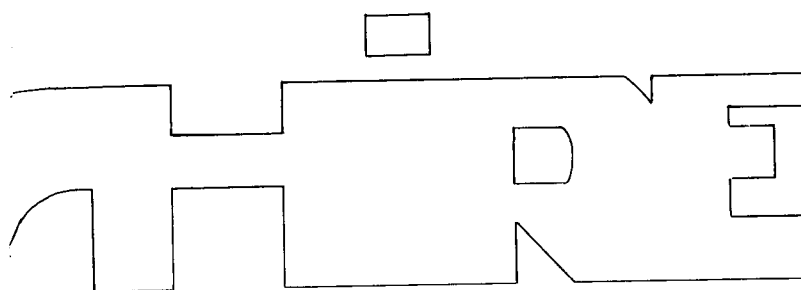


JANUARY TERM 1973

COURSE CATALOGUE

HAMPSHIRE COLLEGE

AMHERST MASS 01002



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HAMPSHIRE COLLEGE

JANUARY TERM

In January Term we have a chance to do some new things at Hampshire. Instead of learning and living in the usual fragmented ways of fall and spring terms, when many distractions eat up our time, we get to try living and exploring a single idea: one course, one theme, one project, one group of people working together intensively. In addition, we have some new people teaching who come from places and lifestyles outside the academic world. Teachers come from most sections of the Hampshire community, from the larger Amherst area, and from other parts of the country. Several have been doing their work in non-academic settings; several stress projects and ideas from sources which are not books and libraries. Given these options, we have some chance to bring ourselves together, to reconstitute our minds, bodies, and souls: expanding our minds, relaxing our bodies, uplifting our Hampshire spirits.

Jan Tallman, for the rest of the
January Term committee:

Mark Barker
David Batchelder
Janet Boettiger
Chuck Dougherty
Cookie Forsythe
Dede Heath
Sally Koplin
Leslie Mitchell
Neil Stillings
Ann Woodhull
Judy Weinberger

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SCIENCE AND PUBLIC POLICY

JT 101

Herbert Bernstein

This course will be an exercise in directed independent study. Students (and faculty) will spend the first three weeks (until January 21) on projects, either here or in various field locations. Generally, these projects will have been thought out during the current term, for they must show serious preparation in order to qualify.

The last week will be summary, preparation, and presentation of results: a kind of mixed bag of science policy projects, perhaps with some public exposure of our work.

Each student must arrange for at least three weeks of the field study section of the course and must get approval from the instructor for the project.

Enrollment: No maximum

Prerequisites: Interview with the instructor

Special costs: Those incurred in field study (see instructor)

Janet and John Boettiger

A workshop designed particularly for students interested both in their own personal growth and in leadership within the Human Development Program this coming Spring Term (or later). The workshop will begin with two weeks of personal growth work, including encounter, body movement, fantasy and dream work in Gestalt and related modes, journal-keeping and reading. The second two weeks will be devoted more explicitly to training for leadership in Human Development: members of the workshop, in groups of two or three, will design and conduct within the larger group a two-hour session representative of the sort of work they may further develop for a workshop of their own in the spring or later.

For the purposes of our workshop, the arts and disciplines of growth mentioned above--movement, encounter, fantasy and dream work, journals--will serve as ways of anchoring the more varied foci of the second two weeks in active work on oneself. The range of individualized work available for exploration during the second two weeks is broad: one small group may focus on the work of an interesting person (to suggest a range: Rollo May, Carl Jung, Krishnamurti, Carlos Castaneda); another may develop some fruitful ways out of the realm of humanistic education; a third might draw from theatre games and improvisational drama; and a fourth might find some new perspectives on literature. Some sense of the range of such work may be had by consulting last spring's catalog of the Human Development Program (on reserve in the Library).

The workshop will meet 4 days a week in morning and afternoon sessions.

Enrollment: 24

Prerequisites: Interview with one of the instructors

Special costs: None

Merle Bruno

"This Yurt design has its origins in the Folk Wisdom of Ancient Mongolia where the prototype has, for thousands of years, been found to withstand the severe cold and violent winds of the steppes. This structure has been designed to provide an opportunity for people to play a larger role in providing their own shelter ... especially for family and study groups and for intentional communities desiring to live in simplicity ... with the belief that a more personal, intimate relationship with our environment is desirable. The low profile, curved walls and the sod roof of the Yurt help it to blend with the natural environment. This is an attempt to design a dwelling that will not challenge, not dominate, nor contend with nature but seek to be in harmony with it. The purpose of this design is to reduce the skills needed in building to a minimum and still have beautiful, inexpensive, permanent shelter."

--William Coperthwaite, designer

Last spring there was some talk about building yurts for an alternative lifestyle house at Hampshire. Some people had become interested in them when they helped build the huge double yurt at UMass, some knew that the Work, Study, Community School in Franklin, N.H. built their "campus" in the woods of yurts, others just saw yurts described in the Whole Earth Catalogue and thought they might be fun to build and live in.

We will look at the evolution of this yurt design through photographs and visits to nearby yurts and will build Tai-Wall furniture and make leather or fabric cushions to decorate an empty yurt. We will also spend part of a week driving and hiking to the designer's home yurt in the Maine woods where we will live and work for a few days while we meet and talk with him.

It is unlikely that anyone will be building a yurt for us to work on in January, but we may find someone who would like a good prepared work crew during the spring. We can prepare for this possibility by working out practical design problems on paper, searching out local sources of inexpensive materials and figuring out a cost breakdown for specific designs. This last is something I have not had a chance to do myself and would like the chance to compile this information with a group of students.

We will meet irregularly--sometimes all day, sometimes overnight, sometimes briefly or not at all. Students will be expected to go out to gather information on materials to share at class meetings.

Enrollment: No maximum

Prerequisites: None

Special costs: About \$15 for food, a yurt design and trip expenses. Some materials for interior design will be supplied unless you want to keep what you make.

EUROPE ON SKIS

JT 161

R. Bruce Carroll

A travel experience is an educational experience, and this trip is intended to combine the use of a foreign language with skiing and learning about a foreign culture. Students of all levels of competence in skiing are welcome, as well as those who may choose not to ski at all. For the latter, any of a number of activities will become possible when in Europe, limited only by the imagination of the participant. Activities such as photography, use of a foreign language, and examination of the group dynamic could supplement our physical activities. The specific areas to be visited are: La Tignes, Avoriaz, and La Plagne.

This trip will be cancelled if there is insufficient interest. In that case, a domestic alternative will be arranged.

Enrollment: 16

Prerequisite: Interview with the instructor

Special costs: \$375 (air fare, hotel, VW minibuses)

MAN, THE ADVENTURER

JT 104

Ken Castner and Louise Farnham

What types of people are likely to seek stress by challenging nature, by engaging in dangerous sports, by intense competition? Why do some individuals seek danger, or difficult problems, or in other ways promote their personal feelings of stress? What social arrangements are made which promote and facilitate stress-seeking behavior? How is stress-seeking behavior controlled and regulated by society? Why are some situations stressful for some individuals and not for others?

During this month intensive reading, writing and discussion are expected to equal the work of a long term course or seminar. Students will be required to keep work journals which will be the basis for class discussions and research.

During the second week of the term, half of the class will be living in a cabin in an area of sparse population and severe climate, while the other half remains on campus doing library study. During the third week, the two halves will reverse. The last week will be devoted to discussion of findings and evaluation of the term.

Enrollment: 18

Prerequisites: None

Special costs: \$25 per student plus books

A WORKSHOP IN FURNITURE DESIGN AND CONSTRUCTION JT 169

Joseph DeGiorgis

The purpose of this course will be to develop some basic skills in furniture building. As needed, there will be exposure to information such as: operating instructions for special tools, some standard dimensions for furniture, finishing techniques, joining methods, construction materials, etc. Participants will be expected to design and build (or at least begin) some piece of furniture.

Enrollment: 7

Prerequisites: None

Special costs: To be arranged

Robin Dizard

This is the plan, in general, for each meeting:

1. a birth control explanation and demonstration by a student
 2. a presentation by the trainer: film, game, lecture, discussion
 3. student report on field trip or research
- I. Contraception. Technology, personality, problems (psychological, legal, medical, social).
- II. How to Evaluate a Clinic. What to check for, subterfuges.
- III. How to Hear Your Client. What is said and unsaid.
- IV. The Crisis in Health Care. Sexism, elitism, racism, rising costs and rising profits.
- V. Self-Help and Liberating Sex and Birth Control from Medicine. A childbirth training film from Sweden and "All About Sex," a Planned Parenthood film for U.S. teenagers, and so what can we do?
- VI. Sex Education. Sexual expression and "the rest" of you, the politics of ignorance and the double standard, what is in those manuals, and frigidity and impotence.
- VII. Pornography and Mores, and An Excursion into History. Glide Foundation films.
- VIII. Venereal Diseases and How They Spread.
- IX. Abortion. History, techniques, effects, legal aspects, personal testimony.

Reading List

Adam's Rib, Ruth Hershberger
Witches, Midwives and Nurses: A History of Women
Healers, Deidre English and Barbara Ehrenreich,
Health-PAC
Any sex manual
The McGill Birth Control Handbook
The McGill VD Handbook
Our Bodies, Ourselves, The Boston Women's Health
Care Collective
Pornography (pick your own examples: Story of O,
The Pearl, etc.)
The Crisis in Health Care, Health-PAC
Counseling Women with Unwanted Pregnancies, Leah
Potts, MSW
Unwanted Pregnancy: Why?, Pam Lowry, reprinted from
The Harvard Crimson

One field trip is required.

Enrollment: 20

Prerequisites: None

Special costs: None

TELEVISION PRODUCTION**JT 167****Stephen Gilford**

Through the production of a limited variety of programming for cable use, students will face the philosophies, problems and joys of reaching out to diverse audiences. If there is interest, visits to production centers in Boston, New York, and local stations can be arranged. Students who have a beginning knowledge of television will find this course an opportunity to develop conceptual production skills. The course will meet daily, if not more frequently.

Enrollment: 20**Prerequisite: Some television production experience****Special costs: To be arranged**

HUMOR**JT 157****David Glickstein**

An eminent humorist once said, "People aren't the butts of other people's jokes, they're the vehicles." With this in mind, we will try in discussion to find out what humor is, from a personal point of view. We will try to find out what it is that makes us laugh (a uniquely human trait), and what makes something humorous and/or funny.

Source materials for discussions will hopefully include a good number of comedy films, from the earliest silents (Chaplin, Keaton, Sennett, Laurel and Hardy, Lloyd and Langdon) through W.C. Fields, the Marx Brothers and more recent films. Recordings by Fields, Lord Buckley, Lenny Bruce and especially (as a present culmination of sorts) the Firesign Theatre will be heard and discussed in class. The class will also read from the writings of Chuang Tzu, William S. Burroughs (Naked Lunch), The Essential Lenny Bruce, and part of Heinlein's Stranger in a Strange Land. Cartoons and various comics ("underground" and otherwise) will be perused and discussed as well. Hopefully, there will be a number of guest speakers.

There can be no question that humor is a high art form. This course will be devoted to exploring it in several aspects.

Enrollment: 12**Prerequisites: Interview with the instructor****Special costs: None****17**

LIFE DANCE ENVIRONMENTS

JT 168

Lonny Joseph Gordon

This program, built with a daily technique class for all interested, will focus on environmental living structures, objects physically utilized within these structures, and how the structures, objects, and the individual kinesthetically interact--i.e., library, dormitory, cafeteria, post office, grocery, classroom, etc. The use of all sensory and visual arts will be stressed.

The dancers, artists, architects, musicians, psychologists, and historians will build works to elaborate upon the influences of the structures and the modifications we may make within or upon them.

Enrollment: No maximum

Prerequisites: None

Special costs: None

Everett Hafner

Are we inextricably chained to a sleeping-waking cycle of 24 hours, or can we alter it by appropriate conditioning? For example, could a community of humans function comfortably on a 6-day 28-hour schedule, during which day turns slowly into night? Individual experimenters, such as the French speleologist Michael Siffre, have made some interesting observations. In a recent seven-month experiment, Siffre isolated himself from all normal time clues by living in a deep cave and permitting his internal clock to set itself. He found that he fell naturally into a sleep-wake cycle of 25 to 28 hours, but that he occasionally and unconsciously jumped to cycles of 45 to 50 hours, during which he required little more than his usual allotment of sleep.

Our experiment will involve a group of 40 to 50 people isolated from most of the social time clues (clocks of the usual kind, normal mealtimes, work schedules and so on), but not from the normal succession of light and darkness. We shall extend our cycle gradually to 28 hours during the first 12 days, maintain that cycle for 12 days, and then gradually return to the normal cycle. There will be a regular schedule of work, study and recreation; the community will be self-sufficient for the one-month period. Our studies will center on the general question of biological time, but participants will bring additional work of their own. We shall test ourselves continuously for mental and physical response to our altered cycle.

The group will live and work in a remote place. The experiment has both scientific and sociological motives. We shall draw whatever conclusions we can about human biology, and we shall also be exploring the possibility that human societies can convert to a way of life which smooths out our present sharp technological fluctuations.

The following readings may be useful: The Biological Clock by Brown, Hastings and Palmer; Body Time by Gay Gayer Luce; and Physiological Clocks by Bünning.

A search is underway for a second instructor who will be able to provide the necessary knowledge of physiological functioning.

Enrollment: 40 to 50

Prerequisites: Interview with the instructor

Special costs: To be arranged, depending upon location and availability of outside funding

OLD ENGLISH

JT 107

Sheila Houle

An intensive course in Old English language and literature, for students interested in the language for its own sake or for their interest in taking my proposed spring term course in Anglo-Saxon literature and culture (for which a knowledge of Old English will be required).

Enrollment: 6

Prerequisites: None

Special costs: None

RESEARCH PROJECT TO BE CONDUCTED IN THE CARIBBEAN (ST. CROIX, VIRGIN ISLANDS) AND CONTINENTAL UNITED STATES

JT 108

Gloria Joseph

The research proposal is concerned with racial attitudes towards self and others, among elementary school youngsters in the U.S.A. and the Caribbean.

Students involved in the project will have to become acquainted with the social, economic and cultural characteristics of the Islands, as well as refining the research design and conducting the study.

Prior to the January Term in the Caribbean, students will be involved in the construction of the research design and making arrangements for conducting the stateside component of the project.

Naturally, a trip to the Caribbean will have its elements of pleasure; however, students interested in the project must expect to conduct serious research and adjust to a lifestyle based on a strong work ethic, i.e., do your own cleaning, shopping, cooking, garbage disposal, etc. Arrangements are being made to house students with families to decrease the living expenses. If successful, we hope to keep the cost of living within a \$200-250 range.

Enrollment: 10 students going to the Islands; 4 to 6 students conducting the stateside component

Prerequisites: See above; interview with the instructor.

Special costs: See above; round-trip fare is \$165.

PLANNING A FOOD SERVICE: DESIGN, ORGANIZATION, MARKETING
JT 109
Paul Kaplan, Course Organizer

The objectives of this course will be to:

- A. Provide concrete plans for the decoration, financial system, food preparation, and future development of the new snack bar to be constructed in Academic Building II; and
- B. Put these plans into operation in the latter part of the month with a view towards a February 1st opening.

There will be no one instructor in the course. Instead, it will be largely the student's responsibility to find out what he/she needs to know. However, some people with various pertinent skills will probably be enrolled, and various other experts will be brought in to give help and advice.

NOTE: The course is contingent on the approval by the administration of a student cooperatively-run snack bar. An effort is currently underway to formulate a general proposal and obtain such approval, but as of this moment such approval is by no means assured. A decision will hopefully be made soon.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

SMALL GROUP AND INDEPENDENT STUDIES IN MATHEMATICS JT 111

David Kelly

I have lots of problems and projects available and am open to suggestions. One possibility:

INTENSIVE CALCULUS

This would require at least 6 people willing to devote at least 5 hours a day. There would be 2 hours of class daily, and the group would work on problems together for several hours more each day. I believe that a working knowledge of the calculus can be acquired in this manner.

Enrollment: 6 to 10

Prerequisites: None

Special costs: None

Other small group and independent study projects by arrangement with the instructor.

SCREENPLAY

JT 165

Jesse Kornbluth

My idea for a January Term course is to take 6 to 9 students and, working intensively, write the "group screenplay" over the course of the month. This is not intended to be a committee effort, but a total learning and creative experience in which individual aesthetics will be formed and tested on the most immediate level. Production of this script would be gravy; what I am specifically interested in working towards is that clichéd "fever pitch" which provides the excitement of the movies at their best. Ultimately, the course is an exercise in the conversion of energy into a medium; and in the film medium, in which more life can be thrown upon the surface than any other medium, the ability of the filmmaker to give of his energy is absolutely crucial.

Enrollment: 9

Prerequisites: None

Special costs: None

EXPLORATIONS

JT 115

Jacqueline Lowell

Some of the things to be explored in this workshop are our own behavior patterns, our assumptions and limits, our modes of interaction with others, our use of time and materials. We will be spending a lot of time together: cooking and sharing all meals; living together (if possible); doing exercises from humanistic psychology, the improvisational arts and creative problem solving; taking excursions; making group decisions; and having adventures.

Emphasis will be on recognizing and expanding our repertoires of behavior. Trying new ways of acting and relating. Letting a society develop that reflects the nature and needs of each individual in the group.

This workshop will be an experiment for everyone involved.

Enrollment: 14

Prerequisites: Interview with the instructor

Special costs: To be arranged

SOCIAL HISTORY OF THE WORLD, 2100-2300

JT 117

Lester Mazon and Tina Klein

This course will deal with the period following the decline and fall of modern civilization. We will try to delineate the forces which led to the development of the Global Society and transformed the principal institutions of modern society into the shape they had on the eve of the 24th century. The development of Liberation as a primary value will be an important focus of our study. The reading schedule will be fairly heavy, including the following: McHale, The Future of the Future, Thompson, At the Edge of History, The Limits of Growth, and works by Buckminster Fuller, Teilhard de Chardin, Hannah Arendt, and Paolo Soleri, among others.

This will be mainly a discussion group, which will meet formally 3 times a week for 1-1/2 hour sessions. Additional meetings can be arranged. There will be special meetings for guest speakers. The only prerequisite is that you have some idea of what happened in society back in the 20th century.

Enrollment: 15

Prerequisites: See above

Special costs: None

THE COMPOSER IN THE TWENTIETH CENTURY

JT 119

Randall McClellan

During the January Term, I would like to read and discuss some of the prose writings of selected twentieth century composers. Since selections will be made from the philosophical writings of the composers, we will not deal with the technical aspects of twentieth century composition. Rather, our purpose will be to gain insight into each composer's views of music. We will read selections from Debussy, Ives, Varese, Cage, Stravinski, Hindemith, Sessions, Thomson, Schoenberg, and Le Monte Young.

Finally, if time permits, we will read some projections about what music might be like in the 21st century. I'd like to re-read Looking Backwards and Brave New World to examine the use of music in these fictional societies and discuss their implications.

Class will meet three times a week for 2-hour sessions, plus some evening sessions to listen to some music by the composers under discussion.

BIBLIOGRAPHY: Debussy: M. Croche
Ives: Essays Before a Sonata
Varese: Liberation of Sound
Cage: Silence
Stravinski: Poetics of Music
Hindemith: Composer's World
Thomson: The State of Music
Schoenberg: Style and Idea
Le Monte Young: Selected Writings
Bellamy: Looking Backwards
Huxley: Brave New World

Enrollment: No maximum

Prerequisites: None

Special costs: None

THE COMPLEAT MUSICIAN

JT 121

James McElwaine

A plain and easy introduction to music, designed for players of all persuasions of competence. Learning to hear what you play and play what you hear: singing simple melodies and rhythms at sight and hearing them inside your head; harmonies you can use; recognizing, remembering, and talking about what you (think you) hear; who did what when, and how you can do better. Music as fun and social enlightenment, and music as your own peculiar time. Marginal knowledge of clefs and notation is helpful. Each person will design, notate, and perform a piece of music.

Enrollment: No maximum

Prerequisites: None

Special costs: None

SKIING IN NEW ENGLAND: CROSS-COUNTRY AND ALPINE JT 159

Phil McKean

Learning and improving skiing technique will be the major physical effort of the term. We will use local terrain for cross-country and visit the nearby Berkshire Snow Basin twice a week for alpine.

The experience of skiing may be used by students as the "raw material" from which intellectual efforts will be encouraged - creative writing, photography, analysis of group interaction or ecosystems, theories about leisure and recreation in contemporary society, and other interests brought to the term by students which may be related to skiing. Recommended reading: J. Huizinga, Homo Ludens; J. Dumazedier, Towards a Sociology of Leisure; M. Kaplan, Leisure in America; A. Weil, The Natural Mind; R. Palmedo, A History of Skiing; J. Caldwell, Cross-Country Skiing.

Professional alpine ski instruction for beginners will be available, and an advanced program for better skiers who wish to become instructors (alpine) will be offered if there are half a dozen who register.

Enrollment: 6-20 (faculty and staff welcome on a daily basis)

Prerequisites: December exercising, especially jogging

Special costs: Plus or minus \$100, depending upon available equipment

Ted McLaughlin

The course is intended to be a combination of the cognitive and the experiential, and the course requirements are intended to provide both. The student's primary source of data will be his/her own experience in the course throughout the term. The task for each student is to be a participating member of a group and to study what happens. Essential to studying what happens is to compare one's own experience to the experience of the others, i.e., to supplement the experiential aspects of the course with readings in the growing field of group literature.

At the first class meeting students will break into subgroups. The number of groups will depend upon the number of students who choose to take the course. In general, I expect each group to have between 8 and 12 members. As the member of the community who is offering the course, I intend to give a brief introduction to group concepts, provide an annotated bibliography, and then set for each group the task of establishing their own learning goals and working toward them. I define my own role in the course as that of a consultant, facilitator, observer, and occasional leader, depending upon the needs and developmental history of each of the subgroups. Each group will decide on its own purposes and goals, so that there might be a wide range, varying from highly task-oriented groups to straightforward encounter groups.

If one really believes in the principles underlying group process, it is impossible to specify in advance the exact structure of a group course. Hopefully, however, the course will create a context which will allow each student:

1. the experience of a small group, particularly an increasing awareness of the process by which the group does its work
2. practice in the roles of member, observer, and, perhaps, leader
3. cognitive growth
4. personal growth

The blend and intensity of the above factors depends upon the needs, goals, and efforts of each individual student.

Enrollment: 40

Prerequisites: None

Special costs: None

THE FATE OF ERGOSTEROL IN YEASTS

JT 125

Lynn Miller et al.

In 1953 and 1954 A. A. Andreason and J. B. Stur published two papers demonstrating the ergosterol requirement of yeasts growing without oxygen. This discovery has led, by devious and diverse paths, to a body of knowledge about many sterols. However, the metabolic function and fate of ergosterol is still unknown - almost unthought of.

With the full-time involvement of some interested colleagues, I would like to design and carry out what I hope might be a critical experiment. The experiment would be to determine the biochemical fate of ergosterol in yeasts growing without oxygen. If we can determine what happens to endogenous and/or exogenous ergosterol in these yeasts, we might be able to guess at or even discover the function(s) of sterols in yeasts and by analogy or extension, the function(s) of sterols in organisms nearer and dearer to us, if there are such.

Investigators with energy, good spirits, and tolerance of cigar smoke are welcome. Any previous experience with yeasts, other micro-organisms, genetics, organic chemistry or other such technical expertise on the part of participants will be an unexpected bonus.

Since the final crucial (?) experiment may prove expensive in time and dollars for supplies, please tell me soon if you will join me.

Enrollment: 9-20

Prerequisites: None

Special costs: None

TRANSISTOR CIRCUIT DESIGN

JT 126

Eric Newman

Have you ever wanted to build a stroboscope, or a device to detect changes in temperature or light intensity? Or how about an EKG machine which will play out the electrical signals from your heart over a loudspeaker? We can build these things and more in this course which is geared towards the practical applications of electronics. We will study the behavioral characteristics of diodes, transistors, and operational amplifiers by working with them in circuits. The course will be mostly lab work. The course, "People's Electronics" or a working knowledge of simple electronics (Ohm's Law and all that) is a useful prerequisite.

Enrollment: 20

Prerequisite: Interview with the instructor

Special costs: None

Brian O'Leary

Last January, the Nixon administration endorsed a space program which would commit us to spending \$5-15 billion during the 1970s to develop a new space transportation system called the space shuttle. Upon examination, the reasons it gave for starting this project are incredibly deceptive.

The space shuttle is the largest civilian high-technology project now under development in the United States, potentially costing the average American taxpayer \$200 - ten times that requested for the Supersonic Transport. Yet plans to carry out this program have barely reached public notice.

If adopted, the space shuttle - a two-stage rocket whose orbiting component would fly back to earth like an airplane - would consume the lion's share of the budget and effort of the National Aeronautics and Space Administration (NASA) during the remainder of the 1970s and yet not be operational until about 1980. Clearly the scale of this program is enormous and deserves the closest public scrutiny.

What is most unsettling is that our commitment to the space shuttle has already robbed us of several significant endeavors in space exploration and in urgently needed research and development in pollution abatement, mass transportation, and a looming energy crisis.

The space shuttle program can be stopped in the U.S. Senate perhaps as soon as this spring. So far only five percent of the total funds have been committed to the program. Yet there has been very meager effort to present adversary arguments and viable alternative programs to Congress because of a stone wall of powerful vested interests and pork barrel thinking which strongly biases the case in the direction of promotion.

During January Term we will examine the most compelling issues in the shuttle program to be raised in the Senate this spring: its environmental impact, the predominance of military use disguised in civilian clothes, the Nixon administration's suppression of adverse reports on the shuttle, and the impact of likely cost overruns. Our activities will include a two-day field trip to Washington to discuss these issues with the principal participants in the debate, some classroom work, and the analysis of reports. The final product will be a report to be used in the forthcoming Senate debates and a plan of action for the spring.

Enrollment: No maximum

Prerequisites: None

Special costs: None

PUERTO RICO - FIELD STUDY IN BILINGUALISM
AND BICULTURALISM

JT 113

Sy Pollock and Pedro Algarin

This course, offered in collaboration with the Department of Hispanic Languages and Literatures of the University of Massachusetts, provides a cross-cultural experience in bilingual-bicultural field work and affords the student the opportunity of studying bilingualism and biculturalism within the environment of an emerging national consciousness. Visits will be made to bilingual classes in Bayamón and to ESL classes in rural, urban, and middle-class elementary, junior high and senior high schools as well as to classes at the University of Puerto Rico in Río Piedras. A lecture series to be given by outstanding Puerto Rican and resident American specialists in the fields of bilingualism, ESL, Puerto Rican culture and Caribbean affairs will be part of the course. A limited number of students wishing to perfect Spanish language skills in a natural Spanish-speaking setting will be admitted into the course.

Enrollment: 10 Hampshire and 15 UMass & 5-college

Prerequisites: 1) interview with one of the instructors;
2) knowledge of Spanish
3) previous course work done in methods of ESL, bilingual-bicultural education, and/or Caribbean affairs

Special costs: Approximately \$225-250 (includes air travel, Boston-San Juan round-trip, and room). For meals at local restaurants, "fondas," cafeterias, etc., \$60-70 should be added. Travel on the island will be via local "publicos" or "guaguas" (\$15-20 should be adequate to cover these costs).

BASIC MARXIST WRITINGS

JT 129

Michael Radetsky

In this course we will read and discuss in detail a small number of Marxist writings on politics, economics, and philosophy. We will concentrate on the early works of Marx, Engels, and Plekhanov, with the possibility of going on to some later writing, e.g., Lenin, Stalin, and Trotsky, and perhaps even some modern commentators. Our primary interest will be in the seminal ideas, the view of the structure of society, of history, and the concept of socialism and of social change. We will try to see in what way and to what degree these ideas can and should shape our present thinking about the structure of society and the possibility of changing it.

Enrollment: 12

Prerequisites: None

Special costs: None

David Raphael

The purpose of this course is to introduce the student to the new ideas and current programs that make up day care today. The course will be presented in four sections:

1. What is day care (different programs, approaches, for whom and where)? Purposes. What goes on at a center?
2. Observation and involvement to visit several centers in the Boston area in order to understand the distinct approaches to day care today. Supplemented by individuals in the field relating their interests and insights.
3. Children and play. As the children are the reason for day care, time must be spent with children understanding their needs and activities. As play is a child's way of exploring, discovering, and concretizing his or her world, the different kinds of play will be discussed and observed, as well as read about. Experience and observation at the Hampshire Day Care Center (Children's Cooperative). There will be a workshop with materials, curriculum, and structures.
4. Conclusions and discussion. Validity of day care. Overview of the day care environment. Future of day care.

Projects: a paper, a bibliography, the creation of a toy for day care, an activities project presented to the children, structure ideas to be built in the center. There are infinite possibilities.

Materials to be used in the course: xeroxed articles
texts on reserve or in
the library
materials and literature will be available
from the instructor
and/or day care center
library

Partial bibliography:

Piaget, Play, Dreams and Imagination
Denenberg, Education of the Infant and Young Child
Raphael, Daycare Journal
Saturday Review, Feb. 20, 1971, "Daycare"
Heffner-Smith, Child's Play
Matterson, Play and Playthings for the Preschool Child
Dittman, Early Child Care
EFL, Patterns for Designing Children's Centers
EFL, Found Spaces and Equipment for Children's Centers
Bowditch, Greenfield, & Tronick, Working Papers on Day-care

Enrollment: 15

Prerequisites: None

Special costs: None

THEATRE WORKSHOP

JT 133

Gladden Schrock and Timothy Landfield

This will be a total workshop, ten hours a day, with up to 30 students involved. A full-length piece of theatre will be performed, keeping the production foremost at all times. As questions of technique arise, we'll break into sub-workshops and deal with that technique: acting, direction, movement, evocation, group consciousness, vulnerability, foolishness, antagonism, fatigue, whatever.

Gladden Schrock will be on campus full-time during the month, and Tim Landfield will be working closely throughout the month in rehearsal and workshops connected with this production.

It is expected that persons involved in the January Term workshop generally will come from the ranks of Theatre as Event I--playwrights, actors, and directors. We will work under professional working conditions, or as near to them as an academic setting can reasonably move.

January Term workshop will provide a cohesion of initiatives, whereas by definition the other two terms will rely upon individual student initiative with many projects at many levels.

Enrollment: 30

Prerequisites: None

Special costs: None

RELATIONS BETWEEN MAN AND COASTAL ECOSYSTEMS

JT 135

James Sears

Coastal environments include some of the most productive natural ecosystems known to man. As limited natural resources, however, these ecosystems are often overexploited and have been misused. Who decides whether or not they have been misused? During January Term we will concentrate on the natural history of coastal environments (geologic history, plant and animal communities, food production) and the interactions between these environments and adjacent towns. Following consideration of several coastal environments, we will concentrate on a single habitat, the salt marsh at Gloucester, Mass. We will investigate the biological and social relationships between the people of Gloucester and the adjacent salt marsh. To this end, we will read research papers, reviews and will have discussions with some of the townspeople (mayor, members of the conservation commission, shellfishermen, etc.). We will make one or more field trips to Gloucester.

The course is designed for students planning to participate in the Salt Marsh Project (see Ralph Germer's program proposal) but is open to all students interested in an interdisciplinary approach to a biological and social study.

Enrollment: 20

Prerequisites: None

Special costs: None

PHOTOGRAPHY WORKSHOP

JT 137

Stephen Smith

Intensive workshop for the month of January, photographing in and around the Valley, with one overnight or weekend trip to a location to be determined by the class.

Required supplies are:

1. a camera
2. 200 ft. Tri-X or 40 rolls of 36-exposure Tri-X
3. 50 sheets of contact paper
4. 100 sheets of 11x14 double-weight paper
5. spending money

Chemicals will be supplied by the College.

Enrollment: 15

Prerequisites: Interview with the instructor. Course is designed for beginning and intermediate students.

Special costs: See above

WEAVING

JT 163

Betty Steiner

Frame and backstrap looms. Basic weaves and techniques: plain, laid-in, tapestry, open work, rya. Wall hangings, belts, bags, pillows, simple garments. Direction and emphasis dependent upon individual interests. Three hours per day, three days a week.

Enrollment: 4 new students, plus 3 from fall term house course

Prerequisite: None

Special costs: \$25 (includes cost of looms, plus yarn for class instruction and some individual projects). Wild, compulsive weaver could spend more.

Neil Stillings

Expository writing cannot be taught like an academic subject, but it can be learned. A writer learns by committing himself to a piece of his writing, subjecting it to critical scrutiny, and then doing some rewriting. A student cannot easily become a better writer because he writes primarily to fulfill assignments, because he seldom gets practical criticism from himself or others, and because he rarely gets the chance to work on the criticism he does receive. But January Term is a time when one can work at becoming a better writer by devoting full time to writing.

In this workshop we will write, criticize and rewrite one or more papers. Paper topics and formats will not be assigned. Instead, each student is to come to the class with subject matter that he or she wants to write about, not just to fulfill an assignment but to work out a view of the subject in a way that will interest a reader. The goal is to write at least one good paper during the month, and in the process to learn things that will be useful in future writing.

Although I don't believe that there are easy rules for good writing, I can provide some training in critical reading and strategies for writing, and some readings that will help clear up confusions on style, metaphor, jargon, bullshit, and the hang-ups of the student writer. Things that we might read are:

William Strunk and E.B. White, The Elements of Style
Roger Sale, On Writing
Walker Gibson, Tough, Sweet and Stuffy

I hope that some students will bring to the first meeting a paper that they have already written but are dissatisfied with and want to rewrite. The organization of class time and activities will be decided at the first meeting.

Enrollment: 12

Prerequisites: None

Special costs: None

REBUILDING A 1934 FORD FLATHEAD V-8 ENGINE

JT 141

Michael Sutherland

This course will consist of removing, tearing down, cleaning, inspecting and rebuilding a 100,000 miles-plus flathead V-8. Student requirements are a high tolerance for grease, grime, skinned knuckles and mistakes. A sense of humor and an appreciation for beer and other intoxicants are also desirable.

Enrollment: 10

Prerequisites: Interview with the instructor

Special costs: None

ANAI'S NIN: WRITER, WOMAN, CHANGING PERSON

JT 143

Jan Tallman

So far we can see thirteen years of Anaïs Nin's life through the first four volumes of her diaries. I'd like to spend one week on each of her diaries, looking for three general themes. One is her vision of herself as a writer, the meaning of writing to her, the ways she writes, and her ways of seeing the writer in the larger social group. Another is her understanding of herself as a woman, the ways she views man-woman relations, and her sense of the special talents and insights women have to offer to society. The last theme is related to the changes she goes through as she matures through these thirteen years. In addition to the reading, during the month I'd like us to keep diaries in the same ways she does, writing a few to several hours a day, about the people and events around us, and our reactions to them. She writes about how her diary writing changes her way of being with people. Our own writing probably will change our ways of seeing our personal worlds, and give us insights into her special awarenesses. We can keep our diaries secret, as she did for so many years, or share parts of them with each other in the class.

Enrollment: 10

Prerequisites: Interview with the instructor

Special costs: None

PUPPET WORKSHOP

JT 145

Eugene Terry

This January Term the Puppet Workshop will continue the work begun on its marionette production. Although the search is on for new material for a second production, the work will consist largely of completing marionettes, sets, and other equipment for the first production. Those persons who have been working on the project who choose to remain during January Term will be the first placed during this period. New people who wish to work with us should talk with the instructor before signing up.

Enrollment: 16

Prerequisites: Interview with the instructor

Special costs: None

WORKSHOP IN FICTION

JT 447

Robert Ullian

This is a workshop for students who are writing fiction. Ideally, this type of course would best function for a group of 8 to 12 students who have done some fiction writing, have projects underway, and are interested in talking about their work before a group, and finding out about some basic building-block elements of writing as a skill and a craft.

Seminar meetings, perhaps twice a week, would include reading and discussion of student projects; looking at short xeroxed copies of work by modern stylists (Stein, Dahlberg, Saroyan, Bartheleme, Paley, and others whose work is not normally attended to in literature courses); and introducing for consideration the work of a range of young writers, and the outlets in which they appear. These workshops would be supplemented by weekly individual tutorial meetings in which segments of manuscripts could be analyzed line by line, and the more specific and tedious problems dealt with in relative privacy.

For students not engaged in definite projects, a series of assignments would be offered. All students would be asked to keep a journal of the images and situations they are able to recall from their dreams, or, failing that, one week of daylight journal.

Enrollment: 8-12

Prerequisites: Experience in writing fiction and/or current project

Special costs: None

CAN APES LEARN LANGUAGE?

JT 149

Thomas Wasow

"It is lonely being the only language-using species in the Universe." Quotes like this one from Harvard psycholinguist Roger Brown abound in the scholarly literature on the nature of language. In recent years, however, two chimpanzees named Sarah and Washoe have reopened the question of whether language is unique to man. Each of these apes has learned to manipulate certain visual symbols as a means of communicating with its trainers. This course will consist of reading about and discussing the accomplishments of these chimps. The primary questions we will be attempting to answer are: (1) Is what they have learned really language? and (2) What are the implications of these events for psychology and linguistics?

The readings will include: "Teaching sign language to a chimpanzee" by Gardner and Gardner, "Teaching language to an ape" by Premack and Premack, and further articles by Brown, Gardner and Gardner, Hayes, Kellogg, Lenneberg, and Premack.

Enrollment: No maximum

Prerequisites: None

Special costs: None

Christopher Witherspoon

This course will have two parts, a seminar and a workshop. In the seminar, we'll study phenomenology from a predominantly philosophical point of view; in the workshop we'll do phenomenology, and the less "philosophy" that gets in, the better. The course is primarily intended not for students of philosophy, but for people in the arts and in certain areas in such social sciences as sociology and anthropology--people interested enough in philosophy to do some hard work, and who expect their work in philosophy to connect up with their main concerns.

The seminar-workshop set-up reflects the fact that quite different sorts of things get called "phenomenology" or "phenomenological." These range from enormously difficult and complicated philosophical systems to the simplest of observations. The philosophical movement called "phenomenology" began with Edmund Husserl (1859-1938); much of our work in the seminar will be aimed at getting a sound critical understanding of some of his more important ideas. We will begin by reading and discussing his Paris Lectures, the translation of which includes an essay which is an interesting introduction to his work. Our readings will also include Thevanetz, What is Phenomenology?; many selections from Solomon, ed., Phenomenology and Existentialism; Descartes, Meditations; one of Husserl's most important works, The Cartesian Meditations; and, if we have time, Bachelard's The Poetics of Space.

Our main concern in the workshop will be with turning out, discussing and criticizing different sorts of descriptions, some phenomenological, some not. A phenomenological inquiry is understood to be descriptive, or purely descriptive, involving neither theory nor interpretation; free of (at least certain sorts of) important assumptions and presuppositions which are part and parcel of our everyday attitudes and modes of consciousness; and concerned with features of phenomena which if not essential or constitutive are at any rate important and typically unrecognized or not fully appreciated. Such inquiries are extraordinarily hard to carry out, but trying to make them come off is worthwhile, instructive and occasionally a lot of fun. What we work on trying to describe in the workshop will be to a large extent up to the participants.

One note of warning may be in order. The instructor is a philosopher (of sorts) and he is not of the phenomenological persuasion, so people looking to be disciples better look elsewhere. This is particularly so for people not for existential phenomenology, something we'll work on little if at all.

Meetings: Seminar: three 1-1/2 hour meetings per week
Workshop: two 2-1/2 hour meetings per week

Enrollment: 14

Prerequisites: Interview with the instructor

Special costs: None

ONE-CELLED ANIMALS

JT 153

Ann Woodhull

Some one-celled animals (protozoa) are remarkably active. Their behavior is not complex, but they can turn around if they bump into something. From the standpoint of a human, who requires large numbers of specialized nerve cells to sense a bump, decide to turn around, turn, and coordinate the turning, even a simple behavior in a one-celled animal is amazing. In this lab project, we shall watch some protozoa (paramecium), manipulate their behavior, and attempt to understand some of the mechanisms responsible for the behavior. No experience necessary.

Enrollment: 16

Prerequisites: None

Special costs: None

D.H. LAWRENCE

JT 155

Deborah Zamcheck

When Lawrence's works were first published, in the early part of the twentieth century, they were considered highly controversial because of their candid discussion of human sexuality. Many of his novels were simply labelled pornographic and dismissed as such. It was a long while before Lawrence was widely appreciated for his insights into the complexities of human relationships, i.e., adolescence, the conflicts between parents and children, and of course between the sexes. I would like to use Lawrence, the man and the artist, as well as his works as a medium for discussion of the different kinds of relationships in which we are involved throughout our lives. This course is meant to be both a beneficial literary experience as well as a highly personal one for those who participate.

Readings will include several short stories plus the following novels: Sons and Lovers, Women in Love and Lady Chatterley's Lover.

Enrollment: 10

Prerequisites: Interview with the instructor

Special costs: None

INFORMATION ON VISITING INSTRUCTORS

KEN CASTNER is a recent non-graduate of Hampshire College. Last fall, he was a member of the "Man, The Adventurer" class, in which his primary exploration was in the introspective aspects of stress motivation. He has traveled extensively in West Africa, including a camelback trek across the Sahara. Mr. Castner currently is an assistant in the Outdoors Program at Hampshire.

JOSEPH DeGIORGIS did undergraduate work in microbiology and is currently studying for a Master's degree in landscape architecture at UMass. Mr. DeGiorgis has been involved with various aspects of design for several years while studying at UMass and received a grant for design and construction of a special vehicle for handicapped students. His hobbies include travel and furniture building.

ROBIN DIZARD has a long-standing interest in problems of community health and has been active for several years in work on these problems. She was one of the co-founders of the Valley Women's Center birth control and abortion referral service, which has been extremely successful and much in demand. She has worked as a birth control and abortion counselor and as a trainer of new counselors and has served as discussion leader for courses on "Our Bodies, Our Selves," which are generally offered as one-credit seminars in UMass residence halls. Recently she participated in a HEW and Planned Parenthood conference for abortion counselors, which consisted of seminars and training on up-to-date birth control methods, educational materials, counselor training, sex education, and clinic operation. Ms. Dizard has just been elected a consumer member of the Western Massachusetts Health Planning Council.

STEPHEN GILFORD, recently appointed faculty associate in public communication, did his undergraduate work in anthropology. Since 1963 he has been active as a producer of TV programs at WGBH in Boston and also for NET, EEN, and PBS.

DAVID GLICKSTEIN is a second-year student at Hampshire and long-standing amateur humorist. He is considering a concentration in media sociology and lately received a BS in Humorology from MIT.

LONNY JOSEPH GORDON is Director of the Repertory Dance Theatre at Southern Illinois University. Mr. Gordon is the only American graduate of the Grand Kabuki Academy in Japan and is a formidable force in American modern dance. The following quotation is from an interview with Mr. Gordon: "Dances are controlled by our environments, our houses, means of transportation, clothing; but with more awareness of ourselves now we can control our environments through movement. Movement is necessary to every part of a person's life. By centering one's spirit and learning how to disperse one's energy throughout life, one may continually expand his imagination and create a personal ecology."

PAUL KAPLAN is a third-year Hampshire student concentrating in the history of art. He is interested in gluttony, Brillat-Savarin, and related areas. He was one of the founders and proprietors of Hampshire's first bar and grill, "The Doodah Room," and maintains an active interest in food services of all kinds.

TINA KLEIN is a second-year Hampshire student who likes to sing and write poetry. Her main academic interest is society and social change. She's also interested in the role of the mass media in shaping and changing society. She feels that in order to avoid total destruction, which is an ultimate possibility, things must change, and that we have to be aware of the problems and the possible solutions in order to take part in shaping and enjoying a better future. Ms. Klein feels that her function as teacher will be general organizing and planning readings, because consciousness of the future is not something that can be taught.

JESSE KORNBLUTH is a screenwriter and journalist in New York City. He graduated from Harvard in 1968 (having edited many Harvard publications and assembled his first book) and has given the last four years to printed and visual media. He has co-authored six screenplays, three of which were commissioned by such as Paul Newman, Erik Preminger, and 20th Century Stone. He recently completed a solo script for a New York producer, David Gil, which he believes will begin shooting in late January.

JACQUELINE LOWELL picked up a B.A. in biology-chemistry at Oberlin and decided to try politics and Hollywood before returning to education. She investigated the food industry for Ralph Nader, was production manager for an independently financed feature film, turned a 5th and 6th grade library into a media center, taught philosophy at a free high school in California, and came to UMass last year for a Master's in humanistic education. Ms. Lowell spent the summer working at a creative arts school on Long Island.

TED McLAUGHLIN studied psychology at Dartmouth and completed work on his Master's degree in counseling at Boston University this past summer. Presently Mr. McLaughlin is Resident Associate of Dakin House at Hampshire. He became interested in the dynamics of small group interaction while in graduate school and has participated in a number of different types of groups during the past year. He feels that the present course offering allows him to further pursue his own interest in this area, while providing students with similar interests an opportunity to investigate the nature of the group experience.

DAVID RAPHAEL studied at the Museum School and Tufts University in Boston. He has taught at Concord State Prison, Castle Square Daycare Center, Tufts, and received his certification at the Bancroft School in Boston, an ungraded alternative public school. When he is not sitting under a tree on a hill in the Holyoke Range in Hadley, Mass., he is running the Hampshire Daycare Center and studying for his Master's in early childhood environments at Tufts University.

STEPHEN SMITH received a Bachelor of Fine Arts from the San Francisco Art Institute. He has spent two years in Paris doing photography and also has some movie experience. A showing of his work has recently appeared at the Nouvelle Gallery, and there is a show scheduled in February for the Hampshire Gallery.

BETTY STEINER first wound a warp for Dorothy Replinger in 1966 and attended the Hill Institute with Jeanetta Jones in 1968-69. She painted warps and open weaves at Amherst Art Center with Helen Klekot in 1971-72 and did workshops in New Hampshire with Nell Znamierowski. Ms. Steiner is a member of the Amherst weavers group, Leverett Craftsmen and Artists, Hampshire Weavers' Guild, and the American Crafts Council. She now gives instruction in her own studio. She has two children (one of each, now young adults), whose eager acceptance of the early fruits of the loom were encouragement and inspiration to make weaving a life work.

ROBERT ULLIAN holds a B.A. from Amherst College and an M.F.A. with special commendation from Columbia University. He received a grant from the National Endowment for the Arts in 1970, and is currently a fiction consultant to the New York State Council on the Arts, reading manuscripts submitted for the 1973 Creative Artists Public Service Grants. Since spring 1972 he has taught a writing workshop and tutored individual students as a house affiliate to South House, Radcliffe College. Portions of a book of fiction in preparation for Harper and Row have appeared in Esquire, Dec., 1970 and Feb. 1971, Mademoiselle, Jan., 1971, and The Bennington Review, Summer, 1970. Nonfiction articles and reviews have appeared during the past year in Esquire and the now merged Boston Phoenix.

DEBORAH ZAMCHECK, a Hampshire fellow, studied literature at Boston University. Her particular interest is the psychological novel, particularly as it relates to the problems of adolescence and early adulthood. She hopes to integrate the material in her Lawrence course with a practical study of student life on the Hampshire campus.

Cover Design by William Null

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