



**JANUARY TERM 72**

**COURSE CATALOG**

**HAMPSHIRE COLLEGE**

**AMHERST  
MASS**

JANUARY TERM  
COURSE CATALOG  
1972

HAMPSHIRE COLLEGE

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## JANUARY TERM

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January Term at Hampshire College offers a deliberate change of pace from the Fall and Spring Terms -- it is a unique opportunity to focus on a single topic for a full month. Students may design individual projects or select from among a remarkable range of courses. Both projects and courses may take a variety of forms: the study of a specific subject in depth, practical work or training, field work and travel, learning a skill or craft, collaborative study of a particular topic from different perspectives. It is worth noting that any qualified member of the Hampshire community may teach a course; courses have been offered this year by both students and staff, as well as by the regular faculty.

Judging from Hampshire's first-year experience, January Term means several things: for those who stay, the campus is smaller and more intimate; people are busy, but seem more informal; for those who leave on projects or courses, the change of scene is important for their own rhythms; for everyone, the premium on self-direction increases -- yet the most common complaint is that the month is too short.

Whether choosing a course or particularly a project, each student should spend time planning the month with his or her adviser; these conversations may be crucial to the successful use of that time.

Whatever a student's choice for January, he or she will be asked to evaluate the experience at the Term's end. The central criterion for this evaluation remains what it was in The Making of a College: "What would be expected would be as much honesty about his Midwinter Term experience and his own part in it as the student could manage: his motivations to do what he did and how they appeared after the fact; how he felt about how he did the things he did; what, if anything, they meant as part of the process of his life; what his choice and his response to it added up to." This evaluation is a private interchange between the student and his advisor or supervisor; it will be part of a student's permanent file only if he wishes to make it so. In practice, much of the activity of January Term has found its way into Divisional examinations.

An overwhelming majority of students and faculty at Hampshire found the first January Term a good and valuable experience; we hope you find the second one more so.

Carolyn Atkinson  
January Term Coordinator

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American Indians

Kenneth Hoffman

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This will be an informal seminar. We will spend roughly the first week in developing a common background knowledge of the history and current problems of American Indians. For the rest of the month, each of us will pursue the topic he or she finds most interesting. This might be the history of one specific tribe, the current status of the Red Power movement, Indian religions, etc. During this period we will meet approximately three times a week to share and discuss what we learn. In addition, we will schedule a number of films relating to Indians, and will probably have several guest speakers. At some point we will make a trip to New York to visit the Haye Foundation Museum of American Indians. In addition, we might make a few trips locally to get some sense of the Indian traditions in this area.

Enrollment: 14

Special Costs: None

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## Arcology

Robert Mansfield

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As a foundation for a civilization that will replace the polluted, machine-mad, dehumanized world that is degenerating before our eyes, the arcological idea refreshes us with a vision of natural order.

The concept of arcology is a unity of architecture and ecology. Architecture, the art and science of structure; ecology, the general study of the relations of all living organisms to their environment and to each other.

The arcological philosophy created, professed, and fostered by Paolo Soleri advocates: "A physical system that justly consents and fosters the high compression of things, energies, logistics, information, performances, thinking, doing, living, learning, playing into urban-human integrals that are the essential, critical, vibrant phenomenon of life at its most lively and compassionate; the state of grace (esthetogenesis) possible for a socially and individually healthy man on an ecologically healthy earth."

The arcological commitment addresses itself to...

- \* The sheltering of an exploding population
- \* The ecological debacle
- \* The problem of waste affluence
- \* The problem of pollution
- \* Land, air, and water conservation
- \* Desegregating people, things and performances
- \* Survival

The student will determine the nature of his or her project after consultation with me. The first three weeks of the January Term will be used for field research with the last week being used for comparing experiences and projects back at Hampshire.

A possible project for the January Term--  
to go to Arizona to live, work and study with Paolo Soleri at the Cosanti Foundation.

Enrollment: 10

Special Costs: Individual



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Art, Artists, Museums, Monuments

Jerry Liebling

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During the month of January, the group will visit with painters, sculptors, photographers, architects, in their studios and galleries. There will be visits to important museums to meet with curators and view public collections.

Boston, New York, Philadelphia, and Washington will be the principal cities visited, but a specific itinerary will be determined by the interests of the group.

Two or three days of each week will be spent travelling and visiting the cities, artists, and museums. It is essential that the students as individuals or as a group be able to arrange for transportation and lodging during the periods off campus.

Enrollment: 10

Special Costs: Individual expenses for transportation and lodging



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Beginning Alchemy

Nancy Lowry and Joanna Hubbs

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Alchemy through the ages has had a profound effect on people, their thoughts and activities. In this course, we will study the relationship of alchemy to other fields of human endeavor.

In the first part of the course, we will read and discuss together one or two historical surveys of alchemy, and also a few other selections such as Jonson's "The Alchemist." Then each student will read, report, and discuss according to his or her own interests. Possible topics would be psychology and alchemy, alchemy and religion, the transition from alchemy to chemistry, the relationship between magic and alchemy.

Enrollment: 28

Special Costs: None

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Black Oral Tradition

Eugene Terry

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

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

Those students who started projects last January Term may complete them this time.

Enrollment: 10

Special Costs: None

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## Children of the World

Courtney Gordon and Louise Farnham

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Child-rearing methods have differed not only throughout the ages, but very widely across the world today. We will study the way children are brought up in various cultures and attempt to see how the methods affect the adult cultures to which these children belong.

Whenever possible, we will gain our knowledge directly such as by visiting local nursery schools or discussing the subject with experts in the field. The class will help decide the books to be read and the orientation of the course. Possible books include:

<u>Chrysanthemum and the Sword</u>	Ruth Benedict
<u>The Children of the Dream</u>	Bruno Bettelheim
<u>The Worlds of Childhood:</u>	
<u>US and USSR</u>	Urie Bronfenbrenner
<u>The Magic Years</u>	Selma Fraiberg
<u>The Montessori Method</u>	Mari Montessori
<u>Summerhill</u>	Alexander Neill
<u>Baby and Child Care</u>	Benjamin Spock
<u>Six Cultures</u>	Beatrice Whiting

Class format: 4 two-hour classes per week plus field trips

Enrollment: 28

Special Costs: some transportation money

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Discovering "Herstory"

Margaret Howard

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The history of women, particularly that part of history made up of daily events rather than notable individuals, lies buried.

During January Term, I would like to bring together a group of people interested in attempting the considerable task of unearthing some of this history. Possible sources range from novels to commission reports, letters to union documents, oral histories to publications of Woman's Bureau.

The valley had considerable resources for discovering woman's history. Students who wish to spend some or all of their time in some other area with access to a major library would also be welcome in the course, perhaps as a semi-independent study, and should see me before the end of fall term.

I hope that this course will produce at least a beginning bibliography of sources on the history, particularly the social and economic history, of women. I would expect each person to contribute to such a bibliography, perhaps each focussing on a single topic or type of source material.

Some students from this course might wish to act as assistants in my Economic History of Women course during spring term.

Students should have read Eleanor Flexnor, Century of Struggle (in paper), by the first class.

Enrollment: 14

Special Costs: Individual travel expenses for those wishing to investigate sources in Boston, New York, etc.

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Economics, Economies, and Economists

Frederick Weaver

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How can we possibly begin to think systematically about issues like unemployment, inflation, balance-of-payments deficits, poverty amidst affluence, monopoly power, etc. when our industrial society is so large and complex? In this January Term course, we will read Daniel Suit's new book, which I consider to be the best introduction to the analytical tools economists use to approach such problems. The book is clearly written, conveys considerable knowledge about our economy and society, and emphasizes economic theory's usefulness (and limitations) in addressing human concerns rather than its abstract elegance and logical beauty. Completion of this course will satisfy the prerequisite requirements for admission to virtually all undergraduate economics courses at the other four campuses in the Valley.

Enrollment: 14

Special Costs: None

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"Fact and "Fiction": Where the Truth Lies

Charles Atkinson

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The Crucible (Arthur Miller), The Confessions of Nat Turner (William Styron), All the King's Men (Robert Penn Warren) are in some way related respectively to the Salem witch trials, the slave rebellion of Nat Turner, the career of Huey T. Long. But the nature of their kinship is not clear. Character and event are recorded and interpreted in historical documents aimed at accurate explanation. What happens then, when the event, or a historical record of it, is transformed into literature, with its own claims of authenticity? What happens to the history? to the literature? to the original event? How was the record of human life understood by a historian? by a writer? Put more directly, what can two versions of the truth tell us - and obscure from us - about what matters in a life?

The examples are numerous of literature corresponding to specific historical event: Melville, Fitzgerald, Sinclair, Steinbeck, Mailer, have all struggled with the translation. As a class we will select 4 or 5 of these topical pairs (documents and literature) to pursue together; my only constraint is that for reasons of time and continuity, they should be drawn from American culture.

In the end, as a matter of course, we will discover where the truth lies.

Enrollment: 10

Special Costs: None

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## Field Studies in the Caribbean

Knolly Barnes

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### Trip to Grenada and St. Lucia

The Caribbean Studies Program plans a trip to the islands of Grenada and St. Lucia during the January Term. A student making the trip will be expected to participate in an orientation program designed to better acquaint him with the social, economic, and cultural character of the territory.

On the islands, students will be involved in a work program suited to their individual interests and capabilities and the host island's needs (e.g. assistance in elementary or secondary schools, libraries, etc.) and will be given the opportunity of living with a Caribbean family during their stay.

The trip should therefore provide an excellent opportunity for first-hand experience of living and working conditions in the island and at the same time permit the students to better appraise and appreciate cultures outside their own.

### Projects to Individual Islands

A student or group of students wishing to pursue a specified project in the Caribbean may also be accommodated. Likelihood of accommodation is greatest for special projects involving the islands of Jamaica, Barbados, and Trinidad (the three islands having campuses of the University of the West Indies), St. Kitts, St. Lucia, and Grenada.

Students desirous of pursuing special projects should get in touch with the course coordinator as soon as possible to determine whether their projects can be accommodated and to obtain assistance in the planning of the projects and establishing the necessary contacts in the islands.

Enrollment: No maximum

Special Costs: Approximately \$400



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## Genius and Geniuses

Steven Shak and Robert Bell

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During January, we would like to examine the nature of genius. In order to do this, we propose to look at two "geniuses" drawn from very different fields. Because of our backgrounds, we suggest Marx and Newton. Through a study of their lives in relation to their work, we will attempt to decide just what genius is, and what common characteristics those who are universally labelled geniuses share.

We will begin with an examination of the life and writings of Marx. After a brief discussion of the historical setting in which Marx found himself, we will proceed to look at his childhood experiences, his life and writings in his early twenties, before he became a "Marxist" his behavior during the revolutions of 1848, contrasting styles of thought present in his writings, the controversies within the First International, and his relations with his friends and political associates. We will read some of the early writings in Easton and Guddat's collection of the work of the Young Marx, excerpts from Capital, The Eighteenth Brumaire, and the Manifesto, as well as selections from Marx's letters and from some biographies.

It seems appropriate to begin a study of Isaac Newton with an examination of the young boy Isaac. The biography of Newton by Frank Manuel supplies an interesting if not instructive Freudian analysis of the unusual set of circumstances in which Newton lived his early life. With this background, we can move on and follow Newton through his academic career at Cambridge. Concurrently, we will trace the state of scientific thought at this time which ultimately became Newtonian thought. We will look at selections from Newton's Principia and some of his other works on Natural Philosophy. Newton was immediately and reverently recognized by his scientific contemporaries as well as by the common man. In his lifetime, he was identified with the great and the good. We hope to elucidate the greatness and make sense out of a life which is, more accurately, very enigmatic.

Enrollment: 14

Special Costs: None.

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Great Texts in Western Spirituality

Sheila Houle

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The reading material for this course will be a selection of great devotional (rather than theological in the specialized sense of the term) literature in the Western Christian tradition. Texts will range from such medieval works as Thomas A. Kempis' IMITATION OF CHRIST to contemporary works. Students will be invited to suggest texts in this area that they have wanted an opportunity to read.

Enrollment: 14

Special Costs: None

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Ingmar Bergman: A Festival and Four Mini-Workshops

John Boettiger

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We will bring to Hampshire in January, for public showing and for intensive workshop review, most of the major films written and directed by Ingmar Bergman. No one in the world of films had devoted himself as creatively and unsparingly to an exploration of the darker sides of the human psyche, and few have as seriously explored through film the dimensions of personal religious experience in a culture for which the institutional ground of religion has crumbled.

Four week-long workshops will be offered, each limited to about twelve participants, and each devoted to a careful exploration of two of Bergman's films. With the films available for workshop screening, and in most cases with the screen plays available for reading, members of the workshops will explore the nature of Bergman's art, the human drama portrayed, and their own personal responses to the films. Psychologically, Bergman's films tend to be heavy experiences: the inner worlds he opens to us are dark and tumultuous ones, perhaps especially so as we glimpse in them recognitions of our own. Consequently, we'll be taking special care for balance: to see that the workshops allow access to significant experience without overwhelming ourselves in the process. Workshops will meet every day, Monday through Thursday, in morning and afternoon sessions.

The calendar of workshops is noted below. Students are free to register for all four, for one, or for any combination that suits their plans and inclinations. Those who register for less than the entire sequence of four workshops, and who thus will be combining their work on Bergman with other January projects or courses, should bear in mind that the Bergman workshops will engage substantial time and energy during the weeks committed to them.

Workshop I: January 3-7  
The Seventh Seal  
Wild Strawberries

Workshop III: January 17-21  
The Silence  
Persona

Workshop II: January 10-14  
Through a Glass  
Winter Light

Workshop IV: January 24-28  
Hour of the Wolf  
Shame

Enrollment: 12 per workshop

Special Costs: None

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Intellectuals and Social Change

James Koplin

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I am by most definitions included in the category "intellectual;" and 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 the list as we work together during the first meetings of the class.

Noam Chomsky, Knowledge and Power: Intellectuals and the Welfare - Welfare State

\*Noam Chomsky, Problems of Knowledge and Freedom

Kolakowski, 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 printed version of the Bertrand Russell lectures delivered in Britain a couple of years ago and due for publication this fall.

Please stop by my office (G7) for a brief discussion before you register.

Enrollment: 14

Special costs: None

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## Intelligent Life in the Universe

Herbert Bernstein

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The course will be based on the developments of recent biological and astronomical theory. One major resource is the book by Shklovskii and Sagan which the Whole Earth catalog says will "Methodically blow your mind."

As with many big questions the informed opinion on the existence of extraterrestrial intelligence has fluctuated throughout history. Currently, the scientific answers are optimistic -- perhaps they overrate the chances of having life on other worlds.

The course will have at least one introductory lecture (for class members and general public), and will eventually investigate specific topics.

Do our current theories of life's origin imply there should be life on, say, Jupiter?

Do our theories imply that other intelligent life has either chosen not to communicate or exterminated itself?

How can we possibly ever communicate with what may be radically different beings, and what does intelligent mean as applied to them?

Enrollment: 20

Special Costs: None

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Intensive Workshop in Modern Dance

Francia McClellan

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Smith College and Hampshire College will combine efforts this January. We plan to bring a guest "dance artist-choreographer" to the campuses, who will conduct daily classes in technique and daily rehearsals of a work to be performed at the end of the January Term. There will also be opportunity for individual choreographic efforts, evaluation, and performance. If you are interested in dance, this month offers a unique opportunity to concentrate on this area.

Note: If you are interested, please see Francia McClellan for permission and advising before January Term registration.

Enrollment: 10

Special Costs: None

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## Introduction to the Recorder

James Haden

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

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

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

If you already have a recorder, check it out in advance with me; if you plan to take the course and don't have an instrument, consult with me before buying anything. Workable plastic instruments in three of the six sizes are available, and it is best to start out on one of them.

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

Enrollment: 14

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

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Journey Into Nightmare  
or  
The Gothic Novel  
its  
Predecessors and Progeny

Linda Sorensen

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What is a Gothic novel? An oft asked question which will now be answered in the reverse. A Gothic novel is not a book about the architecture of great cathedrals or invading Germanic tribes. It is also not a form of boring old books. Gothic novels are old if books dating from the 19th century warrant the description and they contain a fair quota of mad monks and monsters, dark dungeons, and virtuous virgins (these may bore some). However, they are also a serious and important form of literature which have made a fair-sized contribution to the development of the modern novel.

An understanding of the previous hypothesis will be attempted in this course using a five-fold approach. First, we will explore where the Gothic novel breaks with the narrative tradition of the 18th century. We will do this by first reading some works typical of this tradition such as: Clarissa, Pamela or Moll Flanders. Then we will begin to explore works typical of the Gothic transition -- The Castle of Otranto, Vathek, Frankenstein, The Monk, Melmoth the Wanderer, The Devil's Elixirs, Dracula, The Vampyre, Wuthering Heights, Jane Eyre and The Tenant of Wildfell Hall.

The next area to be discovered will be the contemporary novels -- The Mysteries of Udolpho, Castle Rackrent -- and satires -- Northanger Abbey, Nightmare Abbey and Crochet Castle -- of this genre of literature.

Most of the aforementioned books are of English and European origin. Next the course will briefly delve into the American Gothic. Books like Pierre, The House of Seven Gables and stories by Poe, such as "The Fall of the House of Ushers" will be discussed. Another item that all of these listed books have in common is that with a few exceptions (Jane Austen, the Bronte sisters and Mrs. Radcliffe) they are all written by men.

Therefore, the fifth segment of this course will deal with the modern Gothic novels which are entirely written by women. Part of the raison d'etre for this course is to discover why and where this transition in viewpoint takes place. Some samples of modern Gothic novels are: The Mistress of Mellyn, The Master of Blacktower, Sons of Wolf, Lyonnese Abbey, Maulever Hall, Ravenscroft and The Camelot Caper (satire).

Certainly not all of the books listed will be read, but this course will nevertheless be intended as a strenuous and stimulating literary seminar. As the title implies it is not for the weak of heart or the weak of thumb.

Enrollment: 14

Special Costs: None

-21-

JT 144



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## Kayak Trip to the Southwest

Sandy Campbell

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I would like to take 8 to 12 students kayaking in desert canyons in the Southwest. Several canyons each offer the possibility of 6 to 10 day trips. The group would combine one or two longish trips with several days spent at a base camp. The Outdoors Program van will be available for transportation. Two different regions are attractive: the southern border states for their relatively mild weather, and Utah, where desert rivers remain open for boating even though the weather is cold. I am particularly interested in travel in cold conditions in kayaks and hope to tie in things we learn on this trip with future trips to Alaska.

Proposed timetable:

Jan 5 Meet at Hampshire, pack

Jan 6-8 Drive to base camp

Jan 9-14 Paddling at and near base camp

Jan 15-22 Canyon trip. For example Vernal, Utah to Moab, Utah on the Green and Colorado Rivers; total distance about 200 miles, some rapids of moderate difficulty

Jan 23-25 Return to Hampshire

Equipment: The Outdoors Program can supply some boats, and will pay for gas and oil for the van. Students will need their own packs, sleeping bags, and the like. Students will also be expected to pay for their own food and waterproof bags.

Enrollment: 8-12, by permission of the instructor only

Special Costs: \$50-\$75 (includes food)

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Make a Movie

Elaine Mayes

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The students will spend January as members of a 16mm documentary film production crew. Each person will assume specific roles and will work from conception to completion on a film which will tell the story of a person, place, event, or situation somewhere in the Amherst vicinity. The group (film making team) will decide what specific project to undertake and will write the script, prepare a budget, shoot, record sound, and edit (including AB roll and final print) the film. There will be positions for a director, an assistant director, a producer, two camera men (or women), a sound crew, and an editor.

Enrollment: 9; those persons with previous film experience admitted first

Special Costs: None

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Measures of Man

Neil Stillings

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Measures of Man is an extension of the course of the same name which began this fall. The course will continue in the spring as well. The course runs a full year because some of the students choose to undertake projects which cannot be completed in a semester.

The student chooses his own work in the course from a set of opportunities which range from readings on a topic such as intelligence testing to participation in a field project such as studying the use of tests in a local elementary school. Through this choice the student can introduce himself to independent study at a level which he feels he can manage.

Class meetings are devoted to developing an understanding of the problems and functions of human judgment through the study of psychological testing and opinion research. Several class meetings are devoted to taking and examining particular psychological tests. Some of the study projects arise from this aspect of the course.

It is hoped that the members of the class will develop a sophisticated and creative approach to the problems of evaluation at Hampshire. Study projects can focus on some aspect of human evaluation at Hampshire.

New students joining the course in January will benefit from the experience of the students who have completed part of their work, and will in some cases be able to join in student projects which have already begun. The work in the course may be at either the Division I or the Division II level.

Enrollment: 14

Special Costs: None

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## Men and Children

Jack LeTourneau

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In spite of current concern for better and richer human interactions on all levels there are still many areas of awareness which have received little attention. One area is the interaction of men and young children. During the month, those interested in this subject will come together to explore the conception of fatherhood (and childhood) as presented in various works of literature, to study some of the literature of child development (especially as it relates to the interaction of parents and children), to read some of the literature of the women's movement (especially that which demands a re-definition of roles), to talk about the concept of maleness within our competitive society, but more centrally than any readings, to spend a great deal of time with young children in various environments and various circumstances and then to explore how we feel about this interaction.

Enrollment: 14

Special Costs: None

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A Mini-Expedition

David Roberts and Ed Ward

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A ten-day climbing and hiking trip to the Crestones in the Sangre de Cristo range in Colorado. Depending on available transportation, students will either meet at Hampshire and drive out west, or arrange their own transportation and meet in Denver. The trip itself will operate out of a tent base camp around 11,000 feet, and attempt peaks up to 14,000 feet. Depending on the experience of the students and on snow and weather conditions, the climbs may include technical routes. However, no particular experience is a prerequisite to signing up. Instruction in basic winter mountaineering will be given during the trip. Outdoors Program supplies tents, sleeping bags, technical gear, cagoules, mittens, stoves, etc. Students supply boots and warm clothing.

Enrollment: 8-11 students, by permission of the instructors only

Special Costs: (excluding transportation) approx. \$25. plus needed equipment

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Music Improvisation

Randall McClellan

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This course is designed to develop our ability to listen to and respond to a musical gesture. Some reading and realizing of aleatoric scores will be involved, but the course leans primarily toward direct manipulation of musical sound in a effort to develop our ability to react spontaneously. Also involved will be the editing of taped sounds to create concrete compositions.

Prerequisite: at least an intermediate level of competency of a musical instrument.

Class will meet every day for one-and-a-half hours.

Enrollment: 14

Special Costs: None

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The New Man

Robert Marquez

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A course of readings and discussion of the works of a number of contemporary Third World thinkers -- Fanon, Guevara, Memmi, Mao, George Jackson, Nkruma, etc. --, focusing on the nature of and contradictions of pre-revolutionary and post-revolutionary culture and their implications. We will consider questions of ethics, "objectivity," "Legitimacy," change and control, "individual choice" and "inevitability," biography and revolution.

Enrollment: 14

Special Costs: None

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Old and New Models of American Politics

Richard Alpert

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The aim of this course is to identify and analyze the conceptual models which political scientists have developed or borrowed from other disciplines to analyze American politics. We will then attempt to assess how well these models explain the development of major public policies.

Some of the models we will look at are: the pluralist model, the power elite model, the interest-group model, etc. New conceptual models will also be analyzed such as a corporate model and a bureaucratic model.

Enrollment: 5

Special Costs: None



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The Origin of Man and Dogs

Ray Coppinger

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Man and dogs share not only their homes and cities, but have adapted to their present environment by the same process of evolution, called neoteny. In this process, "the young features of the ancestor have been retained in the adult stage of the descendant." During January, I will be preparing two publications based on the prediction that the foetillization (neoteny) of human and dog anatomy is an artifact of extending the juvenile dependency period to provide the genetic bases for social behavior.

I would like to have a group of students who would work with me on two aspects of the neotony theory.

1. Preparation of available material and design of experiments which would support or reject the theory.
2. Exploration of literary techniques for presenting the material to the scientific and nonscientific community.

The student taking this course would be involved in an intense study of evolutionary processes and would delve into the philosophy of scientific investigation and scientific writing.

Enrollment: 14

Special Costs: None

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Population and Social Policy:  
The Politics of Nation Moving

Stephen Salyer\*

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We can all tick off a list of injustices in this country that could be corrected by more sensitive and better engineered social policy. But it is tough to activate enough groups at once in this divided nation of ours to make political institutions respond meaningfully. In this course I want to explore how "population policy" could be used in the United States to promote more rapid social and political change. For this purpose, we will define population policy to include such measures as affect the status of women, the rights of children, and the family structure, in addition to the usual questions of abortion, contraception, sex education, immigration, and the density of population. Also some attempt will be made to analyze the impact population has on environmental pollution.

There is an unusually fine opportunity to explore the process of "nation moving" in 1972, and population policy offers a good case to study. There is a national commission on the subject due to report to the President, the Congress, and the American people in March, just as the Presidential primaries begin. In addition, some 33 senators have introduced a bill in the Congress calling for a national goal of "population Stabilization." Members of the Population Commission, relevant members of Congress, and representatives of various groups with special interest in the subject (lobbyists, Minority group spokesmen, women's rights leaders, etc.) will be visiting Hampshire during the month to meet with the class. We will be interested in the methods they use to gain public support (polemics, media usage, etc.) as well as in the substance of their ideas.

The questions we will try to answer during January will include:

- What is the experience of other nations (particular emphasis on Sweden) in dealing with population growth?
- What are the proper elements of a "population policy" for the United States and what are their effects on growth?
- What groups stand to gain from the various elements of a policy and which to lose?
- How can a nation as diverse as the United States gain a consensus for new national policies and directions?

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The Red and the Black: A Global Setting for Amherst Rocks

Anne Gilbert and Susan Posner

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Geologic thought at present is concerned mainly with the theories of the New Global Tectonics, the repetition of global events through geologic time, including sea-floor spreading and continental drift, and the building of mountain ranges by continental or sea-floor-continent collisions and the subduction of sea-floor crust underneath continental margins. We would like to take a look at the rocks around Amherst, after a bit of introduction to rocks and minerals, structure, and some orientation around the geologic time scale. With the help of some geologic texts and recent papers on Amherst geology and on the highly abstract theories of the New Global Tectonics, and hopefully with a couple of field trips (pray for no snow), we should be able to reconstruct at least part of the geologic history of the area, and test some of the new hypotheses against what's really here.

Enrollment: 10

Special Costs: minimal travel expenses

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## The Rights of Children

Lester Mazor

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"Children should have 'rights as full human beings,' no different from those of adults: they should be able to vote, make contracts, and presumably commit felonies, just as adults do. On the contrary, runs another argument, they should have very special rights and immunities because they are children; their rights should fit their 'stage of growth.' Some say that the oppressive society of adults has so damaged the children that we must now provide them with remedial attention; on the contrary, say others, the best thing we adults can do is to get off their backs."

This statement by Paul Goodman from his introduction to a recent book entitled, *Children's Rights* outlines the terms of the argument that is beginning to shape up over the latest in the waves of concern for equality and individual rights. The children's rights movement is gathering force in the wake of the movements for the liberation of workers, blacks and women. During January, I would like to work with a group of students in exploring a number of aspects of children's rights. Part of the seminar will be devoted to an examination of the rights of children in their relationship with their parents, including the problem of physical and psychological abuse of children, control by parents over the child's education, employment, place of living, and life style in general. The second part of the course will deal with the rights of students, including their claims to freedom of expression, freedom from interference in their personal style of dress and appearance, and the right to participate in the formation of policy affecting their education.

In general, I would like to examine the relationship between existing legal norms and changing cultural attitudes about the status of children in society. For individual projects, we can examine the functioning of the juvenile court locally, look into the rights which students have in nearby school systems, and take a sampling of attitudes of various members of the community about the relationship of parent and child and school and student.

While we will be attempting to deepen our knowledge about the details of these matters, I don't want to lose sight of the larger question whether an approach to these relationships in terms of "rights" is a promising one.

Enrollment: 14

Special Costs: None

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Seminar on Analytical and Projected  
Study of the Hampshire Academic Program

Ernst Borinski, Neil Stillings

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The seminar will try to investigate how the academic program contributes to the intellectual, scholarly, personal and professional developments of students and faculty.

It will be examined how the Hampshire program relates to the contemporary trends in higher education.

Inter-collegiate, inter-university and international dimensions of the program will be brought into focus. A significant area of inquiry will deal with the participation of faculty, staff and students in the development of the college and specifically in the development of the academic program. The ultimate purpose of the seminar will be to set up a programmatic design and a model which will stimulate a continuous development of new dimensions of the promising academic endeavors of Hampshire with readiness to discard previous old forms and content which call for change.

Interested members of the faculty and staff are especially encouraged to attend.

Enrollment: 10

Special Costs: None

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A Seminar on Dostoevsky

Robert Rardin

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

Devils, hermits, idiots, prostitutes, princes, revolutionaries, saints-- human beings in all their majesty and perversity are the subject of this seminar. We will read and discuss the major works of Dostoevsky, seeking to enter a world where joy and pain, love and hate, good and evil, reason and madness, hope and despair drive us to ultimate questions about the nature of man and the purpose of life. Answers will be few.

(Students who know Russian well are encouraged to do special tutorial work with the instructor on the original texts.)

Enrollment: 14

Special Costs: None

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String, Trees and Languages

William Marsh

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This course is an introduction to mathematics covering a series of related topics in logic and algebra with applications in the language sciences. The course will consist of individual and group work on exercises and problems of a difficulty appropriate to the individual student supplemented by ten lecture-demonstrations, probably entitled:

1. Sets and Strings
2. Sets of Strings
3. Set Theory in Mathematics
4. Trees
5. Context-Free Languages
6. Abstract Machines on Strings
7. Abstract Machines on Trees
8. More on Context-Free Languages
9. Algebra
10. More Algebra

While the titles may sound forbidding, the material is accessible to students with no college mathematics background. Division I students will be able to get examination questions from the course for their examinations.

More advanced students may take the course and will be asked to read Hopcroft and Ullman's Formal Languages and Their Relation to Automata.

Enrollment: 14

Special Costs: None

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Sundials

T. W. Moore\*

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Sundials are found among the artifacts of many early cultures and have intrigued such artists as Hans Holbein and Henry Moore.

We will analyze sundials, starting with the simplest possible model of the solar system, and carry our analysis through increasingly higher levels of sophistication as long as time and energy permit.

It is hoped that each participant will design and build a sundial, perhaps using the physics shop facilities at Mount Holyoke College.

People with a tolerance for trigonometry, or a background in astronomy or design would be particularly welcome.

Enrollment: 14

Special Costs: None

\* A Mount Holyoke College faculty member



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## Tanning

Merle Bruno

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Tanning animal hide is one of woman's and man's earliest sources of body covering and protection. Woven plant and animal fibers have since generally all but replaced these. Even though leather clothing has become popular recently, people are still very much removed from its sources and preparation.

Tanning techniques are varied depending on the materials available, the desired product, and the amount of work one wants to do. Tanning agents used include squashed brain, chromate salts, oak gall extracts, urine and others I don't know about.

I have never tanned leather and would like to experiment with some of the problems and chemistry, as well as to explore the history of tanning. I do know a bit about different kinds of leathers and about designing and making leather goods using simple hand tools. People who aren't interested in tanning can work on designing and fashioning things from factory finished leather. Students who wish to do this will have to pay for their own materials, but I think we can get some fairly good prices on leather.

Enrollment: no limit

Special Costs: less than \$10

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Theatre Workshop

Timothy Landfield

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The month of January provides an excellent opportunity to prepare a dramatic production of some kind -- whether it be a Shakespearian play, an original play, a musical, or any combination of these -- for a February performance.

Our goal, however, should be forming a cohesive group of individuals who are concerned about making the theatre experience at Hampshire an imaginative and inventive one. Our product would be a result of close, personal interaction on a very real level and not a theatrical one. We would be creating a more humanistic approach to repertory theatre. We will explore the concepts of improvisational theatre, doing group and individual improvisations as well as other theatre exercises -- including a daily movement class.

It's possible that some of the material we produce from our improvisations will be used for Smackey Kugel's television series. This would include writing for and working with video equipment.

During the middle of the month, we might go to New York to see some Broadway shows.

Enrollment: 10-15, interview with the instructor necessary prior to registration

Special Costs: Expenses for trip to New York

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The Velikovsky Affair

Stanley Goldberg

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In the early 1950's, Immanuel Velikovsky proposed a cataclysmic theory of evolution which purported to explain, among other things, the creation of the earth, the evolution of earth history, and the evolution of animal forms.

The theory used not only the geological record as basic data, but also myths and folk tales. The theory raised a storm of controversy including questioning of the basic data, the use of folk material, the accuracy of Velikovsky's physics, Velikovsky's qualifications, etc. Velikovsky was essentially read out of the scientific community. In fact, it is not uncommon to find that the mention of Velikovsky's name to a scientist brings accusations of being anti-scientific.

We will devote the month of January to first, an intensive study of Velikovsky's writings and then to the writings of his critics and allies. Our aim is not to vindicate Velikovsky's theory, but to use the historical material of the encounter to gain some insight into the workings of the social institution of science.

Enrollment: No maximum

Special Costs: None

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"Who's Come a Long Way, Baby?"  
or The Second Sex in Academe and the Professions

Miriam Slater

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There is a great range of opinion concerning the "is and ought" of female education and career patterns. In the discussion, the hard facts concerning the actual condition of women students and professionals in contemporary America are sometimes ignored. This course will be given as a series of seminars devoted to the intensive examination of the available evidence, so that those taking the course may be able to move from polemic to greater factual certainty concerning such questions as:

Why is it that relatively few college educated women proceed to graduate work and the professions?

Why do certain careers seem to elude women and yet others, such as primary school teaching, have high concentrations of women?

How many women are engaged in which careers?

What is the situation of women students at other institutions of higher learning?

To what extent are marriage and a career mutually exclusive?

What contributions can institutions and individuals make toward expanding educational and career opportunities for women who want them?

We will invite some women in the professions as guest speakers so that they may share their academic and career experiences with the group.

Although we shall use additional material according to the interests of the students, the following books and articles should offer a good basis for discussion and further work.

Anne Alexander, "Who's Come a Long Way, Baby?", The Johns Hopkins Magazine April, 1970

Jessie Bernard, Academic Women

Bynum, Caroline and Martin, Janet W. "The Sad Status of Women at Harvard..." Radcliffe Quarterly, June, 1970, Graduate Comment, Vol. XII, No. 1, 1969

"Who's Come a Long Way, Baby?"

Mabel Newcomer, The History of Higher Education

U.S. Department of Labor, Handbook of Women Workers, Bulletin 294

Yale Alumni Magazine, April, 1970, devoted to "Coeducation and the New Woman."

E. Wight Bakke, "Graduate Education for Women at Yale," in Ventures, Fall, 1969

Alice Rossi, will probably have her new book, Academic Women on the Move, in print by January.

Enrollment: 14

Special Costs: None

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Witchcraft

David Smith

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

This course will meet four times a week at my home. In the first week, the subject will be "What Happened at Salem?", and we will examine the question with the aid of Chad Hansen's Witchcraft at Salem (history), Erikson's The Wayward Puritans (a study in the sociology of deviance), Hawthorne's Young Goodman Brown (fiction), and Miller's The Crucible (drama and film).

In the second week, the topic is African Witchcraft. We will concentrate on Evans Pritchard, Witchcraft among the Azande, with readings and discussion drawn additionally from Max Marwick's Witchcraft and Sorcery, a collection of papers on the sociology, psychology, and anthropology of the subject.

The third week will be occupied with a study of The Inquistorial Mind, or "who says you're a witch?" Here the emphasis will be partly historical, partly social-psychological, partly legal. What forces in a society create the atmosphere of a witch-hunt or Inquisition?

In the final week of January, we'll examine the theories of Thomas Szasz in The Manufacture of Madness. Szasz, a psychiatrist, argues persuasively that we treat mental patients in public institutions like witches. Along with this discussion we will read One Flew over the Cuckoo's Nest, by Ken Kesey.

We will supplement the course with films about witchcraft, possible field trips, and class interviews with actual witches. If you have a special interest you would like to pursue and deepen (for example the theme of witchcraft in literature, or the relation of witchcraft to healing and religious ecstasy, or the folklore of witchcraft, or other themes) you will be encouraged.

Enrollment: 14, interview with the instructor necessary prior to registration

Special costs: possible small expenses for optional field trips

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The Women's Movement

Sharon Roberts and Gayle Letourneau

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The purpose of this course will be to develop a sense of sisterhood and an understanding of the women's liberation movement in a support group situation. This will be accomplished through a process of creating mutual trust and confidence and through reading a wide range of literature. The course will be open only to women in order to discover a wholly feminine identity.

Some topics of discussion could be:

Human Liberation  
Myth of Rape  
Women and Capitalism  
Lesbianism  
Women in Literature (love-sex traditions)  
Why Exclude Men?  
Women and Children  
Abortion and Birth Control  
Historical Attitudes Toward Women  
Patriarchy

Some possible readings:

<u>The Female Eunuch</u> , Greer	<u>Women in Love</u> , Lawrence
<u>Sexual Politics</u> , Millett	<u>The Awakening</u> , Chopin
<u>The Prisoner of Sex</u> , Maller	<u>The Second Sex</u> , de Beauvoir
<u>Sisterhood is Powerful</u>	<u>The Feminine Mystique</u> , Friedan
<u>Masculine Feminine</u>	<u>Century of Struggle</u> , Flexnor
<u>SCUM</u>	<u>Woman Power: the Movement for Women's Liberation</u> , Ware
<u>The Origins of the Family, Private Property and the State</u> , Engels	Selected poems, articles and pamphlets
<u>Women: A Journal of Liberation</u>	

Enrollment: 10 women

Special Costs: None

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## A Workshop in Handbuilding with Clay

Barbara Linden

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This is a pottery workshop for people who have never worked in clay before, and for those who have -- but who wish to encounter it in new ways.

We will be concentrating on individual creative expression and experience with clay, not on formal technique per se. We will be making pots and non-pots, statements and non-statements. Some will be exercises only; others will be fired and kept. Forms, ideas, ways of interacting and materials from the environment will be incorporated into the workshop, in order to explore as many personal and group creations as possible.

Members will be able to continue clay work and exploration after January without depending on the availability of special equipment. The Workshop will not include throwing on the wheel, but will provide much experience in clay handling and forming that would be a good background for those wishing to investigate wheel work.

The course will be given by Barbara Linden and Flo Rosenstock. Ms. Rosenstock teaches pottery in New York, and will at the campus for most of January.

Enrollment: 8

Special Costs: \$15-\$25 per student, for materials and firing charges



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A Workshop in the  
Performance of Medieval and  
Renaissance Music

Ray Rosenstock\*

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Individual and group instruction in sight-singing and on violas de gamba and krummhorns will be offered. (James Haden will be offering instruction on recorders.) A Collegium Musicum -- voices and instruments -- will be formed. We will read through much Renaissance and Medieval music, to study in a practical way the problems of early performance practice. We may polish some music for occasional recitals. Also, several small choruses will meet regularly for "one-on-a-part" or "two-on-a-part" readings of madrigals and motets. (Students interested only in the chorus will have time for another course as well.)

Several instruments (gambas, recorders, krummhorns) will be available for rental to students during January, and a large music collection will be provided.

It is anticipated that this course will include students with prior musical experience as well as those whose interest in developing musical skills is just beginning. It is also hoped that the workshop activities will involve students and faculty from the wider college community, so that local musicians can get to know each other, and musical get-togethers can continue throughout the year. The Collegium will meet mornings for group work, leaving the afternoon free for individual practice; the choral group will meet afternoons.

The workshop will be led by Ray Rosenstock, a visiting instructor from New York City. In order to plan for the group, please see Barbara Linden, who will be coordinating the workshop until Mr. Rosenstock arrives, to indicate your interest and your concentration -- on singing, playing, or both.

Enrollment: Collegium - 10-12  
Choral group - 10-12

Special Costs: \$15-\$25 for Xeroxing of music and instrument rental

\*Not a Hampshire community member

#### JANUARY TERM INSTRUCTORS

Richard M. Alpert is Assistant Professor of Political Science and Evaluator of Model Cities in Holyoke, Mass. His B.A. is from Hobart College, where he held a Rotary Club International Fellowship and a New York State Regents Scholarship. He received his M.A. and Ph.D. from Harvard in urban politics. At Harvard he held a Woodrow Wilson Fellowship and a Harvard Dissertation Fellowship. Most recently he has served on the research staff of the Urban Institute in Washington, D.C.

Charles Atkinson is Assistant Master of Merrill House. He graduated from Amherst College in 1966 and entered the Peace Corps, where he and his wife Carolyn served for two years as high school English teachers in the Philippines. He is enrolled in the Ph.D. program in English and American Studies at Indiana University, and has completed an M.A. equivalent in that program. Before coming to Hampshire in 1969 he taught English at Brookline (Mass.) High School.

Knolly Barnes is an economist from Jamaica who has taught at the University of the West Indies in Jamaica. His special field is economic integration in the Caribbean.

Robert Bell, a Hampshire Fellow, spent three years at Amherst College majoring in sociology. His main area of concentration is social and political theory. At Hampshire, he is doing independent work on the writings of Max Weber and has assisted Professor Ernst Borinski in planning and teaching Sociology of and for the Future.

Herbert J. Bernstein, Assistant Professor of Physics, has a B.A. from Columbia University, where he was a National Merit Scholar, and an M.S. and Ph.D. from the University of California at San Diego, where he was a National Science Foundation Graduate Fellow. He has been a visiting scientist at Brookhaven National Laboratory, a member of the Institute for Advanced Studies at Princeton University, and a visiting professor at the Institute for Theoretical Physics in Belgium. Mr. Bernstein has written on subjects ranging from relativistic dynamics to technological forecasting.

John Boettiger, Assistant Professor of History, is a graduate of Amherst College and later studied at Columbia University as a President's Fellow and Burgess Honorary Fellow. Mr. Boettiger has been a consultant to the RAND Corporation, served in the Office of the Assistant Secretary of State for International Organization Affairs, and in 1965-66 was a member of the Social Science Department of the RAND Corporation in Santa Monica, California. During 1966-67 Mr. Boettiger was a member of the political science and American Studies faculties of Amherst College. He is the editor of Vietnam and American Foreign Policy, published in 1968. He joined the planning staff of Hampshire College in 1967 and has had particular responsibility for the design and supervision of the Human Development curriculum and the Hampshire Fellows Program.

Ernst Borinski is Visiting Professor of Sociology. In Germany, he studied at the universities of Halle, Munich, and Berlin and, in the late 1920's to early 1930's was a lawyer in the Court of Appeals at Erfurt, and a judge in the lower court at Kolbra. Mr. Borinski also holds an M.A. from the University of Chicago and a Ph.D. from the University of Pittsburgh, where he concentrated on the sociology of law. He has taught at Tougaloo College in Mississippi since 1947.

Merle S. Bruno, Assistant Professor of Biology, received a B.S. from Syracuse University and an M.A. from Harvard, where she is completing her Ph.D. Miss Bruno has been a teaching fellow at Harvard and a research associate at Yale. Her work on crustacea and vertebrate sensory neuropsychophysiology has been supported by the National Institute of Health and by the Grass Foundation. Miss Bruno is also author of three teachers' guides for elementary science studies.

D. D. Campbell, the Outdoors Program Instructor, graduated from Dartmouth in 1967. He has been active in kayak paddling in the east since 1965 and is currently assistant chairman of the National Whitewater Slalom Committee. He has taught at the Colorado Rocky Mountain School for three summers, running the boating program there. At Hampshire, he is responsible for kayaking, boat building and design, cross country skiing and miscellaneous administrative work.

Raymond P. Coppinger, Associate Professor of Biology, attended Iowa State College and holds a B.A. in American literature from Boston University. Mr. Coppinger has an M.A. in zoology from the University of Massachusetts and was awarded a Four-College Cooperative Ph.D. in biology in June, 1968. He has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory in Cambridge, the Massachusetts Audubon Society, the United States Fish and Wildlife Service in Amherst, the Beebe Tropical Research Station in Trinidad, W.I., and the Organization for Tropical Studies in Costa Rica. At Amherst College he was a teaching assistant from 1965-68, and until 1970 a post-doctoral research associate in biology. He has published scientific papers on the behavior and reproduction of birds, and has been active in wildlife preservation efforts.

Louise J. Farnham, Associate Professor of Psychology, has a B.A. and Ph.D. from the University of Minnesota, where she also held teaching and research assistantships in the Institute of Child Development. Mrs. Farnham has worked in child guidance and mental hygiene clinics in Minnesota and California, and has taught psychology at Yale University, San Francisco State College, and Stanford University. She has also served as a research psychologist to the Family Law Project at the University of California at Berkeley, and held a post-doctoral fellowship at the Stanford University School of Medicine, Department of Psychiatry, from 1968-70.

Anne Gilbert, a Hampshire Fellow, spent the past three years at Middlebury College. There she majored in Geology, taking courses in Global Tectonics, petrology, mineralogy, structure, and oceanography. She has also worked for four months at Woods Hole Oceanographic Institute as a Research Assistant. She is doing her independent study this year on trace metal levels in Lake Champlain.

Stanley Goldberg, Associate Professor of History of Science, received a B.S. from Antioch College and an M.A.T. and Ph.D. from Harvard. He taught at Antioch from 1965 to 1971, and spent two years as senior lecturer at the School of Education of the University of Zambia. Mr. Goldberg's special interest is in the history of science.

Courtney P. Gordon, Assistant Professor of Astronomy, received her B.A. from Vassar College in physics and her M.A. and Ph.D. in astronomy from the University of Michigan. Mrs. Gordon held a summer job at the Royal Greenwich Observatory and worked at the University of Michigan as a research assistant and as a teaching fellow. From 1967 to 1970 she worked as research associate and then as assistant scientist at the National Radio Astronomy Observatory in Charlottesville. Her articles have appeared in the Astronomical Journal and the publication of The Astronomical Society of the Pacific.

James C. Haden, Professor of Philosophy, has a B.S. from Haverford College, and an M.A. and Ph.D. from Yale University. He has taught philosophy at the University of South Carolina and at Yale, where he served from 1956 to 1961 as Chairman of the Directed Studies Program in the liberal arts. He was Chairman of the Department of Philosophy at Oakland University, and, during 1969-70 a visiting professor at Wesleyan University. Mr. Haden's special interests include the history of philosophy, the history of science, Plato, Kant, and Maupertuis. He has published essays in the history of science and translations of Kant and Cassirer.

Kenneth R. Hoffman, Assistant Professor of Mathematics, received a B.A. in mathematics and physics from the College of Wooster in Ohio, and an M.A. from Harvard University, where he served for two years as a teaching fellow and also held a Danforth Fellowship. Mr. Hoffman taught mathematics at Talladega College under the Woodrow Wilson Intern Program in 1965-66, and returned there in 1967. He served as Chairman of the Department of Mathematics at Talladega in 1969-70.

Shelia Houle, Assistant Professor of English, holds a B.A. from Mundelain College in Chicago, an M.A. from the University of Minnesota, and a Ph.D. in English language and literature from the University of Iowa, where she was an NEA Fellow from 1964 to 1967. She taught English and linguistics at Clarke College from 1960 to 1964 and was Chairman of the English Department at Clarke from 1967 to 1970. She is a member of the Committee on English Departments in Liberal Arts Colleges and was a founder and mid-western director of the Iowa Association of Small College Departments of English. From 1954 until 1970 she was a member of the Sisters of Charity of the Blessed Virgin Mary, from which she has now received dispensation of her obligations.

Margaret D. Howard, Assistant Professor of Economics, received a B.A. from Wellesley College, an M.S. from the London School of Economics, and a Master of Philosophy degree from Yale University, where she is completing her Ph.D. work. Miss Howard has served as a research assistant for the Cleveland Regional Planning Commission and the Economic Development Administration of the U.S. Department of Commerce. She was a lecturer at Dalhousie University in Halifax during the summer of 1969. Her special interests are in labor economics and in the economic history of women.

Joanna Hubbs is Assistant Professor of History. She received a B.A. from the University of Missouri and an M.A. in Russian history from the University of Washington in 1967, where she also did doctoral research. Mrs. Hubbs, a former Woodrow Wilson and NEA Fellow, is fluent in French, German, Russian, Polish and Italian.

James Koplin, Associate Professor of Psychology, received his B.A., M.A., and Ph.D. from the University of Minnesota. Mr. Koplin has taught at the University of Minnesota and at Vanderbilt University. He is the author of a wide range of articles in professional journals, and co-editor of *Developments in Psycholinguistic Research* (1968). His special interests are psycholinguistics and cognitive psychology.

Timothy A. Landfield, a Hampshire Fellow, spent two years at Amherst College studying political science, anthropology and sociology. He was involved in various dance and drama productions as extracurricular activities. He spent his junior year at Smith College studying acting and dance. He choreographed and danced in several concerts as well as sang and acted in major productions. He is currently doing independent study work in The Performing Arts, and will be receiving a degree from Hampshire College.

Gayle LeTourneau received her A.B. degree in English literature from the University of California in Berkeley in 1965. She is currently studying for the Master of Fine Arts degree in poetry at the University of Massachusetts. Ms. LeTourneau writes poetry and has had her works printed in several publications. She has been active in women's liberation since 1968.

J. J. LeTourneau, Assistant Professor of Mathematics, received his B.S. from the University of Washington and his Ph.D. in logic and the methodology of science from the University of California at Berkeley. He came to Hampshire from Fisk University, where he was Assistant Professor of Mathematics. He has taught at the University of California at Berkeley and was a mathematics consultant to the Berkeley Public Schools. Mr. LeTourneau has held four National Science Foundation graduate fellowships, as well as a fellowship at the University of California. His interests include model theory, recursive function theory, decision theory, automata theory, linguistics, computer languages, and the philosophy of mathematics.

Jerome Liebling, Professor of Film Studies, taught art for twenty years at the University of Minnesota. His award-winning films include "Art and Seeing" (first Annual Screen Producers Guild Award to University Films) and "Pow-Wow" (from the San Francisco International Film Festival, the Educational Film Library Association, the London Film Festival, and others). Mr. Liebling has had photographic exhibitions at the New York Museum of Modern Art and the Walker Art Center in Minneapolis; published articles and collections of photographs and a book entitled *The Face of Minneapolis*; and has received a Certificate of Recognition for Photographic Excellence from the National Urban League for photography in the exhibition, "America's Many Faces."

Barbara Linden, Assistant Professor of Sociology, received a B.A. from Syracuse University and a Ph.D. from Columbia University. A recipient of NIH and Ford Foundation fellowships, Mrs. Linden served as assistant professor in the general studies division at Columbia from 1968 to 1970 and was also an architects' consultant for problems of college housing at the University. Her academic interests include urban studies, urban planning, and the sociology of education.

Nancy M. Lowry, Assistant Professor of Chemistry, has a B.A. from Smith College, was a teaching fellow at Radcliffe College, and earned her Ph.D. from M.I.T. Mrs. Lowry has served as a research associate at M.I.T., Amherst, and Smith, has taught at Smith and the Cooley Dickinson Hospital School of Nursing in Northampton, and has published articles in the Journal of Organic Chemistry and the Journal of the American Chemical Society. Her special research interests are in the synthesis and properties of unsaturated conjugated hydrocarbons and the stereochemistry of free radicals. In addition, she is interested in the scientist's and educator's role in approaching problems that affect the general public welfare, such as those in environmental science.

Robert A. Mansfield, Assistant Professor of Art, attended the Minneapolis School of Art and received his B.A. from Saint Cloud State College in Minnesota and an M.F.A. in Sculpture and Painting from the University of Massachusetts. He has taught at the University of Massachusetts and at Smith College. His interests are in sculpture, painting, and film.

Robert Marquez, Assistant Professor of Hispanic American Literature, received his B.A. from Brandeis University and M.A. from Harvard University, where he is currently a candidate for a Ph.D. in Latin American literature. As a Fulbright Fellow in 1966-67, Mr. Marquez taught at the Centro Cultural Peruano-Norte Americano in Peru. He has taught in the summer schools at Harvard and the Brandeis Upward Bound Program; worked for the World University Service in Peru and Venezuela; and served as Area Coordinator of the Migrant Education Program of Middlesex County, Mass. He has written articles and translations for Folio and a bilingual anthology of the poetry of Nicholas Guillen. Works in progress include an "anthology-in-translation" of the revolutionary poets of Latin America.

William E. Marsh, Assistant Professor of Mathematics, received his B.A., M.A., and Ph.D. from Dartmouth College where he was also an NDEA Fellow. He came to Hampshire from Talladega College in Alabama, where he was Chairman of the Mathematics Department. He has taught at Dartmouth and held research positions at Cornell University and the University of California at Berkeley. His interests include model theory, subrecursive functions, and the foundations of mathematics and linguistics.

T.W. Moore, Associate Professor at Mount Holyoke College, is the acting Chairman of their Physics Department. He received his B.S. degree from the California Institute of Technology, and his Ph.D. from the University of California at Berkeley. He has been associated with the General Electric Research Laboratory in Schenectady, New York. His current research interest is in ferromagnetic whiskers.

Elaine Mayes is Assistant Professor of Film and Photography. She received her B.A. in art from Stanford University in 1958, did graduate study in painting and photography at the San Francisco Art Institute (where she also taught), and was Assistant Professor of Film and Photography at the University of Minnesota. Her photographs have appeared in *Sports Illustrated*, *Saturday Evening Post*, *Modern Photography*, and *The Washington Post*, among other publications. She has exhibited at many places, including the San Francisco Art Institute, Minnesota Institute of Arts, the Museum of Modern Art in New York, and Focus Gallery in San Francisco. Her book, *When I Dance*, is a collection of photographs of high school dance students.

Lester J. Mazor, Henry R. Luce Professor of Law, received a B.A. from Stanford University in history in 1957, and an LL.B. from Stanford in 1960. During 1960-61 he served as Law Clerk to the Hon. Warren E. Burger. He has taught at the universities of Virginia, Stanford, and Utah law schools; published articles and book reviews in law journals; and served as Chairman of the Association of American Law Schools Committee on Teaching Law Outside of Law Schools, as well as on the Association's Project in Law School Curriculum. His special concerns include the limits of the legal process and the role and status of women in society.

B. Randall McClellan, Assistant Professor of Music, has a B.M. and M.M. in composition from the University of Cincinnati, and received his Ph.D. from the University of Rochester in 1969. He taught musical theory and composition at West Chester State College, where he was also director of the electronic music studio, and has held a teaching fellowship at the Eastman School of Music.

Francis Roxin 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. Mrs. McClellan has studied with Joan Kerr, the National Ballet School of Canada, Louis Horst, and Jose Limon, and with Hatha and Raja Yoga.

Susan Posner, a Hampshire Fellow, spent the past three years at the Massachusetts Institute of Technology. There she studied primarily in the fields of geology, biology, anthropology and history. She is currently doing independent study in the History of Science, comparing ancient Chinese science with modern western science; she is also very interested in methods of teaching science.



Robert B. Rardin, II, Assistant Professor of Linguistics, received a B.A. from Swarthmore College in 1967 and is a candidate for the Ph.D. in linguistics at M.I.T. Mr. Rardin has held a National Merit Scholarship, a Danforth Graduate Fellowship, and a Woodrow Wilson Teaching Fellowship. He has traveled widely in Europe, especially in the Soviet Union and in Scandinavia. He speaks six languages, has published an article on Finnish vowel harmony, and has taught "Russian for Scientists" at M.I.T. Mr. Rardin is also interested in international affairs and peace work.

David S. Roberts, Assistant Professor of Literature and Director of The Outdoors Program, received his B.A. from Harvard College in 1965 and M.A. from the University of Denver, where he also received a Ph.D. Mr. Roberts was a field assistant for the University of Colorado's Institute for Arctic and Alpine Research and an instructor for the Colorado Outward Bound School, teaching mountain climbing and wilderness skills. He has written numerous articles for mountaineering journals and in 1968 published The Mountain of My Fear, a book about mountain climbing. More recently he published Deborah: A Wilderness Narrative. He has taught English for a summer at the University of Alaska and for a year at the University of Denver.

Sharon Roberts graduated from the University of Denver with a B.A. in 1966 and a M.A. in 1970. Her major field was English with an emphasis on writing; she taught there for two years. Since then, she has spent her time studying Victorian literature and dance. This past summer at the Aspen Institute in Colorado, she developed an active interest in women's liberation, and now plans to give much of her time to that cause.

Raymond Rosenstock received his M.A. degree in music from New York University, and is now completing doctoral work at the City University of New York. His musical interests center on the early Renaissance through the Baroque periods. In addition to private instruction in the recorder and early instruments, he has taught at the Greenwich House Music School, Queensborough College in New York, and Fordham University. For the last four years, he has directed a choral group and the Westside Consort, which performs Medieval, Renaissance and Baroque music on ancient instruments.

Stephen Salver is a senior at Davidson College in Davidson, North Carolina. He is a member of the President's Commission on Population Control, and is President and founder of the Ohio Leadership Dynamics Institute, Inc., a foundation which places students in business and government as part of their academic experience.

Steven Shak, a Hampshire Fellow, came to Hampshire after three years at Amherst College, where he majored in chemistry. His independent study project at Hampshire is an intensive study of Newton's Principia in the context of the history of science.

Linda Sorensen is presently a Senior Fellow at Hampshire College. Her previous undergraduate work was pursued at the Santa Cruz campus of the University of California. Her sophomore year she interrupted her studies at Santa Cruz to become the first exchange student to Sarah Lawrence College in New York. Upon her return to Cowell College, she began pursuing a double major in history and politics. During her college career, Linda has maintained a special interest in literature, believing this to be a necessary supplement to her academic program.

Miriam Slater is Assistant Professor of History and Master of Dakin House, the College's second residence complex. Mrs. Slater received a B.A. from Douglass College in 1963 and a Ph.D. from Princeton University in 1971. At Princeton she held the first Woodrow Wilson Fellowship designed to allow a married woman with children to attend graduate school half-time. She was also awarded a Princeton University Fellowship and, as an undergraduate, the Douglass Prize for potentiality as a teacher. Her academic interests include English history of the 16th and 17th centuries and the history of the pre-industrial family.

David E. Smith is Professor of English and Master of Merrill House, the first Hampshire residence complex. He received his B.A. from Middlebury College, and M.A. and Ph.D. in American Studies in 1962 from Minnesota. His study, John Bunyan in America, has been published by Indiana University Press. From 1961 to 1970 Mr. Smith was Professor of English at Indiana University. He has held graduate and research fellowships from Minnesota, Indiana, the Yale Divinity School, the Society for Religion in Higher Education, and the American Philosophical Society. His interests include colonial American writing, nineteenth century American literature, and American intellectual and religious history.

Neil A. Stillings is Assistant Professor of Psychology in the School of Social Science and the Program of Language and Communications. He received a B.A. from Amherst College in 1966, and is working toward a Ph.D. in psychology from Stanford University. A former NDEA and NIMH Fellow, Mr. Stillings' current research involves the semantics of natural language.

Eugene Terry, Assistant Professor of Literature, has a B.A. and M.A. from Howard University, and is completing a Ph.D. at the University of Massachusetts. Mr. Terry has taught English at Southern University in Baton Rouge, Johnson Smith University in Charlotte, Grambling College in Louisiana, and at Saint Augustine's College in Raleigh, where he was acting head of the English Department. He also served as a graduate assistant in English at the University of Massachusetts, and taught last year at Holyoke Community College. His special interests include the study of folk heroes and black literature. He has also done work with marionettes.

Ed Ward graduated from the University of Minnesota in 1969 with a B.A. in History. He came to the University of Massachusetts as a graduate student in the School of Education, and is now working in the Hampshire College Outdoors Program. His primary area of interest in the Outdoors Program is mountaineering and rock climbing.

Frederick S. Weaver, Assistant Professor of Economics, has a B.A. from The University of California at Berkeley and a Ph.D. from Cornell University, where he specialized in international economics, econometrics, economic theory, and Latin American economic development. He did field research in Chile under a grant from the Foreign Area Fellowship Program, and was assistant professor of economics at the University of California at Santa Cruz before coming to Hampshire.