sections are anticipated in the Fall--one for students a little nervous about beginning college mathematics. These sections will be repeated in the Spring and a continuing section will be offered.

The Calculus Problem Seminars will enlist the assistance of experienced math students to help calculus students acquire proficiency with the tools of the subject.

An Introduction to Linearity (Living with Lines)

With applications and models drawn from the social sciences, algebra and geometry come together in this introduction to linear algebra.



NS 123 (NS 223)

Strings, Trees, and Languages (Cross-listing LC 106)

Formal Logic (Cross-listing LC 202)

Topics in Statistics

Algebra

This study comprises a systematic introduction to the theory of groups, rings, and fields, with some attention to the historical evolution of these concepts and their applications. This activity will normally be pursued by students who have passed their Division I examination in Natural Science and Mathematics.

The Book Seminars

Many important mathematical subjects lend themselves to semi-independent study. The following format will be tried: in consultation with each other and a staff member, small study groups (about five students) will select a text for joint study, set a syllabus, and meet together regularly both with and without the instructor.

The following topics may be handled effectively in this manner:

- Topics in the History of Mathematics
- Topics in the Foundations of Mathematics
- Topics in Applied Mathematics
- Probability
- Differential Equations
- Linear Algebra
- Advanced Calculus
- Number Theory

Computer Systems, Languages and Application (Cross-listing LC 137  
LC 237)

Computer Strike Force

A student-run service designed to make programming assistance readily available to faculty, classes, and students of Hampshire.

Mathematics at the Crocker Farm School

Faculty/Student Problem Seminar

The Prime Time 17:17 Theorems

A theorem is presented at 5:17 on each prime-numbered class day.

NS 123 (NS 223)

Independent and small group studies in the World of Mathematics will, we hope, involve students in

- . planning, preparation, and presentation of support materials for courses, special lectures, etc.,
- . devising and testing instructional projects,
- . working on the Hampshire College Summer Studies in Natural Science and Mathematics, and
- . teaching and tutoring at Hampshire and elsewhere in the World of Mathematics.

NS 130 (NS 230) PERSPECTIVES IN EXPERIMENTAL AND  
THEORETICAL SCIENCE

Everett Hafner, Director

The course is a set of month-long modules and full-term activities designed to give close contact with the physical sciences (astronomy, chemistry, geology, and physics). Certain bridging disciplines (biophysics, history and philosophy of science, and technology) are also to be found here.

We have several aims for the course. It is directed mainly toward the needs of students whose interests in science are uncertain or undeveloped. Our modules provide a sufficient variety of topics and approaches for students to discover their places in the work of the School. The modules also give us opportunities to develop new topics, to engage a large fraction of the faculty in contact with new students, and to attract other members of the Five-College community.

A set of approximately twelve modules will be announced for the Fall Term. A student normally participates in three successive modular units in order to complete the course. Since the modules are not sequential, and have no prerequisites, they can be taken in any order. A student may, with the approval of the adviser, enroll in only one or two of the modules during the term.

The course also offers term-long activities designed for students with fairly strong commitments to the study of science. Activities for the Fall will include:

Air Pollution and Lasers

A seminar-workshop wherein we learn

- what makes and constitutes air pollution,
- what makes a laser tick, and
- how the latter can be used to detect and measure the former.

Students (and the professor) will study the theory of laser action, and its application to measurement of air quality through the use of fluorescence and scattering.

Electricity and Magnetism

An advanced study of theoretical and experimental aspects of electrodynamics. Prerequisite is the Spring Term study of Basic Physics, or its equivalent.

NS 130 (NS 230)

The Physics and Chemistry of Photography

A study of physical principles basis to the photographic process. There will be two one-hour lectures per week; each student will spend at least three additional hours in darkroom-related work. Topics under study will include:

- optical characteristics of lenses,
- light measurement and exposure,
- film and paper characteristics,
- developer-film relationships,
- control and discipline in photography.

Our goal is to be a sense of style and integrity, arrived at from mastery of technique. Enrollment will be limited to 16 participants, but auditing may be possible.

Electronics for the People

An entirely practical examination of common electronic devices used in radio, television, audio systems and computers. Students will learn to disassemble, reconstruct and repair such devices. In so doing, they will develop an appreciation of the technology involved, as well as liberation from the modern army of technicians whose services tend to be expensive, unreliable, and scarce.

Multi-Media Presentations of Science

The work will consist of planning and executing projects in explication of ideas in science and mathematics, using the tools of animation in film and television.

Organic Chemistry in 3-D

A study of three-dimensional aspects of carbon compounds, covering the various forms of isomerism and related reactions and properties. Open to all students, regardless of background in chemistry.

Introduction to Astronomy and Astrophysics

For students interested in a quantitative beginning. A description of our present knowledge of the universe and the means by which we have attained it. Properties of the solar system, individual and multiple stars, interstellar matter, the Milky Way and other galaxies. Two lectures and one lab per week. (This is the course ASTPC 22 offered by the Five-College Department.)

Topics of Current Astronomical Research

The aims and results of space research and exploration, recent developments in stellar evolution, cosmology, and radio astronomy. No mathematical preparation beyond algebra and elementary trigonometry is required. But students should have some basic knowledge of astronomy. Two lectures per week. (This is the course ASTFC 31 offered by the Five-College Department.)

Astronomical Observation

An introduction to the techniques of gathering and analyzing astronomical data. Calibration of photographs; photometry; spectroscopy; stellar temperatures, masses and radii; radio techniques; telescope design; astronomical distance scales. Two lectures and one lab per week. Students should have knowledge of basic physics and astronomy. (This is the course ASTFC 37 offered by the Five-College Department.)

Astrophysics I

Equilibrium configurations and the physical state of stellar interiors; polytrope models; interaction of radiation and matter; radiative and convective equilibrium; opacity. Two lectures per week. Students should have a background in electromagnetic theory and modern physics. (This is the course ASTFC 43 offered by the Five-College Department.)

Science Teaching in Elementary Schools

Children have questions about their world, and they constantly form theories based on the facts they have. Children's science looks strange to adults, whose science in turn looks strange to children. Can we introduce a child to our view without destroying his own? Indeed, can we understand his view well enough to recognize his growth? We face these questions and others by working with materials designed for children, and with children in local classrooms. We shall also review a representative literature on the subject.

The Art and Science of Sound

Beginning with Pythagoras, scientists and mathematicians have found sensual pleasure and intellectual reward in the study of musical sound. We live now on the threshold of a golden age in which the power of new technologies (integrated circuits, fast computers, waveform synthesizers, magnetic recording) give the composer an extraordinary range of flexible tools. Our aim is to explore this new world in lab and studio, to examine its roots in classical physics, and to experiment with its possibilities in the creation and analysis of original sounds. Students will have access to a large inventory of electronic instruments, which they will learn to use as scientific and artistic resources.

NS 130 (NS 230)

Origin of the Earth

A critical review of contemporary models, based on evidence from astronomy, geology, chemistry, and physics. We know that the earth is still an actively evolving planet. The study of on-going processes gives us clues about its past and its probable future. We shall point to areas of the subject where knowledge is incomplete, as well as to those where consensus has been reached.

Trace Elements in the Environment

The work will center around the atomic absorption spectrometer as a research tool for the study of mercury, lead, cadmium, thallium, selenium, uranium now known to surround us in small but potentially dangerous concentrations. Each student will plan and carry out an investigation of some part of the problem. Results, techniques and difficulties will be discussed in a weekly seminar.

Physical Chemistry

A study of concepts that go to the heart of such problems as the metabolism of animals, equilibria of nitrate-phosphate systems in lakes and streams, and the composition of the moon. We shall deal mainly with the concept of chemical equilibrium, and with implications of the Second Law of Thermodynamics. Wherever possible, we shall apply the theory to problems of special interest to the group.

Basic Physics

Several concepts have been proposed as the basis of this course, including studies of quantum mechanics, energy, analogous physical structures as illustrated by various examples of oscillators, and the historical concepts of simple symmetries. This course is real physics, and the more mathematical background its participants have, the better; nevertheless it is a first course in physics and the nature of previous exposure is expected to be quite nonhomogeneous. A detailed description of the course will be available prior to registration for the Fall Term.

Organic Chemistry

A term-long Division II course. Beginning or continuing students of organic chemistry will spend six hours in lab each week. Detailed information on the experiments we will be doing will be available prior to Fall Term registration.

NS 140 (NS 240)

DE RERUM NATURA

Director: Raymond Coppinger

The biologist wants to understand life, but life, as such, does not exist; nobody has ever seen it. What we call "life" is a certain quality, the sum of certain reactions of systems of matter, as the smile is a quality of reaction of the lips. I cannot take the girl in my right arm and her smile in my left hand and study the two independently. Similarly, we cannot separate life from matter and what we can only study is matter and its reactions. But if we study this matter and its reactions, we study life itself.

- A. Szent-Gyorgi, The Nature of Life

We adopt this point of view as a framework for the course. The organization of cells is such that each of the life processes, such as respiration or metabolism or reproduction, can be studied in isolation from the others, often in systems which are clearly not living. Thus we offer in DRN a series of units, or "mini-courses," each of approximately four weeks' duration, and each dealing with a specific topic in biology. They employ a variety of organisms, use different experimental techniques, and present different points of view. Each is guided by an instructor who provides an experience reflecting his or her own scientific life style: field trips to collect life material, intensive laboratory work, or abstract theory. Each unit is designed to be more or less self contained; a student may participate only in those that interest him. But students should be well aware of prerequisites that some units carry.

The course is accompanied by a series of weekly discussions led by the teaching staff. These meetings provide, among other things, opportunity for argument on controversial matters related to the work of the course. They also bring unity to what would otherwise be a loose collection of topics.

We divide the term into three periods, with the following assignment of topics for the fall of 1972:

Period I

The Lives of Yeast  
Survey of Animal Behavior  
Ornithology: Identification and Field Work

Period I (cont)

Fresh Water Biology  
Development of Nervous Systems  
Plant Growth and Development  
Entomology  
Soil Ecology

Period II

Bean Bag Genetics  
Theories of Animal Behavior  
Ornithology: Anatomy and Physiology  
Simple Nervous Systems  
Comparative Ecosystems  
Phycology  
Enzymes

Period III

Fresh Water Biology: Physical Properties  
Genetics of Evolution  
Advanced Animal Behavior  
Ornithology: Behavior  
Chemical Ecology  
Natural History of the Caribbean  
Energy Production



NS 160 (NS 260)

## HUMAN BIOLOGY

Director: John Foster

The human condition can be described in a variety of ways: biological, psychological, sociological, cultural and political. Each of these points of view contributes to and is informed by the others. We therefore do not pretend to be able to treat the question of human biology in isolation. We regard our course as a contribution to a College-wide effort toward developing a Program in Social Biology, covering all aspects of health and illness in human beings.

We see human biology as a composite of the following elements:

Serious study of biology and related disciplines of science applicable to Man as an organism.

Reading of research papers on selected topics, both as sources of information and as examples of the scientific process at work.

Learning medicine as an applied science based on physiological and biochemical principles.

Working with a practicing physician on clinical diagnostic procedures in the laboratory, and discussing their importance in treatment of disease.

Studying the significance of health and illness to individuals and communities.

Examining problems in delivery of health care.

Understanding the fundamentals of human nutrition.

Thorough study of any of these elements is a course in itself. We propose to select a sequence of topics, each of which combines two or more elements, discussed by representatives of several disciplines whose intersection produces a strong focus on the problem.

The course constitutes an introduction to biology for students with little previous background, while at the same time placing that study in a wide context. A student can expect to find a range of choices allowing him to pursue topics of special interest to him. Serious students of science will find opportunities for deeper study, and for participation in the design and operation of the course.

NS 170 (NS 270)

MANKIND EVOLVING

Director: Stanley Goldberg

The College is developing an interdisciplinary program in Human Development, to which the School of Natural Science and Mathematics contributes a series of lectures and seminars.

The theme of the Program in the Fall Term of 1972 will be "The Freedom and Dignity of Man." Our course will give students the opportunity to study the scientific aspects of human development in any of the following contexts:

The History of Neurobiology and Man

A survey of the development of Man's attitudes toward himself, as colored by scientific revolutions and by recent advances in biology.

Biosocial Human Adaptation

A comparative study, offered in collaboration with the School of Social Science (SS 128).

Martyrs to Soviet Science

The history of interactions between science and political authority in the Soviet Union, with emphasis on controversy in the field of genetics.

Bertrand Russell

The autobiographical account of one man's struggle for fulfillment in mathematics, philosophy, and social justice.

## NS 180 (NS 280) SCIENCE AND PUBLIC POLICY

Director: Herbert Bernstein

The Sciences having long seen their votaries labouring for the benefit of mankind without reward, put up their petition to Jupiter for a more equitable distribution of riches and honour. . . . A synod of the celestials was therefore convened, in which it was resolved that Patronage should descent to the assistance of the Sciences.

- Samuel Johnson,  
Rambler, No. 91 (1751)

SALVIATI: The constant activity which you Venetians display in your famous arsenal suggests to the studious mind a large field for investigation, especially that part of the work which involves mechanics. . . .

- Galileo, Two New Sciences (1638)

Our course is designed to examine, among other things, the two views expressed by Johnson and Galileo: the inevitable dependence of science on public support and the inevitable links between science and its military uses. These problems have a long and intricate history. But it is especially paradoxical in our time that science is an object of fear and contempt, while occupying a central place in the complex technology that holds society together. It is also remarkable, in such a setting, that public understanding of science has never been so dreadfully inadequate to the decisions before us. Thus we all face a large question. Can democracy survive in a culture that breeds a technological elite?

We shall bring to the campus a group of distinguished visitors whose experience and qualifications bear on the questions of the course. They will deliver lectures, lead discussions, and contribute to our planning for the future of the course.

Lynn Miller, Claudia Hoag\*, Ellen Kiley\*, Martha Schultz\*

The aims of this course are:

- . To educate people about why their bodies need food, what kinds of food they need, and how they use what they get.
- . To help people to understand the importance of food to their health, to realize that good nutrition is essential for growth and maintenance of the body and mind, and to see that diet is an important part of preventative and therapeutic medicine.
- . To make people aware that good nutrition involves much more than knowing what foods are best for them, but also depends on the means of food production and distribution, on income, on culture, on family habits and upbringing, on taste and on advertising.
- . To see the long range effects of the amount, content, and quality of foods on the development and behavior of individuals, on the life style and survival of communities, on the use of the land and its resources, and on the history and evolution of man.
- . To teach people how to go about finding information, to observe and talk about problems, to handle materials critically, and to work together.

The course will include lecture-discussion classes for one hour a week, led by Lynn Miller, on problems of practical nutrition ranging from biochemical individuality to processed foods. Discussion sections led by the three student leaders will meet one hour a week, with articles and chapters assigned for reading and discussion. Emphasis will be placed on group projects for which five hours a week are scheduled. Possibilities for projects include surveys of commodity foods, of minority nutrition problems, of attitudes toward food, investigations of FDA nutritional labelling of foods, of the bodily need and use of each vitamin, of natural foods, and of legislation concerning food processing, fertilizers, advertising, and food enrichment. In addition, each week one of the three groups will plan and prepare a nutritious meal for the class; the other two groups will evaluate the nutritional content of the food. Several outside speakers will be invited to speak to the class and, when appropriate, to the whole community.

\*Claudia Hoag, Ellen Kiley, and Martha Schultz are Division III, II, and I students respectively in the School of Natural Science and Mathematics.

## SCHOOL OF SOCIAL SCIENCE

INTERPERSONAL COMMUNICATION SS 107 ( <u>LC 111</u> )	J. Tallman and N. Stillings
ECONOMIC ANALYSIS AND MODERN CAPITALISM SS 108	F. Weaver
DEVIANCE AND DISORGANIZATION SS 109	R. von der Lippe
POLITICAL JUSTICE SS 115	L. Mazor
THINKING ABOUT THE UNTHINKABLE: AN ENCOUNTER WITH THE HOLOCAUST SS 118	Sponsored by the School of Social Science
A SYMPOSIUM ON POST-WAR AMERICA SS 121	P. Glazer
INTELLECTUALS AND SOCIAL CHANGE SS 123	J. Koplin
BIO-SOCIAL HUMAN ADAPTION: CASE STUDIES <u>SS 128</u> (NS 170)	P. McKean and R. Coppinger
METHODS AND MORALS SS 129	L. Farnham, B. Linden, and P. McKean
LANGUAGE PROBLEMS OF DEVELOPING NATIONS SS 133 (SS 233) ( <u>LC 139 LC 239</u> )	M. Lillya
SIGMUND FREUD AND THE ORIGINS OF PSYCHOANALYTIC THEORY SS 135	L. Farnham
SOCIOLOGY OF HEALTH AND ILLNESS SS 138	R. von der Lippe
THE ECONOMICS OF POLLUTION SS 142	M. Howard
POLITICAL COMMUNICATION SS 147 (SS 248) ( <u>LC 131 LC 225</u> )	G. Hollander

## SCHOOL OF SOCIAL SCIENCE

UTOPIAS SS 155	B. Turlington
THE HISTORY OF THE FAMILY SS 165	M. Slater
SOCIAL CONTROL AND DISPUTE SETTLEMENT SS 166	B. Yngvesson
THE GOOD SOCIETY SS 167	M. Lunine
ANTHROPOLOGY AS PERSONAL KNOWLEDGE SS 168	L. Glick
HISTORY AND PHILOSOPHY OF EDUCATION FOR MINORITY GROUPS IN AMERICA SS 169	G. Joseph
THE POLICE SS 172	B. Linden and L. Mazor
DATA ANALYSIS, STATISTICS, AND PROBABILITY MODELS SS 173	M. Sutherland
PERSPECTIVES ON MADNESS: ISSUES IN THE SOCIOLOGY OF MENTAL ILLNESS SS 176	J. Meister
THE NUTRITIONAL ECOLOGY OF MAN SS 177 (NS 191)	L. Miller, et al.
THE SELF AS A SOCIAL PROBLEM SS 178	M. Faulkner
CONTEMPORARY SOCIAL MOVEMENTS: RADICALS AND REFORMERS SS 210	P. Glazer
THE ECONOMY AND THE STATE IN AMERICA SS 212	M. Howard
COMPARATIVE HEALTH SYSTEMS SS 230	R. von der Lippe
REVOLUTIONARY PATHS TO THE MODERN WORLD SS 232	F. Weaver

## SCHOOL OF SOCIAL SCIENCE

CONSTITUTIONAL LAW: JUDICIAL REVIEW AND SEPARATION OF POWERS  
SS 234 B. Carroll

COGNITIVE DEVELOPMENT: SEMINAR AND PRACTICUM  
SS 236 (LC 226) M. Cole and  
N. Stillings

URBAN POLITICS AND SOCIAL CHANGE  
SS 238 R. Alpert

WHY WORK?  
SS 240 M. Howard and  
B. Linden

MOTIVES AND SOCIETY  
SS 246 R. Birney

PEOPLES OF INDONESIA: PROBLEMS IN ETHNOLOGY  
SS 252 P. McKean

SYMBOLIC SYSTEMS  
SS 274 B. Yngvesson

FACULTIES, ADMINISTRATIONS, AND STUDENTS: SOCIOLOGICAL PERSPECTIVES  
ON THE UNIVERSITY  
SS 275 M. Faulkner

WOMEN AND CHILDREN FIRST: THE LEGAL PROCESS ON THE FRONTIER OF CHANGE  
SS 276 L. Mazor

DEVIANTS, ASSESSORS, AND TREATERS  
SS 277 T. Holman

THE ROLE AND PURPOSE OF ALTERNATIVE SCHOOLS  
SS 278 G. Joseph

SEMINAR IN UNDERGRADUATE EDUCATION  
SS 279 F. Patterson

SCHOOL OF SOCIAL SCIENCE

Curriculum Statement: Fall 1972

The courses offered for the Fall of 1972 by the School of Social Science reflect growing involvement between the disciplines, including those beyond the School. We have added faculty in subjects being staffed in more than one School and the potential for participation in college-wide programs continues to grow. Students seeking instruction in the application of quantitative methods to their work in social science will find a new set of resources for the study of basic concepts, and an opportunity to participate in the development of more advanced studies. With the addition of this work, the design of concentrations for problems in the behavioral sciences will be greatly strengthened.

In a similar way the expansion of opportunities for direct experience with the subject matters of social science at an expanding network of field sites should provide new resources for students interested in education, economics, urban problems, politics, and developmental psychology. Of particular interest should be the new team-taught course addressed to issues of cross-cultural science, particularly those bearing on moral and ethical questions of investigation. Students who know they will be in cultures or sub-cultures quite different from their own, whether in the U.S., Caribbean, or elsewhere should give careful thought to this modular course being taught by Professors Farnham, Linden, and McKean.

There will be a number of new course designs being tested by School faculty, including the first trial of the Holocaust course which was designed by a small group of Hampshire students under the guidance of Rabbi Lander of Smith College. Professor Glazer will lead a group of students whose "team project" is to create and carry out a month-long series of public presentations bearing on the decade of the 1940's in the U.S.. The aim is to test for the effect such project goals have on sustaining the preparatory scholarship. Professor McKean is joining Professor Coppinger of the School of Natural Science and Mathematics to test the use of extensive film materials in the exploration of the central concept of adaptation for various forms of life including human. Professor Slater intends to test new materials being designed to emphasize self-pacing in the pursuit of course topics, and Professor Cole is testing a course format which incorporates a one month full-time practicum spent in his research sites in Manhattan. All of these efforts point to increased diversity of course work as options for students to use in learning how best to develop their learning skills.



The balance between disciplinary studies and program studies will continue as courses will be provided for programs in Law, Black Studies, Health and Society, Human Development, and Education, as well as advanced work in eight social science disciplines. We remain one year short of tipping the balance in favor of Division II courses, but students planning concentrations will find ample basic instruction on a Five-College basis.

The emphases among the Social Science faculty continue to be upon social processes, social innovation and change, inter-cultural relationships, power processes, and distribution systems, as well as the development, growth, and function of cognitive processes in human experience. The expression of these factors in social settings available to us provides the basis of experiencing them directly so that they may be fully appreciated for study.

SS 108

## ECONOMIC ANALYSIS AND MODERN CAPITALISM

Frederick Weaver

Economists frequently disagree about the extent and types of economic policy and regulation most appropriate for the smooth and humane operation of the American economy. In this course we will study the three most important strands of economic analysis: how markets work to allocate economic resources and the role of individuals' production and consumption decisions; the ability of the federal government to influence the over-all level of economic activity to avoid inflation and recession; and more systemic conceptions of the economy as a basic part of greater society with profound implications for qualitative aspects of social life. We will investigate these theories with some attention to the respective historical periods of capitalist development in which they were initially formulated, but our primary emphasis will be on the organization and functioning of modern American capitalism and the contribution different types of analysis make towards understanding current economic and social problems. Among the books we will read: M. Friedman, Capitalism and Freedom; W. W. Heller, New Dimensions of Political Economy; P. Baran and P. Sweezy, Monopoly Capital; W. K. Tabb, The Political Economy of the Black Ghetto; and J. K. Galbraith, The New Industrial Society.

This course will serve as the introductory course prerequisite for upper division economics courses in the other four Valley colleges.

The course will meet twice a week for an hour and a half each meeting.

SS 109

## DEVIANCE AND DISORGANIZATION

Robert von der Lippe

The course will address the concepts of normality and deviance. Topics of common social deviance and disorganization such as crime, drug use, homosexuality, and delinquency will be studied. Questions of definition, social response, and the perspective of the deviant person will be considered.

SS 115

## POLITICAL JUSTICE

Lester Mazor

Politics is an activity basic to all human interactions; law is the principal instrument of government in modern society; justice is one of the highest ideals of human existence. This seminar will examine the way politics, law, and justice intersect in dramatic political trials. The goals of the seminar are to establish some familiarity with the characteristics of a trial in a court of law, to examine the functions and limits of the trial process, and to explore theories of the relation of law to politics and of both to justice.

We will begin by examining the roles of the parties, attorneys, witnesses, judge and jurors in a conventional trial on a matter which is not highly charged with political consequence or emotion. The bulk of the course will consist of close study of a number of notable political trials and of the myths which arise from them. Examples of the kinds of trials I have in mind are the Sacco and Vanzetti case, the trial of the Chicago 8, the Rosenberg case, the trials of the Berrigans, and the Angela Davis case. Several trials in the Soviet Union will also be examined to provide a basis for comparison across national and cultural boundaries. What political ends were sought and obtained and whether justice was done will be persistent questions.

The materials for discussion will include transcripts of the trials and contemporary news accounts wherever possible; Kafka, The Trial and other works of poetry and fiction; Shkler, Legalism and Kirchheimer, Political Justice, and other works of political and legal theory.

The course will meet twice a week for an hour and a half each meeting.

SS 118

THINKING ABOUT THE UNTHINKABLE:  
AN ENCOUNTER WITH THE HOLOCAUST

Sponsored by the School of Social Science

holocaust - n.1. Wholesale destruction and loss of life, especially by fire. 2. A sacrificial offering that is wholly consumed by fire.

-- Webster's Dictionary

The destruction of six million Jews and countless other innocents during World War II was a uniquely and profoundly tragic event in Jewish and human history. Never before was man witness to the systematic attempt to annihilate an entire people. Never before was brutality witnessed with as much indifference. Its effects were widespread. Some of these were immediately evident while others are still in the process of working themselves out in the world conscience and in the human psyche. They continue to affect relations between nations, peoples, and religions. They influence the actions, beliefs and values of individuals. They are present in all of our lives. The present generation of students is notably a post-Holocaust one for whom that event is remote and unreal and seen as the philosopher has said "but through the glass darkly". This despite the fact that it impinges on their lives and their world. Knowledge and study of the event has been confined to scholars and a limited number of others. It is the purpose of this course to try to learn about the Holocaust, to try to understand that which seems to defy understanding, to try to face its effects and to try to respond in personal and communal terms. Towards that end we hope to utilize materials which have already been written as well as newer insights derived from a variety of academic disciplines. In particular, we hope to use the perspectives and tools of History, Political Science, Sociology and Psychology in our attempt to gain some understanding of the Holocaust. We plan also to make special use of the arts in our attempt to confront this profoundly tragic happening.

SS 121

## A SYMPOSIUM ON POST-WAR AMERICA

Penina Glazer

The post-World War II decade provided the cultural and political milieu into which most current undergraduates were born. This is a decade which saw the U.S. drop the first atomic bomb, emerge after the war as the leading world power, and engage in a cold war with the Soviet Union. It was also a period of political witchhunts and trials, the rise of the third world anti-colonial movements and changes in art, theatre, and philosophy.

To better understand this part of our history and roots I would like to work with a group of students (and cooperating faculty) to present an intellectual and artistic symposium on the decade from 1945-1955 for the benefit of the entire community.

The "course" would consist of reading, viewing films, and studying the period in an attempt to formulate the conception of the program. Speakers, films, performances, exhibits, and workshops will be scheduled. Students will take responsibility for arranging and chairing sessions on a specific facet of the period: political trials, changing life styles, existentialism, the decline of the left.

This is a Division I course in which I would like to include four or five Division II students to serve as section leaders.

The course will meet once a week for an hour and a half plus two one hour tutorials.

SS 123

## INTELLECTUALS AND SOCIAL CHANGE

James Koplin

I am by most definitions included in the category "intellectual." You have elected to spend four years in an environment where intellectual development is given primary focus. The world outside the campus is going through increasingly rapid and often violent social change. What should our role be with respect to this world? What are our responsibilities?

We will examine a number of possible answers to this question, not all possible answers by any means. I am most competent to represent the arguments from the perspective of a radical analysis of the current scene. The following suggested readings will reflect this bias; but, I assume that the members of the class will add to and delete items from this list as we work together during the first meetings of the class.

Noam Chomsky, Knowledge and Power: Intellectuals and the Welfare-Warfare State and Problems of Knowledge and Power: The Bertrand Russell Lectures; Kolakowski and Leszek, "Intellectuals and the Communist Movement" in Toward a Marxist Humanism: Essays on the Left Today; Regis Debray, "The Role of the Intellectual" in Strategy for Revolution; J. C. Garot, "Intellectuals and Revolution: Interview with Jean-Paul Sartre"; Jean-Paul Sartre, "Dirty Hands"; Gabriel Kolko, "Epilogue: On Reason and Radicalism" in The Roots of American Foreign Policy; Staughton Lynd, "Intellectuals, the University and the Movement"

The class will meet twice a week using a group discussion format. Smaller tutorial sessions will be arranged as needed.

SS 128 (NS 170)

BIO-SOCIAL HUMAN ADAPTION:  
CASE STUDIES

Philip McKean and Raymond Coppinger

The course will focus on understanding human evolution and behavior, taking account of two critical variables: nature and culture. We will be asking how a scientist tries to sort out the biological and socio-cultural dimensions in the human species, and will look at several case-studies to examine this relationship between human groups and their environment and culture. Specifically, we will study in detail the Balinese of Indonesia and the Eskimos of the Arctic.

A sub-theme will be an attempt to use films extensively, showing that they are not "value-free", but invested with a "vision of reality" by the filmers, producers, and editors. We hypothesize that ethnographic films are at least as much an indicator of the problems and pre-occupations in the culture of the film-makers as in the culture being filmed. We expect to view and discuss several dozen films.

We will also examine a number of "pop-anthrop" books, such as those of Ardrey and Morris, which purport to "explain" human behavior, and ask not only what criticisms of their theses are appropriate, but why these books are written and read with such enthusiasm in our contemporary culture.

The course will meet once a week for two hours plus an hour tutorial.  
SS 129 METHODS AND MORALS

Louise Farnham, Barbara Linden, and Philip McKean

We will pursue two general themes: an investigation of social science methods and logic, and the relations between social science inquiries and ethical problems. Each of the three faculty members will give presentations on methodological techniques (experiments, surveys, field work, participant observation), including basic descriptions and rationales for each method, the relations between hypotheses and research design, and case analyses of illustrative works. With these presentations and readings as background, the course will then focus on related ethical and moral problems.

Students will plan research designs which will then be evaluated by the class in terms of both methodological and moral considerations. Some of these proposals will be selected for testing by those participating in the course. We will also divide into small groups organized around specific problem areas (i.e. prejudice, IQ and personality testing, kinship relations, etc.) in order to investigate the variety of methods used to study them.

The course will meet for an hour and a half twice a week.

## SS 135 SIGMUND FREUD AND THE ORIGINS OF PSYCHOANALYTIC THEORY

Louise Farnham

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

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

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

The course will meet twice a week for two hours each meeting.



SS 138

## SOCIOLOGY OF HEALTH AND ILLNESS

Robert von der Lippe

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 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: Rene 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.

SS 142

## THE ECONOMICS OF POLLUTION

Margaret Howard

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

We will first, using models of the economy and of economic decision-making derived from standard economic theory, learn ways to analyse such questions as growth and pollution, the inability of the market and the private property system to control pollution, the impact of water pollution control measures of various sorts on industries and municipalities, the distribution of costs of pollution and pollution control, and population growth and pollution.

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

This course will attempt to introduce students to key principles of economic theory and the theory of political economy, and to the use of such theory in dealing with a particular social issue.

SS 155

## UTOPIAS

Barbara Turlington

This will be a study of ideal and experimental communities in theory and practice, from Plato's Republic to the contemporary commune movement.

From the time of classical Greece, people have been aware that society shapes the individual as much as the individual shapes society. The variety of writing about possible forms of society is immense, as is the number of experiments in establishing intentional communities. Over a hundred socialist communities were formed in America during the 19th century; estimates of current communal experiments in this country range from one to two thousand.

The classical utopian writers (Plato, More, Bellamy) tend to assume that people can become "good" in a good society. B. F. Skinner, in Walden Two, pushes this idea to the point of the assumption that all of a person's attitudes and behavior can be controlled by the "conditioning" provided by the environment. The antiutopian novels of Huxley, Zamyatin, and Orwell predict the effects of total control by the state.

Each of these writings raises important questions about human nature and how it is shaped by society, and about theories of training the young within certain types of communities. Does the form of a society make the individual good or bad, and if so, how? Is societal organization compatible with individual freedom? How much do the means chosen by society to achieve its objectives influence individual development? What are the chances of success of "intentional communities" outside the mainstream of society? What are the effects on the individuals who join them?

Students in this seminar should be able to begin to develop their own standards by which to judge actual societies and to decide on improvements they want to work for. They will have a chance to study the writings of utopian thinkers and their critics and to examine experiments in communal living in this country, both those of the 19th century and those of today, including a visit to one of the communes in this area. Individual projects will permit further reading on such topics as education, the place of women, family relationships, work, urban planning, or theories of freedom and their relation to utopian thought.

The class will meet twice a week.

SS 165

## THE HISTORY OF THE FAMILY

Miriam Slater

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

The course will examine the following problems:

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

The course will meet once a week for two hours, plus tutorials.

SS 166

## SOCIAL CONTROL AND DISPUTE SETTLEMENT

Barbara Yngvesson

What do we mean by "law", and what does law do? Law is popularly considered to serve as a mechanism for social control and as a means of settling disputes. What other, perhaps latent, functions does law serve? In this seminar we will focus on some functions of law (for example, manifest functions such as conflict resolution, maintenance of social order, effecting social change, and latent functions such as the creation and maintenance of deviants) with a view to discovering what forms and processes are involved in accomplishing these "law jobs". Very informal as well as more structured forms of law will be investigated, using data from our own and other societies. The dominant perspective in the course will be anthropological, but sources from the fields of sociology, law and the humanities will also be used.

The course will be organized around a series (three or four) of field and library research problems in which class members will participate as individuals or as teams. Class meetings will be devoted to providing the necessary background and framework for approaching the problems, and to a discussion and coordination of the results and implications of the research.

The course will meet twice a week for one two hour meeting and an hour meeting.

SS 167

## THE GOOD SOCIETY

Myron Lunine

The purpose of the course is to try to provide some insights into the complexities (the problems and the possibilities) of "The Good Society" by examining the existential condition of the black man (Everyman) in the United States. We shall explore certain realities from political, artistic, sociological, economic, psychological, governmental, international, and personal points of view and of departure.

We shall read (not necessarily in the following order): LeRoi Jones, Dutchman and The Slave; Grier and Cobbs, Black Rage; The Autobiography of Malcolm X; M. L. King, Jr., Where Do We Go From Here: Chaos or Community; Report of the National Advisory Commission on Civil Disorders (Kerner Report); Richard Wright, Native Son; Ralph Ellison, Invisible Man; Frantz Fanon, Wretched of the Earth; William Styron, The Confessions of Nat Turner; William Styron's Nat Turner--Ten Black Writers Respond; Carmichael and Hamilton, Black Power; Charles Silberman, Crisis in Black and White; John O. Killens, Cotillion.

In addition to books, other experiences (such as films, trips, guests, etc.) can be arranged--hopefully on student initiative. One project in any form and medium will be required for the term. Two short analytical reports also will be required. A midterm "progress report" will be given by each person during one of the sessions about midterm.

The course will meet once a week for two to three hours. Each participant is urged to meet fortnightly or so with me on a tutorial basis to discuss course matters, projects, etc. Maximum enrollment: 16.

Leonard Glick

Michael Polanyi maintains that scientific knowledge is not a separate but rather an intensified form of human knowledge: the result of consciously extended and integrated perception of the world around us. Moreover, all knowledge is personal, in that the essential element - integration - takes place in the mind of one person. Supplementing this perspective, historians have shown repeatedly that ideas are rooted in social, economic, and cultural contexts, and that systems of knowledge must be understood in relation to particular historical circumstances.

In this course we'll consider anthropology to include all efforts by heirs of the European cultural heritage to understand the various peoples they have been encountering since the Age of Discovery. Our goal will be to learn something about the observers as well as the observed. In a sense we can hardly do otherwise; for what we encounter in books are not the Navaho, the Nandi, or the Nambicwara, but European perceptions of these people. We'll try to combine personal and historical perspectives, therefore, in an effort to understand how anthropology emerged as a discipline and how ethnographic interpretation developed in relation to the premises and purposes of the ethnographers. Of particular importance to us will be records of personal encounter, in which anthropologists try to describe their own experiences with other people. But we'll also try to read between the lines in "objective" ethnographies - especially those of earlier and perhaps less self-conscious generations.

The course will meet once a week for two hours plus an hour tutorial.

SS 169

HISTORY AND PHILOSOPHY OF EDUCATION  
FOR MINORITY GROUPS IN AMERICA

Gloria Joseph

The course is designed to provide an awareness of the overall social, economic, and political realities affecting education today. It further intends to illustrate the urgency that education be an ever-changing concept and necessarily functional to meet the unique needs of the Black, Puerto Rican and Chicano Communities. In addition to regular class meetings, students will visit and interview "educators" who espouse a specific philosophy of education.

Topics to be covered include:

1. The Traditional Role of Philosophies of Education in American Society.
2. Introduction to Black Educational Philosophies.
3. Is There a Need for a Black Philosophy of Education?
4. Mis-education of Minorities.
5. Black Education as an Arm of the Liberation Struggle

The class will meet once a week for two hours.

SS 172

## THE POLICE

Barbara Linden and Lester Mazor

This course will be taught jointly by a sociologist and a lawyer interested in studying the police as an agency of social control and as an occupational group. We are particularly interested in the ways in which the daily condition of work affect the uses of police power. The principal focus will be on the police in modern American society, but to maintain perspective we will also consider the police in several other countries.

Topics to be explored in the course include the public image of the police and popular attitudes toward the extent and exercise of police authority; training, formal organization of the police structure, and informal social processes of police work; police-community relations; controls over police behavior; and the effect of a police career on the life of the police officer.

The class will undertake a series of research exercises designed to provide some understanding of the methods of legal and sociological research. In addition to this field work and the assigned reading for the course, guests with experience of police work from a variety of perspectives will meet with the class and an effort will be made to involve members of local police forces in the course.

The course will meet once a week for two and a half hours.

SS 173

## DATA ANALYSIS, STATISTICS, AND PROBABILITY MODELS

Michael Sutherland

This course will cover basic statistics and statistical inference, the whys and hows of basic probability theory (or theories if one is formal about such things) and some philosophy of data analysis.

There will be a chance to use and further develop the computing programs and facilities of the College. Students will be encouraged to use data from other courses or other outside sources as raw material.

The course will meet twice a week for one hour plus an hour lab once a week.



PERSPECTIVES ON MADNESS:  
ISSUES IN THE SOCIOLOGY OF MENTAL ILLNESS

Joel Meister

I approach mental illness as a social phenomenon that transcends the individual psychosis or "hang up." I consider it as both a meaningful subjective experience and a type of behavior that has its cause and its very definition in a social context. Traditional psychoanalytic and psychiatric positions have tended to ignore the social context and the variations associated with historical change, social class and race, and cultural diversity. One of the liveliest issues today concerns the nature of mental illness itself, while the definition of what is mental health is a perennial problem.

During the course we will be comparing three major perspectives -- the psychiatric-medical model; the sociological contributions of deviance and role theory, and the phenomenological-existential revisions of R. D. Laing. We may, for example, examine the problem of schizophrenia from each of these perspectives.

The role of the family -- its internal dynamics -- the significance of social class, and the role of mental institutions will be emphasized in terms of causes, symptoms, diagnosis and treatment of "disturbed" individuals. The experience of being mad will involve us in some first person accounts and will raise the question of meaning in madness.

Finally, a persistent theme of the course will be the problem of conceptualizing mental health and mental illness, of defining the "sane society."

The course will meet twice a week for two hours.

SS 178

THE SELF AS A SOCIAL PROBLEM

Monica Faulkner

This course will examine some of the ways in which the self is created, maintained and transformed in the process of social interaction. Some of the readings will consist of theoretical discussions of social and personal identity, while others will cover empirical studies of identity-creating processes. Possible readings include:

Berger and Luckmann, The Social Construction of Reality  
Strause, Mirrors and Masks  
Goffman, The Presentation of Self in Everyday Life  
Brim and Wheeler, Socialization after Childhood  
Edgerton, The Cloak of Competence  
Newcomb, Personality and Social Change  
Scheff, Being Mentally Ill  
Newcomb et al., Persistence and Change

The class will meet twice a week for one and a half hours.

SS 210

CONTEMPORARY SOCIAL MOVEMENTS:  
RADICALS AND REFORMERS

Penina Glazer

Radicals and reformers are an ongoing part of American society. Who are these people? What motivates them to commit time, energy, and money to the advancement of a social idea?

The thrust of this course will be an attempt to analyze the inter-relationship of personal biography, history, and social structure as it manifests itself in particular social movements. Students will be placed in a variety of organizations which are dedicated to aspects of social reform. Such groups might include ZPG, religious organizations, the Women's Center, community action groups. Students will work with these groups as participant observers, will study the literature on that movement, as well as field work methods. The material gathered will be incorporated into an analytical paper which will be shared with other members of the class.

The course will be taught in conjunction with Sociology 305a (Subcultures and Social Movements) at Smith College. The meetings will rotate between Hampshire and Smith.

The course will meet once a week for two hours plus a tutorial.

SS 212

## THE ECONOMY AND THE STATE IN AMERICA

Margaret Howard

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

We will probably cover the following four topics:

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

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

The course will be the equivalent of a one semester introductory course in economics.

SS 230

## COMPARATIVE HEALTH SYSTEMS

Robert von der Lippe

The delivery of health care is provided in a variety of ways by modern societies. Studies of the organization of health care systems in the United States, Sweden, Great Britain, Russia, and Japan will be used for comparative purposes.

Criteria for judging health systems' effectiveness will be developed and students will be expected to consider the systems for their accessibility, quality of care, degree of use, and internal organization. Some reading on organizational theory will accompany the systems analysis.

SS 232

## REVOLUTIONARY PATHS TO THE MODERN WORLD

Frederick Weaver

The first historical route to modernization, pioneered by England and other liberal capitalist nations, entailed a revolutionary transformation of previous political and social forms. These successes, however, led to the decline of capitalism's revolutionary character, and in the last half of the 19th Century Germany and Japan industrialized by absorbing capitalist relations and processes into a society dominated by traditional feudal and military elements exercising control through a centralized, bureaucratic state.

By the beginning of the 20th Century, global hegemony by the industrialized nations of Europe, Japan, and North America again changed the context of industrialization; even conservative capitalism appears no longer viable, and it is the anti-capitalist revolutions (e.g., Russia and China) which establish the modern path to industrialization.

Organized by this general conception, we will study the revolutionary (or not) bases of industrialization in England, Germany and Japan, Russia, and China and take a quick look at the French Revolution, the U.S. Civil War, and the peasant-oriented revolutions of Mexico, Viet Nam, Algeria, and Cuba.

The goal of the course is to understand better the historical roots of the struggles and conflicts of the contemporary world. Clearly this is an ambitious undertaking; it will involve considerable reading and a short research paper on a subject chosen by the student. We will meet twice a week and read works by Eric Hobsbawm, Barrington Moore, Karl Marx, Alexander Gerschenkron, Eric Wolf, Leon Trotsky, and others.

SS 234

CONSTITUTIONAL LAW:  
JUDICIAL REVIEW AND SEPARATION OF POWERS

Bruce Carroll

The separation of powers doctrine is one of America's unique contributions to government. It was conceived as a method to check abuses and concentrations of power, and was intended to insure a system of checks and balances by each branch of the government upon the other.

Recently, however, the entire concept has been subjected to intensive questioning. Charges and countercharges about usurpations of power have become commonplace, raising to the forefront the applicability of the doctrine to the problems confronting the nation today.

Our recent history is replete with examples of the push and shove of the constitutional separation. Perhaps the most sensational came as a result of President Nixon's decision to send troops into Cambodia in May, 1970, which some argued created a constitutional crisis. Senator Fulbright strongly asserted that the President had exceeded his constitutional powers, that he had usurped the congressional prerogative. The President asserted that the Constitution clearly authorized him, as commander-in-chief, to take appropriate action to defend our national interests, and that the Constitution did not require him to consult the Senate. The Cooper-Church Amendment was among the Senate's responses to the President's position.

Similarly, the Senate's rejection of two of the President's nominees to the Supreme Court raised substantial questions -- at least in the mind of the President -- about the propriety, constitutionality, and wisdom of the Senate veto. The role of the Senate in the selection process of members of another branch, as well as that of the President in nominating those members, came under rigorous scrutiny, and again the charges of usurpation arose.

Whether or not the Constitution permits busing to achieve school integration is currently a subject of much debate. Some Senators are pushing for various Constitutional amendments on the subject, the President has replaced Governor Wallace as the politician in the school bus door, and the Courts generally have condoned the use of busing. Under the American system, the Supreme Court usually would be confronted with the resolution. But with the President's recent proposal to exclude the Court from consideration of busing issues, Reconstruction II is underway, the potential direct conflict between

## SS 234

the executive and the judiciary is at hand, and the role of the legislature in determining the appellate jurisdiction of the Court becomes pivotal.

This course will examine the basis of the differences, the constitutional doctrine of separation of powers. Using the Federalist Papers to establish the framework, Supreme Court decisions will be studied to determine the role of each branch of government in relation to the others. The course will conclude with a critical analysis of the utility of applying an 18th Century concept to the 1970's.

There will be one two hour meeting a week with additional sessions to be arranged.

SS 236 (LC 226)

COGNITIVE DEVELOPMENT:  
SEMINAR AND PRACTICUM

Michael Cole and Neil Stillings

Seminar

The study of the development of language and thought provides a perspective on the nature of human life and lays foundations for theories of education. This course will address questions such as: What is the nature of a child's knowledge at various ages? Which processes of development are innate and which require interaction with the world? What is the relationship between thought and language? How do children learn? Can theories of development help to evaluate educational ideas such as Headstart and the open classroom?

The course will be organized around a series of nine core lectures. There will be three lectures on each of three topics: Piaget's genetic epistemology, the relationship between thought and language, and children's learning processes. Each lecture will be associated with a set of readings and small section meetings led by one of the instructors.\* Readings will be drawn from journals and from the following books:

Piaget,  
Chukovsky,  
Holt,  
Slobin,

Biology and Knowledge  
From Two to Five  
How Children Learn  
Psycholinguistics

There will be approximately one lecture/discussion and one small section meeting each week. The course will be run as a Division II course but is open to Division I students and has no prerequisites.

Practicum

Nine students in the course will have the opportunity to spend one month of the term in New York City studying at Rockefeller University with Professor Cole and working with young children in his research program. Housing will be provided, and there is a possibility of a stipend for incidental expenses where needed. Students electing the practicum will be doing the equivalent of two courses work and should adjust their course load accordingly. They will also have to plan the rest of their work to allow a one month absence during the term.

\*Richard Bogartz, Professor of Psychology at the University of Massachusetts will be an active participant in class activity.

SS 238

## URBAN POLITICS AND SOCIAL CHANGE

Richard Alpert

The decline and regeneration of political institutions has long been a central topic of political theory. Recently, it has been most actively explored in the study of developing countries, with their special problem of adapting traditional institutions to rapid modernization and of creating new institutions to meet new demands. The United States, however, is also a developing country, and its institutions are also subject to decay -- and in some cases regeneration -- in the face of shifting and accelerating social forces. This course will analyze the process of decay and regeneration of key urban institutions such as the public schools, the police, and public housing, as well as more explicit political institutions such as the political machine, the political party, and the Mayor's office.

The first part of the course will concentrate on building up a common understanding of the concepts of "institutions", "institutional development and decay", and "institutional regeneration." The readings will include Plato, The Republic, Nicolo Machiavelli, The Prince, Albert O. Herschman, Exit, Voice, and Loyalty, Theodore Lowi, The End of Liberalism, and Samuel P. Huntington, Political Order in Changing Societies.

The second part of the course will require each student individually, or in groups, to analyze one key urban institution in terms of the concepts discussed in the first part of the course. Classes during this time will be devoted to discussions of on-going research problems and findings, as well as the continuing exploration of books and articles in this field.

By the end of the course each student will have presented a report to the class on his research, and have prepared a final paper on the institution he has analyzed.

Field research in cities such as Holyoke and Springfield will be encouraged.

The course will meet twice a week, once for two hours and once for one hour.



SS 240

## WHY WORK?

Margaret Howard and Barbara Linden

Work is our sanity, our self respect, our salvation. So far from being a curse, work is the greatest blessing.

- Henry Ford

Using classics in the fields of sociology, anthropology, economics, and history, we will explore the meaning and role of work in different times and cultures. Particular focus will be given to occupational placement, automation, unionization, alienation and other aspects of work under modern capitalism. Socialist and other alternatives to the organization of work will be explored, along with studies of specific occupations. Readings will be selected from among the following: Weber, The Protestant Ethic and the Spirit of Capitalism; Marx, Political and Economic Manuscripts; Blauner, Alienation and Freedom; McClelland, The Achieving Society; Swados, On the Line; Langer, Women of the Telephone Company; Mills, White Collar; Geertz, Peddlers and Princes; Bloc, Land and Work in Medieval Europe; Gorz, Strategy for Labor; Films: "The Netsilik Eskimos" Ford: "Don't Paint it Like Disneyland".

SS 246

## MOTIVES AND SOCIETY

Robert Birney

A study of the major incentive systems used in human societies to guide and direct behavior. Beginning with Atkinson's statement of the problem, we will examine the models of McClelland, Rotter, and Atkinson for their usefulness in generating research and action programs for social change. The literature on motivation for achievement, affiliation, and power will be studied with special attention to experimental and observational researches.

Students will be encouraged to conduct replication studies using data gathered from the class where possible. The course will meet twice weekly for an hour each session and there will be one two hour lab.

Major titles from which reading will be drawn are Atkinson's Introduction to Motivation, McClelland's The Achieving Society, Winter's The Power Motive, and Birney, Burdick and Teevan's Fear of Failure.

SS 252

## PEOPLES OF INDONESIA: PROBLEMS IN ETHNOLOGY

Philip McKean

The fifth most populous nation in the world is composed of over 300 distinct ethnic groups, and provides in microcosm a series of topics worthy of study by social scientists, artists, historians or other literati. The contrast between the "inner islands" (Java and Bali) and the "outer islands" (Sumatra, Borneo, Sulawesi, the Moluccas, West New Guinea, etc.) is one of ecological, economic, and socio-cultural importance, as is the distinction between cultures based on wet-rice agriculture in the fertile volcanic basins of Java/Bali and the harbor-oriented cultures on the coasts. The multi-ethnic urban groups, the culture-change as Indonesia begins to "develop and modernize", the religious differences between Islam, Hinduism and Christianity, the indigenous folk-tales, arts and rituals, the problems in education, transportation, language development, political stability and international infra-structures are all of interest to me, and might be examined by students.

A course in the "Ethnology of South-east Asia" will be offered concurrently by Professor Alfred Hudson of the Department of Anthropology, University of Massachusetts. The two courses will also be meeting for joint programs and discussions during the term; students may enroll in both.

Teams of students with common or complementary interests will be formed to work together in preparing research reports for the weekly or bi-weekly session of the group.

This seminar will meet once a week for three hours.

SS 274

## SYMBOLIC SYSTEMS

Barbara Yngvesson

Man is a symbol-creating animal who uses this capacity to structure the environment (natural and social) within which he operates. Social interaction can be viewed as a process of communication through systems of symbols: The most obvious of these is language, but there are others, such as religious systems, systems of exchange of women in marriage, systems of legal norms and practices, etc. These symbolic systems are meaningful to persons sharing the same culture, but must be decoded if they are to be understood by an outsider. One of the problems anthropologists have to face in studying and attempting to understand the behavior or people in other societies -- or in sub-groups of our own society -- is that of translating alien symbolic systems into terms which are understandable to outsiders, and which will allow for a variety of systems to be compared. Comparison, with a view ultimately to isolating cultural patterns and processes which are universal, is one of the goals of anthropology.

In this course we will investigate the "meaning" underlying symbolic behavior by focussing on three areas of social life (religion, law, and marriage practices), using materials from Africa, Central America, and North America. Our problem will be to investigate whether common themes, styles, or forms of behavior can be found cross-culturally, underlying the diverse systems of symbols within which behavior is coded. We will be particularly interested in the problem of comparing cultural patterns and processes in so-called "primitive", or less economically developed societies, with those in economically developed societies such as the United States. In this kind of comparison the translation problem is particularly acute, since the symbolic systems dealt with may be highly diverse and may give the appearance of discontinuities in form and process where in fact there are none.

Texts for the course will include: Spradley and McCurdy, Conformity and Conflict: Readings in Cultural Anthropology; Spradley, You Owe Yourself a Drink; and Douglas, Purity and Danger.

The course will meet twice a week for one two hour meeting and an hour meeting.

SS 275

FACULTIES, ADMINISTRATIONS, AND STUDENTS:  
SOCIOLOGICAL PERSPECTIVES ON THE UNIVERSITY

Monica Faulkner

This course is aimed at developing an analytic framework within which some of the problems confronting contemporary American higher education can be analyzed. Some of the topics to be discussed are:

- the social and historical context within which the contemporary university system developed.
- the nature of academic careers, career contingencies and academic labor markets and the consequences of these for the quality of education.
- academic decisionmaking as distributed among faculty, student, administrative and governing members of universities.
- undergraduate and graduate student perspectives on the educational experience.
- recent student protest movements, from psychological, social-psychological and sociological viewpoints.

The above list of topics is not exhaustive, and areas of interest to students in the class can be added. Students will be expected to apply the ideas and frameworks developed in the class to interpret the Hampshire experience; this analysis can take a number of forms which will be worked out in consultation with the instructor. The class will meet twice a week for an hour and a half.

SS 276

WOMEN AND CHILDREN FIRST:  
THE LEGAL PROCESS ON THE FRONTIER OF CHANGE

Lester Mazor

The situation of women and of children is undergoing rapid change in many parts of the world. This change is both stimulated by and reflected in the legal process. This course will examine the legal status of women and children, principally in America, both as a subject of interest in its own right and as a vehicle for the exploration of the role of law in society. It is intended to meet the needs of those who desire a general view of the operations of legal institutions and to serve as an introduction to legal process for those wishing to establish a foundation for advanced study in legal institutions and processes, as well as to meet the current need for a greater understanding of the legal rights of women and children.

Topics which will be treated in the course will include (1) legal aspects of employment discrimination against women; (2) taxation and property rights; (3) treatment of women in the criminal law and the penal system; (4) the law concerning marriage, divorce, child custody, and adoption; (5) abortion and birth control laws; (6) the law concerning child abuse and parental authority over children; (7) student rights; (8) the juvenile court process; (9) political and civil rights of women and children. We will consider the role of courts, legislatures and administrative agencies, and the practising bar; the relationship of the formal legal system to less formal modes of social control; the internal process of change in the law, including the development of common law, statutory interpretation, litigation and management of transactions; and the capacities and limits of the law as a vehicle for change.

Members of the class will be expected to gather experience on one of the topics of the course through their own field work, to put that experience into the context of the existing research and literature on the subject, and to make the knowledge thus acquired available to the class in a useful way. The class as a whole will be seeking to break ground for instruction in the legal rights of women and children in college, secondary and elementary schools, and by other agencies and groups, such as the Women's Center.

The course will also include a series of meetings, open to the public, featuring speakers who are currently working on problems relevant to the course. The class will meet once a week for two hours plus an hour tutorial.

SS 277

## DEVIANTS, ASSESSORS, AND TREATERS

Thomas Holman

This course will focus on some of the clinical aspects of psychology including concepts of abnormal or deviant behavior, theories and practice of various therapies, and the process of assessment of behavior.

In considering those areas of applied psychology most commonly referred to as abnormal psychology, we will be looking at the various traditional categories of the psychological nomenclature such as psychosis, neurosis, character disorders, etc. We will focus on theories of treatment especially those conceived of and refined by psychologists as they relate to various forms of deviant behavior and involve ourselves in the way psychologists and/or other helping professions come to some understanding of the various behaviors.

The course will meet twice a week for two hours each meeting.

SS 278

## THE ROLE AND PURPOSE OF ALTERNATIVE SCHOOLS

Gloria Joseph

Basically, the purpose of the course is to enable the students to obtain a sufficient background to enable them to constructively develop new and radical educational, philosophic policies and procedures that are relevant to the real condition of people. (Emphasis will be placed on "minorities," "oppressed," "third world" peoples.) Initial discussions will be devoted to the need for Alternative Schools. The majority of time will be spent developing philosophies, theories, curriculum and class work methodology. In addition to class meetings, students will visit alternative schools in a variety of locales.

Topics to be covered include:

1. The Free-School Movement
2. The Mis-education of American Youth
3. The School as a Radical Agent for Change in American Society
4. The Political Economy of Education

The course will meet once a week for two hours.

SS 279

## SEMINAR IN UNDERGRADUATE EDUCATION

Franklin Patterson

The Seminar will study selected dimensions of change in undergraduate liberal education in the present period, against a context of past collegiate experience and future possibilities and requirements. Studies will relate particularly to Hampshire College but will draw substantially upon the data of experience at other institutions in the past and present, and on materials from many sources other than Hampshire.

Some of the dimensions of change the Seminar will be likely to study are the following:

Curriculum Design. Among fundamental questions here are these: What learning goals, experiences, and content are most appropriate for undergraduate liberal education now? What are some of the major curriculum design options, and how can one discriminate intelligently among them? On what assumptions? How do today's "most appropriate" options compare with past patterns? How do they relate to future possibilities and needs--of the society and culture as well as individuals? What directions in curriculum design should Hampshire College follow in the next five years? What are the most productive means for curriculum reconstruction on a continuing basis?

Instruction and Learning. Some of the basic questions in this regard are: What are the principal variables that affect learning and teaching in an undergraduate institution (e.g. learner ability, interest, need; teacher ability, interest, need; curricular goals; time and money; instructional organization, etc.), and how can their impact and interplay be modified and integrated? What modes of instruction are most appropriate, considering the constraint of existing variables? How can learning be both individual and social? What should be the role (or roles) of the teacher in today's changing college? Of learning/teaching groups? Of individual study? Of courses? How can students and teachers grow in instructional/learning effectiveness--and how can a college help this happen? What should Hampshire be doing better in instruction and learning in the next five years?

Evaluation. Among basic questions here are these: What are the functions of feedback in the process of education? For the learner, the teacher, the institution, the society? What are the principal feedback options that are open, and what most appropriate, in today's changing undergraduate college? What are the limitations and potentialities of various modes of evaluation? How can evaluation of learning in a college be maximally individualized and at the same time logistically feasible? How can individualized evaluation avoid being solipsistic? How can it be communicated in ways that provide social as well as individual meaning?

SS 279

(e.g. to graduate schools, potential employers, one's peers, etc.), offering the possibility of reasonable contrast and comparison? What should Hampshire College be doing to make the evaluation of learning better--and logistically feasible--in the next five years, as full enrollment is achieved?

The Seminar will be limited to six students and three faculty with enrollment by permission of the Dean of the College.

It will meet once a week, Monday, 2:30 to 4:30 p.m.

It will involve substantial reading in primary and secondary materials.

Each member will be expected to prepare and present a substantial individual paper to the Seminar.

Each member, student and faculty, in some way should be enabled to include the Seminar in his or her regular program as a significant assignment or undertaking.

Regular attendance will be assumed for all concerned.



FOREIGN LANGUAGE INSTRUCTION  
CURRICULUM STATEMENT: FALL 1972

The Fall Term will offer students a variety of ways to exercise their interest and skill in French and Spanish. Students interested in pursuing the study of either language should consult with Professor James Watkins in Academic Building 201. For the wide array of courses offered by the Five Colleges in some fifteen foreign languages and literatures, students should consult the college bulletins and, for further assistance, confer with Mr. Watkins.

Within the Five College program for the Fall of 1972, the following studies can be carried out at Hampshire College. It is not necessary to register for such work, though successful completion of a term's work in foreign language study will be acknowledged in your College transcript.

\*Supervised self-instruction in French, Spanish, or Portuguese:  
James Watkins and Seymour Pollock

This course of study is for beginning and intermediate students and for advanced students who wish to act as proctors. Advanced students in language are encouraged to use their proficiency in teaching others. When enrolling, such students should add the word Proctor after the title, and they should arrange to see Mr. Watkins or Mr. Pollock sometime during the week preceding the start of classes.

A first period will serve for intensive exercise in phonology, for acquaintance with method, materials and standards, and for the setting of individual paces. Students with previous training in the language will also use this period to place themselves at the appropriate level.

Thereafter, meetings will be in the form of personal appointments made for particular needs and of small groups organized for oral practice. Total class and preparation time may well run over fifteen hours weekly.

Students should plan and make every effort to spend the following January Term or summer in a French-, Spanish-, or Portuguese-speaking country.

\*La Table Ronde: James Watkins

A seminar for advanced students of French. By advanced is meant those who have acquired a ready, accurate facility in both the written and oral language. This usually implies previous foreign residence or study.

The books chosen for discussion will change each term, allowing students to enroll more than once. In the fall, the titles will be varied in subject; in the spring, they will be to some degree ordered around a common theme. In both cases, they will have been selected because of the recognized influence of their authors and because of their general appeal. A sample selection for the fall might be:

Laurent	<u>Lettre ouverte aux etudiants</u>
Etiemble	<u>Parlez-vous francais?</u>
Pauwels	<u>Lettre ouverte aux Francais</u>
Hazard	<u>la Crise de la conscience europeenne - I</u>

The seminar will be conducted in French, organized around written and oral assignments, limited to five students. It will meet for one and one-half hours twice a week.

\*The teaching of English as a second language to Spanish-speakers:  
Seymour Pollock

This course is for advanced students of Spanish. By advanced is meant those who have acquired a ready, accurate facility in both the written and oral language. This usually implies previous foreign residence or study.

Careful contrastive analysis of Spanish and English, an introduction to the culture of the Spanish-speaking child, and actual experience in a real teaching situation will offer a basis for preparation of instructional materials, the planning of language courses, and the development of actual classroom techniques. Students will, therefore, be encouraged to undertake independent research along these lines.

An important part of the course consists of field work with Spanish-speaking children in Holyoke. Students serve as teaching aids in the ESL program at the West Street School, working with teachers in the school. The amount of time which a student wishes to give to field work will be worked out with the instructor. (Such field work could constitute an Independent Study project for the January or Spring Terms.) Class meetings will be held once a week for two hours.

\*Sens et Contresens (James Watkins) and Sentido y Contrastido  
(Seymour Pollock)

These courses are for advanced students of French or Spanish. By advanced is meant those who have a ready, accurate facility in both the written and oral language. This usually implies previous foreign residence or study.

Incessant reference to a foreign language dictionary is at best a tedious exercise. At worst, it is misleading. This is especially the case when the level of language concerned is literary, when meaning derives from a created context, metaphor, and personal style, when it derives from an original, often inimitable, usually untranslatable use of words.

These seminars, then, will exercise the search for meaning inside, not outside, the text. The mastery of such an exercise is indispensable to literary perception in a foreign language and prerequisite to any advanced work in a foreign literature.

The courses will be given and taken in French or Spanish. Seminar size will be limited to 12 students. Meetings will be once a week for two hours.

They will be offered in the Spring Term only.

James Watkins, Director

#### THE HUMAN DEVELOPMENT PROGRAM

##### CURRICULUM STATEMENT: FALL 1972

The Program in Human Development will be offered in both the Fall and Spring Terms of 1972-73. Students are encouraged to enroll in one of the seminars in this Program during their first year. The goals of the Program are to understand and explore aspects of the individual life process from a variety of perspectives and to facilitate the student's understanding of his own personal development.

Plans for the Fall Term include a series of common experiences consisting of lectures, films, demonstrations, and workshops. The theme of these events and readings for the Fall Term will be "Human Liberation Toward Freedom and Dignity." In addition, there will be a group of seminars led by faculty members from all three Schools, each seminar focusing upon a particular approach to the study of human development. Specific seminar and workshop topics will be announced later.

HAMPSHIRE COLLEGE FACULTY  
SCHOOL OF HUMANITIES AND ARTS

Janet A. Boettiger, assistant professor of human development, has a B.A. from the University of Maryland at College Park and an M.S. from the University of Pittsburgh. Interested in the teaching of movement and movement therapy, she has worked as a movement analyst at the psychiatric department of Massachusetts General Hospital and as a staff member of the Psychological Services Center within the clinical psychology department at the University of Massachusetts at Amherst.

John R. Boettiger, assistant professor of human development, joined the Hampshire planning staff in 1967, and has devoted himself particularly to exploring experiential and self reflexive approaches to personal growth. He has taught at Amherst College, from which he has a B.A., and pursued research at the RAND Corporation in California.

James C. Haden, professor of philosophy, holds a B.S. from Haverford College and a Ph.D. from Yale where he later served as chairman of the Directed Studies Program. He has taught at the University of South Carolina and at Wesleyan, and was chairman of the philosophy department at Oakland University, Michigan. His published works include essays in the history of science and translations of Kant and Cassirer.

Van R. Halsey, Jr., director of admissions and associate professor of American studies, was associate director of admissions at Amherst College from 1956 to 1969. His special interests include teacher training and the production of new history materials for secondary schools. His B.A. is from Rutgers University and his Ph.D., from the University of Pennsylvania.

Arthur Hoener, professor of design, was formerly chairman of the design department at the Massachusetts College of Art. He holds a B.F.A. and M.F.A. from Yale University and a certificate from Cooper Union in New York City. His sculpture and design work have been widely exhibited, and he has served as graphic design consultant for the Boston Society of Architects and the Boston Architectural Center.

Sheila A. Houle, assistant professor of English, was chairman of the English Department at Clarke College, Iowa, and a founder and director of the Iowa Association of Small College English Departments. She holds a B.A. from Mundelein College and a Ph.D. from the University of Iowa.

Clayton A. Hubbs, assistant professor of literature, is interested in modern drama, twentieth century Anglo-American literature, and eighteenth century English literature. He received a B.S. in journalism from the University of Missouri at Columbia and a Ph.D. from the University of Washington at Seattle.

Joanna Hubbs, assistant professor of history, received a B.A. from the University of Missouri and a Ph.D. in Russian history from the University of Washington. She is fluent in French, German, Polish, Russian, and Italian.

Norton Juster, associate professor of design, is a practicing architect, designer, and writer whose books include The Phantom Tollbooth, a children's fantasy, and The Dot and the Line, a mathematical fable made into an Academy Award-winning animated film. His B. Arch. is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.

Timothy Landfield, faculty associate in theatre, came to Hampshire as a Fellow from Amherst College and received a B.A. in June, 1972. He has acted in several plays at Smith and Amherst Colleges and while at Hampshire, taught classes in dance technique and a theatre workshop, directed several plays, and choreographed a dance for a January dance concert.

Jerome Liebling, professor of film studies, has produced several award-winning films, and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, N.Y.

Richard C. Lyon, professor of humanities and arts, was chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill and Hampshire's first Dean of the College. He holds a Ph.D. from the University of Minnesota and is editor of Santayana on America. During fall term, 1972 he will be on leave.

Robert A. Mansfield, assistant professor of art, received a B.A. from Saint Cloud State College, Minnesota and an M.F.A. from the University of Massachusetts where he later taught. He was also on the faculty at Smith College. His interests are in sculpture, painting, architecture and three-dimensional design.

Robert Marquez, assistant professor of Hispanic American literature, has worked for the World University Service in Peru and Venezuela; served as area coordinator of the migrant education program of Middlesex County in Massachusetts; and published translations of Latin American poetry. He holds a B.A. from Brandeis and an M.A. from Harvard.

Elaine Mayes, assistant professor of film, has a B.A. in art from Stanford. She did graduate study in painting and photography at the San Francisco Art Institute and taught film and photography at the University of Minnesota. Her photographs have appeared in many exhibitions and publications.

Francis R. McClellan, assistant professor of dance, received a B.S. from the Juilliard School of Music and was a member of the Joan Kerr Dance Company and the Anna Sokolow Dance Company. She has studied with the National Ballet School of Canada and with Hatha and Raja Yoga.

Randall McClellan, assistant professor of music, received his B.M. from the University of Cincinnati and his Ph.D. from the University of Rochester. He has taught musical theory and composition at West Chester State College, Pennsylvania, where he was also director of the electronic music studio.

James W. McElwaine, assistant professor of music, has a B.M. from North Texas State University at Denton and an M.M. from Yale University, where he has been assistant conductor of the Yale Band and the Yale Symphony Orchestra. His interests include both performance and composition; he has played in many symphonies, orchestras, laboratory and jazz bands, and chamber music ensembles, and is setting to music the poetry of Richard Brautigan.

Robert E. Meagher, assistant professor of the philosophy of religion, has his B.A. from the University of Notre Dame, and his Ph.D. is in progress at the University of Chicago and Harvard. Author of two books, Personalities and Powers and

Beckonings, he has taught at the University of Notre Dame in the department of theology.

Earl Pope, associate professor of design, holds a Bachelor of Architecture degree from North Carolina State College at Raleigh and has been design and construction critic for Pratt Institute in New York City. He has been engaged in private practice since 1962.

David S. Roberts, assistant professor of literature and director of the Outdoors Program, holds a B.A. from Harvard University and a Ph.D. from the University of Denver. He is the author of The Mountain of My Fear, a book about mountain climbing, and Deborah: A Wilderness Narrative.

Gladden Schrock, faculty associate in the Theater Program, graduated from Manchester College in Indiana and received an M.F.A. from the School of Drama at Yale University, where he was later playwright in residence. He founded a professional summer stock company in Indiana, the Enchanted Hills Playhouse, and helped to establish the Long Wharf Theatre in New Haven, where he has acted, directed, and had a play produced.

David E. Smith, professor of English and Master of Merrill House, holds a B.A. from Middlebury College and a Ph.D. from the University of Minnesota. He has taught at Indiana University, and his interests include colonial American writing, nineteenth century American literature, and American intellectual and religious history.

Francis D. Smith is Dean of the School of Humanities and Arts and professor of humanities and arts. A Harvard graduate, he has taught in high schools and colleges, directed federal community relations programs for Massachusetts, and has published as a sociologist, playwright, and novelist.

Eugene Terry, assistant professor of literature, has taught at Southern University in Baton Rouge, Johnson Smith University in Charlotte, North Carolina, Grambling College in Louisiana, and at Saint Augustine's College in Raleigh, North Carolina. He has a B.A. from Howard University and is completing his Ph.D. at the University of Massachusetts at Amherst.

#### SCHOOL OF LANGUAGE AND COMMUNICATION

David W. Kerr, assistant professor of mass communication, has a B.A. from Miami University, Ohio and is completing his Ph.D. at Indiana University. His teaching experience includes courses in radio-tv, journalism, and English.

James H. Koplin, associate professor of psychology, received his B.A., M.A., and Ph.D. from the University of Minnesota, and taught at Vanderbilt University before coming to Hampshire. His special interests are psycholinguistics and cognitive psychology. He has a joint appointment in the School of Language and Communication and the School of Social Science.

John J. LeTourneau, assistant professor of mathematics in the School of Language and Communication and the School of Natural Science and Mathematics, came to Hampshire from Fisk University. He has taught at the University of California at Berkeley (where he received his Ph.D.) and was a mathematics consultant to the Berkeley Public Schools. His B.S. is from the University of Washington.

Maija Lillya, assistant professor of sociolinguistics, received her B.A. from Kalamazoo College and her M.A. from Radcliffe. She has also held Woodrow Wilson and Harvard Teaching Fellowships. A native of Smiltene, Latvia, she is preparing her doctoral thesis on the development of Latvian as a national standard language.

William E. Marsh, associate professor of mathematics, was chairman of the mathematics department at Talladega College in Alabama. His B.A., M.A., and Ph.D. are from Dartmouth, and his special interests include the foundations of mathematics and linguistics. He has an inter-school appointment in the School of Language and Communication and the School of Natural Science and Mathematics, and is serving as coordinator of the faculty of the former school.

Stephen O. Mitchell is director of management systems and associate professor of computer science. He has been director of the Computer Center at Lehman College in New York City and director of the Freshman English Program at Syracuse University. His B.S. is from Purdue University and his Ph.D., from Indiana University.

Richard L. Muller is acting director of the Library Center, director of educational technology and assistant professor of communication science. He was formerly director of instructional communications at the State University of New York Upstate Medical Center at Syracuse. He holds a B.A. from Amherst College and a Ph.D. from Syracuse University. His appointment is shared by the School of Language and Communication and the School of Social Science.

Robert B. Rardin, II, assistant professor of linguistics, received a B.A. from Swarthmore College and is a candidate for the Ph.D. at M.I.T. He has traveled widely in Europe, especially in the Soviet Union and Scandinavia. He speaks six languages, and his interests include international affairs and peace work.

Neil A. Stillings is assistant professor of psychology in the School of Social Science and the School of Language and Communication. He has a B.A. from Amherst and is working toward a Ph.D. in psychology from Stanford. His current research involves the semantics of natural language.

Janet E. Tallman, assistant professor of anthropology, received a B.A. from the University of Minnesota at Minneapolis and is completing her doctorate at the University of California at Berkeley. She has conducted field work in Yugoslavia on social interaction patterns in rural and urban Serbia and has worked in an editorial capacity for the Kroeber Anthropological Society Papers.

Thomas Wasow, assistant professor of linguistics, has published several papers in his field and is currently preparing his Ph.D. dissertation under the supervision of Noam Chomsky at the Massachusetts Institute of Technology. Recipient of a B.A. from Reed College, he brings a mathematical background to the study of linguistics.

James M. Watkins, director of foreign studies and professor of languages, served at Middlebury College as director of the Language Center and associate professor of French. He was also Middlebury's director of studies in Paris. His M.A. is from the Middlebury Graduate School of French in France, and his other graduate

degrees are from the University of Paris, Sorbonne.

Christopher G. Wit ~~rs~~poon, assistant professor of philosophy, has a B.A. from Arkansas Polytechnic College and is currently completing his Ph.D. at the University of California at Berkeley. He was a Danforth Graduate Fellow and at Berkeley was a teaching assistant and fellow. He has taught at Knoxville College and at Berkeley.

#### SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Herbert J. Bernstein, assistant professor of physics, has been a visiting scientist at Brookhaven National Laboratory, a member of the Institute for Advanced Studies at Princeton, and a visiting professor at the Institute for Theoretical Physics in Louvain, Belgium. His B.A. is from Columbia University and his Ph.D., from the University of California at San Diego.

Merle S. Bruno, assistant professor of biology, holds a B.A. from Syracuse University and a Ph.D. from Harvard. Her work on crustacea and vertebrate sensory neurophysiology has been supported by the National Institutes of Health and the Grass Foundation. She is the author of several teachers' guides for elementary science studies.

Raymond P. Copping, associate professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory in Cambridge, the United States Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a B.A. from Boston University and a Four-College Ph.D. (Amherst, Smith, Mount Holyoke and the University of Massachusetts).

John M. Foster, professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program for the National Science Foundation. He holds a B.A. from Swarthmore College and a Ph.D. in biochemistry from Harvard.

Stanley Goldberg, associate professor of history of science, taught at Antioch College and was a senior lecturer at the University of Zambia. He has a National Science Foundation grant for a study of early 20th century reactions to Einstein's relativity theory. His B.A. is from Antioch College and his Ph.D. is from Harvard.

Courtney P. Gordon, assistant professor of astronomy, holds a B.A. from Vassar College and an M.A. and Ph.D. from the University of Michigan. Her work has included studies at the Royal Greenwich Observatory in England and the Harvard College Observatory, as well as observing time at the Kitt Peak National Observatory.

Kurtiss J. Gordon, assistant professor of astronomy, obtained his B.S. from Antioch College. He holds an M.A. and Ph.D. from the University of Michigan, and has been a research associate and visiting assistant scientist at the National Radio Astronomy Observatory in Virginia. He also studied at the University of Tübingen, Germany, and at Amherst.

Everett M. Hafner, professor of physics, was an associate physicist with the Brookhaven National Laboratory, a National Science Foundation Fellow at Cambridge University, and a faculty member at the University of Rochester, from which he



received his Ph.D. His B.S. is from Union College and his special interest is the physics of electronic music. He served as the first Dean of the School of Natural Science and Mathematics at Hampshire.

Kenneth R. Hoffman, associate professor of mathematics, has a B.A. from the College of Wooster and an M.A. from Harvard, where he also served as a teaching fellow. He was chairman of the mathematics department at Talladega College in Alabama during 1969-70.

David C. Kelly, assistant professor of mathematics, has taught at New College in Florida, Oberlin and Talladega Colleges, and Boston University. He holds a B.A. from Princeton University, an M.S. from M.I.T. and his Ph.D. is in progress at Dartmouth College. He directs an NSF summer program for talented secondary school students in natural science and mathematics.

Nancy M. Lowry, assistant professor of chemistry, has a B.A. from Smith College and a Ph.D. from M.I.T. She has taught at Smith College and the Cooley Dickinson Hospital School of Nursing in Northampton and has been a research associate at M.I.T., Amherst, and Smith. She has coordinated the chemical analysis laboratory as part of the Mill River Project in Northampton.

Lynn Miller, associate professor of biology, has taught at the American University of Beirut and at Adelphi University. He has a B.A. from San Francisco State College and a Ph.D. from Stanford. He has held post-doctoral fellowships in microbiology at Stanford's Hopkins Marine Station and in genetics at the University of Washington.

Eric A. Newman, faculty associate in biology, has a B.S. from the Massachusetts Institute of Technology and the work for his master's degree in psychology completed at the same institution. He has done research at the laboratories of the Museum of Natural History in New York and the Laboratory of Electronics at M.I.T.

Brian T. O'Leary, assistant professor of astronomy, has a B.A. from Williams College and a Ph.D. from the University of California at Berkeley. A former NASA scientist-astronaut, he continues to be involved in U.S. space efforts and has written *The Making of an Ex-Astronaut*. He has taught at Cornell University, San Francisco State College, the California Institute of Technology, and the University of California at Berkeley.

John B. Reid, Jr., assistant professor of geology, has pursued his lunar surface and earth's interior research interests at the Smithsonian Astrophysical Observatory in Cambridge, the Geochronology Laboratory at M.I.T. and Rensselaer Polytechnic Institute. Recipient of a B.A. from Williams College and a Ph.D. from the Massachusetts Institute of Technology, he previously taught in three high school physics programs.

James R. Sears, assistant professor of botany, holds a B.A. from the University of Oregon at Eugene and a doctorate from the University of Massachusetts at Amherst. His research interests include marine algae and physiological ecology; he has worked at the Marine Biological Laboratory in Woods Hole and the University of Massachusetts Marine Station in Gloucester.

Michael R. Sutherland, assistant professor of statistics, holds an interschool appointment in the School of Natural Science and Mathematics and the School of Social Science. He has been a consultant with the Systems Management Corporation in Boston and has worked on several problems involving applications of statistics to the social sciences. His B.A. is from Antioch College and his Ph.D. is in progress at Harvard University.

Ann M. Woodhull, assistant professor of biology, has a B.A. from Swarthmore and earned her Ph.D. at the University of Washington. Her teaching experience includes high school mathematics in Nigeria as a Peace Corps volunteer and substitute teaching in the school system in North Haven, Connecticut. She is interested in doing behavioral research on prosimians and experiments with the control of protozoan movements.

#### SCHOOL OF SOCIAL SCIENCE

Richard M. Alpert, assistant professor of political science and special assistant to the Director of the Model Cities Program in Holyoke, Massachusetts, has served on the research staff of the Urban Institute in Washington, D.C. He holds a B.A. from Hobart College and a Ph.D. from Harvard.

Knolly Barnes, assistant professor of economics, has a B.A. and M.A. from the University of Nebraska. A citizen of Trinidad and Tobago, Mr. Barnes has taught international economics at the University of the West Indies in Kingston, Jamaica, and at the University of Ottawa in Canada.

Robert C. Birney, Vice President of Hampshire College, was a member of the Four College Committee which helped plan Hampshire College and served as the first Dean of the School of Social Science. He was previously chairman of the psychology department at Amherst College. Holder of his B.A. from Wesleyan University, he earned his Ph.D. from the University of Michigan.

R. Bruce Carroll, Director of Field Studies and associate professor of political science, has taught at Middlebury and Smith Colleges, where he also directed Washington summer internship programs. He is currently active in the 1972 Presidential campaign. His B.A. is from the University of Vermont and his Ph.D., from the University of Chicago.

Michael Cole, visiting associate professor of psychology, is also professor of ethnopsychology and experimental anthropology at Rockefeller University. He holds a B.A. from the University of California at Los Angeles and a Ph.D. from Indiana University.

Louise J. Farnham, associate professor of psychology, has worked in child guidance and mental hygiene clinics in Minnesota and California, and has taught psychology at Yale, Stanford, and San Francisco State College. She holds her B.A. and Ph.D. from the University of Minnesota.

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Monica I. Faulkner, assistant professor of sociology, is a specialist in the sociology of higher education. Other areas of her interest, in which she taught at the University of Rochester, include sex roles and family interaction, and the sociology of science and the arts. Her B.A. and Ph.D. are from the University of California at Los Angeles.

Howard F. Gallup, visiting professor of psychology, has his B.A. from Rutgers University and his Ph.D. from the University of Pennsylvania. He served as research psychologist at Philadelphia Navy Yard and taught at Hobart and William Smith Colleges before joining the faculty of Lafayette College, where he has devoted a major part of his efforts to the implementation of the Keller Plan of Instruction, which involves the development of material for self-paced learning, in several departments at the College.

Penina M. Glazer, assistant professor of history, has a B.A. from Douglass College and a Ph.D. from Rutgers University where she held the Louis Bevier Fellowship. Her special interests include American intellectual history with emphasis on radical left wing movements in the United States during the 1940's.

Leonard B. Glick, Dean of the School of Social Science and professor of anthropology, holds an M.D. from the University of Maryland School of Medicine and a Ph.D. from the University of Pennsylvania. Formerly an associate professor at the University of Wisconsin, he has done anthropological studies in St. Lucia, West Indies for a public health program and a study of ethnomedicine and social organization in the New Guinea Highlands.

Gayle D. Hollander, assistant professor of political science, holds a B.A. from Syracuse University, an M.A. from Harvard, and a Ph.D. from M.I.T. She has recently published a book entitled Soviet Political Indoctrination: Developments in Mass Media and Propaganda Since Stalin, and is currently doing research on political communications and dissent in the Soviet Union, and women in the Soviet and East European political systems.

Thomas R. Holman, associate professor of psychology and Master of House IV, has been extensively involved in counseling. At Augsburg College, Minnesota, he served as Director of Psychological Services and later as Vice President for Student Affairs and Director of the Center for Student Development. Recipient of a B.S. from the University of Wisconsin at Madison and a Ph.D. from the University of Minnesota at Minneapolis, he taught at Augsburg and Earlham Colleges before joining Hampshire College.

Margaret D. Howard, assistant professor of economics, served with the Cleveland Regional Planning Commission and the Economic Development Administration of the U.S. Department of Commerce. She has a B.A. from Wellesley College, an M.S. from the London School of Economics and a Master of Philosophy from Yale, where she is currently completing her Ph.D. work.

Gloria I. Joseph, associate professor of education, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts where she was associate professor of education, she served as co-chairman of the School's Committee to Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Projects' counseling service, and associate professor in the Africana Studies and Research Center.

Barbara Harrison Linden, assistant professor of sociology, has a B.A. from Syracuse University and a Ph.D. from Columbia, where she also taught and served

as architectural consultant for problems in college housing at the University. Her academic interests include urban blight and the sociology of education.

Myron J. Lunine, Dean of the College and professor of political science, is interested in the political ideologies of both developed and underdeveloped nations, and in social issues such as "the good society." While holding teaching positions at the University of Colorado at Boulder, Fisk University, Kent State University, and the University of Istanbul, Turkey, he worked on academic organizational problems such as interinstitutional cooperation and honors programs. His B.A. and Ph.D. are from the University of Iowa.

David E. Matz is assistant dean for academic development and assistant professor of law. He received his B.A. from Brandeis University and his LL.B. from Harvard Law School. He taught law at the University of Liberia in West Africa as a member of the Peace Corps, and is chairman of the Hampshire County Civil Liberties Union. During the academic year 1972-73, he will be on leave as research scholar at the Harvard Law School.

Lester J. Mazor, Henry R. Luce Professor of Law, has a B.A. and LL.B. from Stanford, served as law clerk to the Hon. Warren E. Burger, and has taught at various law schools. His special concerns include the limits of the legal process and the role and status of women in society.

Philip F. McKean, assistant professor of anthropology, received a B.D. from Yale Divinity School and an M.A. from Brown University. He has served as a university chaplain in Djakarta, Indonesia, and at Brown, and as a clergyman in Rhode Island. His most recent research and publications examine cultural change and modernization in Bali.

Joel S. Meister, assistant professor of sociology and Master of House III, holds an A.B. from Stanford University and an M.A. from Berkeley, where he is a candidate for the Ph.D. He has worked as an urban community organizer with the Peace Corps in Peru and as a secondary school social studies teacher and counselor at Palo Alto, California.

Anthony D. Phillips, foreign curriculum consultant and faculty associate in Caribbean history, holds a B.A. from University College of the West Indies and an M.A. from the University of London. He has taught at the University of West Indies in Barbados.

Kenneth Rosenthal, assistant professor of law and treasurer of the College, graduated from Amherst and holds an LL.B. from Yale Law School. He served as a law clerk of the Appellate Division, New Jersey Superior Court and practiced law in Newark, New Jersey prior to his appointment at Hampshire.

Miriam Slater, assistant professor of history and Master of Dakin House, received a Ph.D. from Princeton University where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half-time. Her undergraduate work was completed at Douglass College.

Barbara Turlington, assistant dean for academic administration and assistant professor of political science, has taught at Connecticut College and Mount Holyoke College. She received a B.A. from the American University of Beirut in Lebanon, and did doctoral work at Columbia.

Robert P. von der Lippe, associate professor of sociology, was director of the National Institute of Mental Health graduate training program in the sociology of medicine and mental health at Brown University. He has also taught at Columbia University and at Amherst College. His B.A., M.A., and Ph.D. degrees are from Stanford University.

Frederick Stirton Weaver, associate professor of economics, has a B.A. from the University of California at Berkeley and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment.

Whitelaw Wilson, director of health, counseling, and advising and assistant professor of sociology, has been a psychiatric social worker in mental health clinics and family service agencies. He received his B.A. and M.A. in social work from Syracuse University.

Barbara B. Yngvesson, assistant professor of anthropology, received her B.A. at Barnard College and her Ph.D. at the University of California at Berkeley. She specializes in the anthropology of law and social organization, and has done field work in Peru and Sweden. She has also worked for the Department of Native Affairs in Papua, New Guinea.

# ADMINISTRATIVE OFFICERS

## Charles R. Longworth, President.

A graduate of Amherst College, Mr. Longworth holds an M.B.A. from Harvard University and an L.H.D. from Amherst. He is a member of Phi Beta Kappa. From 1961 to 1965 he was assistant to the president of Amherst College. His association with Hampshire began in 1965, when he became chairman of the Hampshire College Educational Trust, which had responsibility for the initial formation of the College. He served as secretary to the Trustees from 1965-71, and as Vice-President of the College from 1966 to June, 1971, when he was elected President. With Franklin Patterson, he wrote The Making of a College.

## Robert C. Birney, Vice President. (See School of Social Science.)

Donald F. Berth, Director of Development and Public Relations. Mr. Berth holds a B.S. and M.S. from Worcester Polytechnic Institute and did doctoral work at Cornell in educational and business administration and social sciences. He was formerly assistant dean of engineering at Cornell University, and was responsible for the publications and public information program as well as the underclass advising and counseling center. His teaching interests centered on the implications of technology in society. He also serves as secretary to the Hampshire College Board of Trustees and its Executive Committee.

## Kenneth Rosenthal, Treasurer. (See School of Social Science.)

Dudley H. Woodall, Business Manager. A graduate of Amherst College, Mr. Woodall holds an M.B.A. from the University of Pittsburgh. He came to Hampshire College from Westinghouse Electric Corporation, where he was manager of financial control.

Howard E. Paul, Director of Physical Plant. A graduate of Long Island Technical Institute (now SUNY at Farmingdale), Mr. Paul has served as construction supervisor for Hampshire College since 1968. He has supervised major construction for Scholastic Magazine in New Jersey and Detroit Metropolitan Airport.

## SPECIAL NOTE

In addition to preliminary and final course descriptions catalogs for Fall and for Spring terms, the College publishes a complete Register of Courses at the conclusion of the academic year in which they were offered. It also prepares an announcement of January Term offerings. Approximate publication dates are:

Preliminary Course Descriptions - Fall Term	April 1
Final Course Descriptions - Fall Term	August 1
January Term Offerings	December 1
Preliminary Course Descriptions - Spring Term	December 1
Final Course Descriptions - Spring Term	January 1
Register of Courses (summary of offerings for academic year)	August 1

Any of the above publications may be obtained without charge by writing to:

Office of Admissions  
Hampshire College  
Amherst, Massachusetts 01002

Students on campus may obtain them at the Central Records Office in the Science Building.

# **Hampshire College**

**Amherst,  
Massachusetts**