

Hampshire College

AMHERST, MASS. 01002

SCHEDULE OF MEETING TIMES AND PLACES

FALL 1974



NON SATIS SCIAM

SCHOOL OF SOCIAL SCIENCE

COURSE	INSTRUCTOR	TIME	PLACE
SS 114 Economic Perspectives-Women	Nisonoff	TTh 11-1	FPH 103
SS 115 Political Justice	Mazor	TTh 11-1	FPH 104
SS 116 Jewish Life and Culture	Glick	TTh 1-230	EDH 4
SS 117 American Politics	Carroll	M 7-9 pm	FPH 108
SS 120 Liberation, California	Mazor	TTh 11-1	FPH 107
SS 121 Maritime Social Science	Batchelder, McKean Yngvesson, von der Lippe	T 1030-1230	FPH 108
SS 122 Revolution & Change-Mexico	Weaver, Marquez	CANCELLED	
SS 123 Math for Scntsts & Soc Sc (NS 126)	Hoffman, Sutherland	MWTh 9-10	FPH 106
SS 124 Community	Turlington	F 9-10	FPH 107
SS 125 Law & Amer Legal Instit	Arons	TThF 9-1030	CSC 114
SS 126 Folklore Studies	M. Warner	TTh 930-11	FPH 103
		M 7-9 pm	FPH 106
A Blues	M. Warner	T or Th 9-950 (Dscsn)	FPH 104
B Anglo-American Music	M. Warner	TTh 1-250	PH Master
SS 127 Cross-Cultural Perspect	Yngvesson	CANCELLED	
		TTh 1-215	UMASS - ENGE 106
SS 128 Bio-Social Human Adaption (NS 169)	Coppinger, McKean	T 730-930 pm	FPH WLH
SS 130 Outsiders	Glazer	Th 1030-1230	FPH WLH
SS 140 Social Order Here & There	von der Lippe	TTh 1-250	FPH 105
SS 142 City in History	Stone	Th 3-5 + 1 hr Tutl	FPH 105
SS 143 Public Opinion & Amer Pol	Landes	W 1-230	PH A-1
SS 144 Cognitive Psych & Child Dev (LC 181)	Tenney	TTh 1-230	PH D-1
SS 145 Interpersonal Behavior (LC 188)	Hornik	Sec 1: WF 11-1250	EDH 17
		Sec 2: WF 11-1250	EDH 14
SS 146 Personal Space (LC 187)	Hornik	TTh 11-1	EDH 15
SS 167 Good Society	Lunine	MW 3-450	EDH 16
SS 172 Police	Linden, Mazor	CANCELLED	
		M 1-3 & W 1-3	FPH 108
SS 183 Who Runs the Cities?	Greer	MWF 11-1150	FPH ELH
SS 184 American Capitalism	S. Warner	TTh 1-250	FPH 105
SS 195 Cuba	Bengelsdorf	TTh 1-250	Merrill Master
SS 196 Science in Society (NS 118)	Gross	TTh 9-11	FPH 103
SS 197 Nutritional Ecology (NS 162)	Everdell, Johnson	M 1-3 & Th 9-11	FPH 107
SS 207 Women, Power & Politics	Landes	TTh 11-1230	FPH ELH
SS 208 Boston: City and Region	Stone	F 9-12	EDH 14
SS 209 Wkshp-Fmnst Pltcl Econ	Nisonoff	W 3-5	CSC 125
SS 210 American in 20th Century	Glazer	W 1-3	FPH 108
SS 211 Caribbean Women	Cole, Joseph	TTh 11-1250	FPH 108
			UMASS - Africa Hse
SS 212 U.S. in 1890's (HA 257)	Mazor, Lyon	MW 9-11	FPH 108
SS 213 Law and Public Policy	Alpert, Fowlkes	TThF 9-950	CSC 113
SS 214 Capitalism and Empire	Rabinbach	TTh 9-1050	FPH MLH
SS 215 Culture, Mind, Behavior	Glick	TTh 9-1030	FPH WLH
SS 216 American Rich	Greer	F 3-1050	FPH 105
SS 217 Methods-Curricula Building	Joseph	W 9-11 + 1 hr	PH B-1
SS 220 What's Going On - Courts	Fowlkes, Yngvesson	MW 9-12	FPH 107

HAMPSHIRE COLLEGE * SCHEDULE OF MEETING TIMES AND PLACES * FALL 1974

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SCHOOL OF SOCIAL SCIENCE

COURSE	INSTRUCTOR	TIME	PLACE
SS 221 Group Indep Study: Econ	Weaver	WF 9-11	FPH 103
SS 222 Counseling & Therapy	Holman	CANCELLED	
SS 223 Modern Theories-Personality	Birney	MW 130-330	EDH 4
SS 225 Spanish America (HA 211)	Weaver, Marquez	MW 9-11	EDH 17
SS 226 See SS 126	M. Warner		
SS 234 Constitutional Law	Carroll	M 3-5	FPH 108
SS 245 See SS 145	Hornik		
SS 246 See SS 146	Hornik		
SS 261 Africa	Bengelsdorf	MW 1-250	FPH 103
SS 276 Women & Children First (NS 208)	Mazor	TTh 1-3	FPH WLH
SS 294 20th Cent Jewish Thought	Kimmelman	TTh 1030-12	FPH 105
SS 295 Military Technology (NS 215)	Krass	MWF 11-12	CSC 114

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 106 Strings, Trees, Languages	Marsh	MWF 11-1150 & F 9-11	FPH 106
LC 119 Moral Argument & Ethical Th	Radetsky	CANCELLED	
LC 121 TV Production I	Gray	TBA	TBA
LC 147 Conversation Analysis	Tallman	TTh 1-250	EDH 16
LC 149 Lectures on Language	Rardin	M 11-1150 Secs: TBA	EDH 4
LC 153 Computer Lab	Hanson	M 11-1230	PH A-1
LC 156 Computer & Problem Solving	Hanson	TTh 9-11	PH A-1
LC 177 History of English	Bach	TTh 1-250	PH B-1
LC 179 Modern Anal Philosophy	Radetsky	TTh 1-250	FPH 104
LC 180 Mass Communication	Shister, Lyon	TTh 1-3	FPH ELH
LC 181 Cognitive Psych & Child Dev (SS 144)	Tenney	Sec. 1: WF 11-1250 Sec. 2: WF 11-1250	EDH 17 EDH 14
LC 182 Nonverbal Communication	Tallman	CANCELLED	
LC 183 Alternatives in TV	Muller	MTh 1-250	GH I
LC 186 Newspapers	Wasserman	MW 9-1050	FPH 105
LC 187 Personal Space (SS 146)	Hornik	MW 3-450	EDH 16
LC 188 Interpersonal Behavior	Hornik	TTh 11-1	EDH 15
LC 189 Film Analysis	Brandeau	TTh 3-5	FPH ELH
LC 202 Formal Logic	LeTourneau	TThF 3-4	FPH 106
LC 205 Intro to Linguistics	Rardin	TTh 11-1250	EDH 17
LC 206 See LC 106	Marsh		
LC 235 TV Production II	Gray	TBA	TBA
LC 236 Psychology of Language	Stillings	MW 9-1050	EDH 16
LC 238 Images of Love	Shister	MW 3-5	FPH 105
LC 240 English Prose Style	Mitchell	TTh 9-1030	FPH 105
LC 242 Philosophy of Mind	Schwarz	TTh 11-1	EDH 16
LC 243 Mass Media Issues	Kerr	MW 3-450	GH
LC 253 Computer Game Playing	Hanson	TBA	TBA
LC 254 Book Seminar	Hanson	TBA	TBA
LC 278 Face-to-face Interaction	Stillings	TTh 1-250	EDH 15
LC 279 See LC 179	Radetsky		
LC 282 See LC 182	Tallman	CANCELLED	
LC 283 See LC 183	Hornik		
LC 286 See LC 186	Wasserman		
LC 287 See LC 187	Hornik		
LC 288 See LC 188	Hornik		

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	TIME	PLACE
HA 101 World Literature	Terry	TTh 930-11	PH D-1
HA 103 Five Writers	Kennedy	TTh 1-230	PH C-1
HA 104 Symbolist Poem	C. Hubbs	MW 1-3	EDH 17
HA 106 Cultural History Caribbean	Marquez	MW 1-3	FPH 104
HA 108 Color	Hoener	TTh 10-1130	Blair Conf Rm
HA 109 Graphic Design Studio	Hoener	TTh 2-4	Blair Conf Rm
HA 111 Introduction-Psychotherapy	Boettiger	MWF 11-1230	FPH MLH
HA 113 Site Anal & Landscape Desgn	Cudnohufsky	Th 1-5+	CSC 3rd Floor
HA 115 Studio Experience in Dance	F. McClellan		
Sec. 1: Basic		TBA	LIB Dance Studi
Sec. 2: Intermediate		TTh 11-1230	LIB Dance Studi
Sec. 3: High Intermediate/Advanced		TTh 1230-230	LIB Dance Studi
HA 119 Concepts of Design	Pile	F 1-5	LIB 3rd Floor
HA 122 Painting	Murray	TTh 9-1030	LIB 3rd Floor
HA 127 Vocabulary of Music	Barndt-Webb		
HA 130 Performance-Dynamic Arts	R. McClellan	W 1-3	EDH PAC
HA 131 Sound Awareness	R. McClellan	MTh 1-230	FPH 107
HA 132 Dance Wrkshp-Improvisation	F. McClellan	TTh 9-1030	LIB Dance Studi
HA 133 Performing Arts	O'Brien	TTh 11-12	EDH 4
HA 134 College Writing	Sec. 1: F. Smith	MW 10-1230	FPH WLH
Sec. 2: E. Terry		MW 10-12	PH D-1
HA 135 Three Amer Philosophers	Lyon	TTh 11-1	FPH 106
		F 9-11	FPH 108
HA 150 Still Photography Workshop	Enos	M 9-12 + 3 hrs TBA	LIB Photo Lab
HA 153 Record/Perform Arts Wkshp	Gray	Th 630-12 pm	FPH 103
HA 155 Magazine Apprentice Wkshp	Chodosh, MacFadyen	Th 9-11	PH B-1
	Sherman		
HA 157 Three-Dimensional Media	Kibbey	W 10-12	LIB 3rd Floor
HA 164 Pre-Revolutionary Russia	J. Hubbs	MT 10-12	FPH ELH
		Th 10-12	FPH 108
HA 165 World Music Workshop	Wood	TBA	TBA
HA 166 Apprentice Film Making	Liebling	T - All Day	LIB Photo Lab
HA 168 Sense and Non-sense	Meagher	TTh 9-11	EDH 4
HA 171 Creative Process	Gouverneur	MW 8-12	LIB 3rd Floor
HA 179 Great Expeditions	Roberts	MW 7-830 pm	EDH 16
HA 186 Music at Hampshire	R. McClellan	CANCELLED	
HA 187 Poetry Today	Benedikt	W 1-250	EDH 14
HA 188 Heroic Figures	Sokol	TTh 9-11	CSC 125
HA 198 Playwriting	Schrock	MW 1-3 & Th 7-9 pm	EDH 16
HA 200 See HA 167	Liebling		
HA 203 Five Writers	Kennedy	MW 11-1230	PH C-1
HA 206 Dostoevsky	J. Hubbs	MW 1-3	FPH 106
HA 209 See HA 109	Hoener		
HA 211 Spanish America (SS 225)	Marquez, Weaver	MW 9-11	EDH 17
HA 215 See HA 115	F. McClellan		
HA 220 Film Studies Forum	Liebling	W - All Day, F 1-5	LIB Photo Lab
HA 225 Photography Workshop	Enos	M 1-4	LIB Photo Lab
HA 231 Writing Poetry	Benedikt	T 8-950 pm	EDH 16
HA 234 Wkshp in Improvisation-Music	Charkey	MW 11-1	FPH 103
HA 244 Autobiography & Life Hist	Boettiger	CANCELLED	
HA 251 Music Composition	R. McClellan	W 7-9 pm	FPH 107
HA 252 Biblical Criticism	Meagher	TTh 1-3	EDH 17
HA 255 History of Philosophy	Meagher, Bradt	W 1-4	EDH 15

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	TIME	PLACE
HA 257 U.S. in 1890's (SS 212)	Lyon, Mazor	MW 9-11	FPH 108
HA 258 Elizabethan, Jacobean Drama	Kennedy	TTh 9-1030	PH C-1
HA 259 Husserl and Heidegger	Bradt	CANCELLED	
HA 261 Personal Investigation	Hudson	CANCELLED	
HA 262 Rehearsal and Performance	O'Brien	MTWThF 7-11 pm	EDH PAC
HA 263 Dance Composition	F. McClellan	CANCELLED	
HA 264 Wit, Visions, Alienation	Cloud	MW 11-1230	CSC 113
HA 265 See HA 165	Wood		
HA 268 Studio Wkshp in Sculpture	Kibbey	W 2-4	LIB 3rd Floor
HA 269 Women Writers	Kennedy	T 7-930 pm	GH I
HA 270 Electronic Music	R. McClellan	MTh 930-11	FPH 101
HA 271 See HA 171	Gouverneur		
HA 272 Mystical Theology	Bradt	M 7-10 pm	FPH 107
HA 274 Patriot Game	O'Brien	TTh 3-430	EDH 4
HA 278 Directing Workshop	Schrock	TTh 1-3 W 7-9 pm	EDH PAC
HA 279 See HA 179	Roberts		
HA 280 Studio Art Workshop	Hoener, Murray	TTh 2-4	LIB 3rd Floor
HA 286 See HA 186	R. McClellan	CANCELLED	
HA 287 See HA 187	Benedikt		
HA 288 See HA 188	Sokol		
HA 290 Literature & Black Aesthet	Terry	MW 130-330	PH D-1
HA 291 Five Modern Poets	Pitkethly	M 3-5 & T 1-2	CSC 125
HA 296 Satre and Marteau-Ponty	Pitkethly	M 6-730 pm & W 2-4	GH I
HA 298 See HA 198	Schrock		

SCHOOL OF NATURAL SCIENCE

ASTFC 22 Astronomy & Astrophysics	Harrison	TTh 125-320	UMASS - HAS 107
ASTFC 31 Space Science - Solar Sys	O'Leary	M 130-230 W 1-3	FPH WLH CSC 125
ASTFC 37 Astronomical Observation	Dennis, Strong	TTh 125-320	UMASS - HAS 228
ASTFC 43 Astrophysics I	Van Blerkom	MF 125-320	UMASS - HAS 107
NS 104 Useable Mathematics	Hoffman	MWF 11-12 Th 11-12	FPH 108 CSC 125
NS 110 E.Q.P.	Wilcox		
NS 116 Implications-Agriculture	Heekin, Huxley, Wilcox	MW 9-1050 Th 1-4	CSC 114 TBA
NS 117 Forestry Seminar	Harris, Hull	1st Meeting: Th 130 Sept. 12	Kormisky Hse
NS 118 Science in Society (SS 196)	Gross	TTh 9-11	FPH 107
NS 120 Informtnl Macromolecules	Miller	MWF 8-9 (2nd 4 wks)	FPH 108
NS 121 Elmntry Schl Snc Wkshp	Bruno	MW 1-3 & Th 7-10 pm	EDH 13
NS 122 Cnmgraphic - Conn Valley	Sears	Th 10-12	CSC 113
NS 123 World of Math	Staff	TBA	TBA
NS 126 Math for Sctsts & Soc Sc	Hoffman, Sutherland	MWTh 9-10; F 9-10	FPH 106; 107
NS 127 Genetics of Evolution	Miller	MWF 8-9 (3rd 4 wks)	FPH 108
NS 128 Calculus Workshop	D. Goldberg LeTourneau	Lec.: M 9-1050 Sec. 1: W 10-11 & F 10-11 Sec. 2: WF 12-1	FPH MLH FPH 106 FPH 107 FPH 106

SCHOOL OF NATURAL SCIENCE

COURSE	INSTRUCTOR	TIME	PLACE
NS 129 Body as Host	Oyewole	MW 11-1230 (2nd 6 wks)	CSC 125
NS 136 Photographic Process	S. Goldberg	T 2-330 & Th 11-1230	CSC 114
NS 138 Copernican Revolution	S. Goldberg	MW 11-1	FPH 104
NS 141 Human Reproductn & Dvlpmnt	Goddard	T 130-3; Th 130-3	FPH 107;MLH
NS 142 Abortion & BC Counseling	Damelio, Dichter	MW 3-5	EDH 17
NS 143 Self-Help	Staff	TBA	TBA
NS 144 Develpmnt - Nrvs Systems	Bruno	TTh 1-3	EDH 14
NS 145 Organcilly Grown Poisons	Lowry, Woodhull	MW 3-5	FPH 106
NS 146 Bio Acc'ts - Hmn Sxl Bhvr	Gross	See Instructor	TBA
NS 148 Animal Behavior	Coppinger, Sutherland	MWF 11-12	EDH 16
NS 149 Plants - Tick?	Wilcox	TTh 9-1050	TBA
NS 150 Natrl Hist - Conn Valley	Sears, Reid	WF 10-12	FPH ELH
NS 151 Field Botany	Wilcox	Th 1-4	CSC 125
NS 152 Mushrooms	Wilcox	MW 1-4	CSC 3rd Floor
NS 156 Conn Valley Herps	Tynning, Sears	TBA	TBA
NS 158 Beanbag Genetics	Miller	MWF 8-9 (1st 4 wks)	FPH 108
NS 161 Human Biology	Woodhull, Oyewole,	Lec.: Th 3-5	FPH WLH
	Miller, Gross,	Lab.: T 2-3	CSC 2nd Floor
	Wilcox	Sec. 1: T 1-2, Th 2-3	CSC 113
		Sec. 2: T 1-2, Th 2-3	CSC 114
NS 162 Nutrnal Ecology - Hmns (SS 197)	Everdell, Johnson,	M 1-3 & Th 9-11	FPH ELH
	Levi, Miller, Russo		
NS 165 Living Insect	Lutts	TTh 1-250	CSC 3rd Floor
NS 166 Lives of Yeasts	Miller	WF 1-5	CSC 2nd Floor
NS 167 Human Genetics	Miller	Part of NS 161 (2nd 4 wks)	
NS 168 Chemistry for Consumer	Gay	MWF 11-1150	CSC 2nd Floor
NS 169 Bio-Social Humn Adaptn (SS 128)	Coppinger, McKean	T 730-930 pm	FPH WLH
		Th 1030-1230	FPH WLH
NS 180 Science in Public Interest	Krass, O'Leary	MW 3-5	FPH ELH
NS 181 Energy Crisis	O'Leary	TBA	TBA
NS 194 Astrnmy - Poets & Prfssl	Gordon, Gordon,	M 130-230	FPH WLH
	O'Leary	W 1-3 + eves TBA	CSC 125
NS 198 Human Sexuality Program	Goddard, Dichter,	W 130-3	FPH MLH
	Munice		
NS 201 Advanced Organic Chemistry	Lowry	MW 1-3	CSC 113
NS 202 Chemical Thermodynamics	Reid	MWF 8-9	EDH 15
NS 203 Ntrl Hist - Amer S.W.	Reid	MW 3-5	EDH 14
NS 204 Electronics for People	Woelf	Th 12-2	CSC 3rd Fl Conf
NS 205 Mammology	Lorenz, Sands,	1st Meeting: Th 130	Kormisky Hse
	O'Toole	Sept. 12	
NS 206 See NS 122	Sears		
NS 207 See NS 116	Heekin, Huxley, Wilcox		
NS 208 Women and Children First	Mazor	TTh 1-3	FPH WLH
NS 211 Ornithology Seminar	Finch, Green	1st Meeting: Th 130	Kormisky Hse
		Sept. 12	
NS 212 Chemical Equilibrium	Lowry	See Instructor	
NS 215 Military Technology	Krass	MWF 11-12	CSC 114
NS 216 Ecosystems Analysis	Wilcox, Sutherland	MWF 11-150	TBA
	Coppinger	F 1-5	
NS 217 See NS 117	Harris, Hull		
NS 219 Research in Arhrrsclrss	Slakey	M 7-9 pm + Lab	UMASS
NS 220 See NS 110	Wilcox		
NS 222 See NS 121	Bruno		

SCHOOL OF NATURAL SCIENCE

COURSE	INSTRUCTOR	TIME	PLACE
NS 223 See NS 123	Staff		
NS 235 Electricity & Magnetism	Wolf	TTH 9-1050	EDH 13
NS 238 See NS 138	S. Goldberg		
NS 241 Organic Chemistry in 3-D	Lowry	MWF 11-12	EDH 15
NS 245 Comp Neurophenomenology	Kriekhaus	MW 3-450	CSC 114
NS 248 See NS 148	Coppinger, Sutherland		
NS 253 Psychopharmacology	Kriekhaus	MW 1-250	CSC 114
NS 266 See NS 142	Damelio, Dichter		
NS 267 See NS 143	Staff		
NS 268 Control of Lipogenesis	Slakey	Th 1115-1	UMASS
NS 269 Semnr-Algebra & Number Thry	D. Goldberg	TTh 1-3	FPH 106
NS 270 Classics of Natrl Hist	Goldhor, Thomashow	Th 3 on	EDH 16
NS 271 Visual Cortex	Bruno	MWF 930-11 (2nd 4 wks)	EDH 14
NS 272 Develpmnt - Nrvs Systems	Bruno	TTh 1-3 (1st 4 wks)	EDH 14
NS 273 Biophysics - Nrv Membrns	Woodhull	MWF 9-11	FPH 104
NS 274 Physical Chemistry	Gay	MW 9-1050 Lab: T 1-3	CSC 2nd Floor
NS 275 Symmetry in Physics & Chem	Krass	MW 9-1030	CSC 125
NS 280 See NS 180	Krass, O'Leary		
NS 281 See NS 181	O'Leary		
NS 282 Technology Assessment	O'Leary	TBA	TBA
NS 298 See NS 198	Goddard, Dichter, Munice		
NS 313 Scientific Revolution	Gross	T 7-10 pm	PH C-1

EDUCATIONAL STUDIES

ES 102 Topics in Education	Sign up for the individual modules in the House III-IV with Ceci Bovington.		
Open Education & Piaget	Bruno, Tenney	Begins: 9/11	EDH 13
Hidden Curriculum	Marchese	Meets: MW 9-1050	
Experimental Colleges	Grahmann	CANCELLED	
Black Mtn. College	Spahn	11/11 TTh 1-250	GH 5
History of Higher Education	Wagner	10/14 MW 9-1050	GH 4
On Deschooling Society	Grohmann	10/14 MW 9-1050	GH 5
So You Want to be a Teacher	Kraus	9/11 Th 1-250	GH 5
Competency Based Education	Birney	10/14 Th 1-250	GH 5
Philosophy of Education	Radetsky	9/11 MW 9-1050	CSC 113
New Math	Radetsky	10/14 MW 330-5	FPH 103
Games & Teaching Aids for Elementary School Math	Hoffman	CANCELLED	
Administrative Change in Public High School	Hoffman	CANCELLED	
Experimental Education	Kortecamp	9/11 M 1-330	GH 5
People & Schools: Organization & Interpersonal Behavior in Ed.	Hardin	11/11 TTh 9-1050	EDH 16
People & Schools: Models and Methodologies	Kegan	9/11 TTh 1-250	PH A-1
	Kegan	10/14 MW 9-1050	PH A-1
ES 105 English to Span Speakers	Pollock	T 3-5	FPH 105
ES 110 Focus on Learning	Kraus	MW 9-1050	GH 5
ES 202 See ES 102	Staff		
ES 203 Student Teaching Learning	Kortecamp, Thompson	W 1-330	GH 5
ES 204 From Berkeley to Kent	Davis	CANCELLED	
ES 205 Education of Self	Hardin, Tamashiro	M 330-6	GH 1
ES 210 See ES 110	Kraus		

FOREIGN STUDIES

COURSE	INSTRUCTOR	TIME	PLACE
FS 105 English to Span Speakers	Pollock	T 3-5	FPH 105
FS 115 Sprvsd Self Inst - Span	Pollock	Self scheduled	
FS 125 Intnsv Elem Spanish	Pollock	MWF 1-230	PH B-1
FS 135 Sprvsd Self Inst - Port	Pollock	Subject to demand	

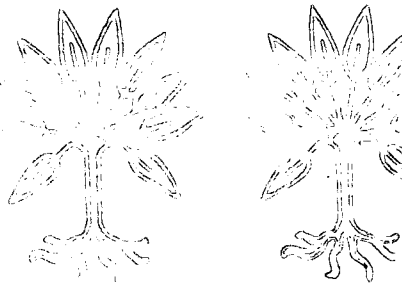
INTEGRATIVE SEMINARS

IN 305 Planning Colloquium	Linden	CANCELLED	
IN 310 Antonio Gramsci	Greer, Rabinbach	TTh 1-250	FPH 108
IN 315 Artist in Society	Faulkner	TTh 11-1250	PH B-1
IN 320 Social Science Workshops	Linden, von der Lippe	TBA	TBA
IN 313 Scientific Revolution	Gross	T 7-10 pm	PH C-1

KEY TO ABBREVIATIONS

CSC - Cole Science Center	PAC - Performing Arts Center
EDH - Emily Dickinson Hall	ELH - East Lecture Hall
FPH - Franklin Patterson Hall	MLH - Main Lecture Hall
	WLH - West Lecture Hall
GH - Greenwich House	
LIB - Harold Johnson Library	
PH - Prescott House	
TBA - To Be Arranged or Announced	

NOTE: Please check room assignments. Some changes have been made.



course guide

hampshire college

AMHERST, MASSACHUSETTS 01002

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REGISTRATION DATES AND CALENDAR

Pre-registration Period for Fall Term	Monday, April 22- Friday, May 10
Discussion with Advisers	Monday, April 22- Friday, April 26
Selection Period	Monday, April 29- Thursday, May 3
Registration	Monday, May 6- Friday, May 10
Fall Registration for New Students	Tuesday, September 10
Fall Term Courses Begin	Wednesday, September 11
Drop-Add Period for Hampshire Courses	Wednesday, September 11- Friday, September 20
Last Day to Register for Five College Interchange	Friday, September 20
Thanksgiving Holiday	Wednesday, November 27- Sunday, December 1
Pre-Registration for Spring Term	Monday, December 2- Friday, December 13
Last Day of Classes	Friday, December 13
Evaluation Period	Monday, December 16- Friday, December 20

NOTE TO FIVE-COLLEGE STUDENTS:

Hampshire College courses require different modes of enrollment, depending on instructor and course. All students should refer to the schedule of class meeting times to find the method of enrollment for an individual course. Courses with open enrollment do not require permission of instructor. Enrollment in limited courses must be arranged with instructors between April 22 and April 26.

HAMPSHIRE COLLEGE ACADEMIC PROGRAM

DIVISIONS:

Students at Hampshire College progress through three sequential Divisions, Basic Studies, the Concentration, and Advanced Studies, moving steadily toward greater independence in study. This divisional framework, which replaces the conventional freshman-senior sequence, is designed to accommodate individual patterns of learning and growth.

Each Division marks a stage in the student's progress toward understanding and mastery of the subjects the student chooses for study, and each of them has its own distinctive purposes and procedures.

Division I: The Division of Basic Studies introduces students to the aims and methods of liberal education at Hampshire College, giving them limited but direct and intense experience with disciplines in all four Schools. This is done not in the customary introductory survey courses, but through close examination of particularized topics of study in courses or seminars

stressing the notion of inquiry. Students in the first division learn how best to inquire into subject matters, how to understand their own educational needs and abilities, and how to develop the arts of self-instruction as they apply to their own style of learning. Students must pass a Division I examination in each School.

Division II: In the Concentration the student develops a concentration in one or more fields while continuing to explore other areas. Students determine with their faculty adviser what they want to achieve in their concentration, and design a program of study which will allow them to explore in depth one or more disciplines within one or more of the four Schools, and to broaden their knowledge of the linkages among disciplines. The Division II examination includes evaluation of the work done in the Concentration and the student's readiness to proceed to advanced independent work.

Division III: The Division of Advanced Studies occupies students with advanced studies in their chosen concentration and integrative studies across disciplines. The student designs and completes an independent study, project, or original work normally requiring half of his or her time for one academic year. In addition, students participate in advanced integrative work in which they encounter a broad and complex topic requiring the application of several disciplines, and in some other activity in which they share their increasingly sophisticated knowledge and skills with other members of the Hampshire community or the broader community.

SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

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

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

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

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

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

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

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

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

SCHOOL OF HUMANITIES AND ARTS

DIVISION I

WORLD LITERATURE
HA 101

Terry

FIVE WRITERS: ISOLATION, HUNOR,
A SENSE OF PLACE
HA 103

Kennedy

THE SYMBOLIST POEM
HA 104

C. Rubba, Tarplin

THE CULTURAL HISTORY OF THE CARIBBEAN
HA 105

Marquez

COLOR
HA 108

Nooner

INTRODUCTION TO PSYCHOTHERAPY
HA 111

Boettiger

PERFORMANCE: THE DYNAMIC ARTS
HA 130

R. McClellan, F. McClellan, O'Brien

SOUND AWARENESS AND THE CREATIVE PROCESS
HA 131

R. McClellan

DANCE WORKSHOP: IMPROVISATION
HA 132

F. McClellan

PERFORMING ARTS MODULES
HA 133

O'Brien

COLLEGE WRITING
HA 134

F. Smith, Terry

THREE AMERICAN PHILOSOPHERS:
EMERSON, JAMES, SANTAYANA
HA 135

Lyon

STILL PHOTOGRAPHY WORKSHOP
HA 150

TBA

PRE-REVOLUTIONARY RUSSIA: MYTH,
IMAGE, AND IDEA
HA 164

J. Hubbs

DRAWING
HA 165

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DIVISIONS I AND II

GRAPHIC DESIGN STUDIO
HA 109 (HA 209)

Nooner

STUDIO EXPERIENCE IN DANCE
HA 115 (HA 215)

F. McClellan

APPRENTICE COURSE IN FILM MAKING
HA 167 (HA 200)

Liebling



DIVISION II

FIVE WRITERS: ISOLATION, HUMOR, A SENSE OF PLACE
HA 203

Kennedy

THE WORLD OF FEDOR DOSTOEVSKY
HA 206

J. Bubbs

THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA
HA 211 (SS 225)

Marques, Weaver

FILM STUDIES FORUM: INDIVIDUAL PROBLEMS IN FILM MAKING, PHOTOGRAPHY, AND OTHER RELATED MEDIUMS
HA 220

Liebling

PHOTOGRAPHY WORKSHOP
HA 225

TBA

AUTOBIOGRAPHY AND LIFE HISTORY
HA 244

Boettiger

WORD OF GOD AND WORD OF MAN: A SEMINAR ON BIBLICAL CRITICISM
HA 252

Meagher

THE HISTORY OF PHILOSOPHY
HA 255

Bradt, Meagher

THE UNITED STATES IN THE 1890's: FROM THE CLOSING OF THE WEST TO THE WIZARD OF OZ
HA 257 (SS 212)

Lyon, Mazar

THE QUESTION OF AUTHENTIC ACTION: A SEMINAR ON ELIZABETHAN AND JACOBSEAN DRAMA
HA 258

Kennedy

HUSSERL AND HEIDEGGER
HA 259

Bradt

PERSONAL INVESTIGATION AND THE CRITICAL EYE
HA 261

Hudson

REHEARSAL AND PERFORMANCE
HA 262

O'Brien

VOICE COMPOSITION
HA 263

F. McClellan

ELECTRONIC MUSIC SEMINAR
HA 270

R. McClellan

MYSTICAL THEOLOGY
HA 272

Bradt

THE PATRIOT GAME
HA 274

O'Brien

DIRECTING WORKSHOP
HA 278

Schrock

LITERATURE AND THE BLACK AESTHETIC

Terry

POETRY: FIVE
ETHE, HOLDEN, LINDSEY

Pitkethly

HA 106 THE CULTURAL HISTORY OF THE CARIBBEAN

Robert Marques

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

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

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

HA 108 COLOR

Arthur Hoener

This course will be a study of the physical and psychological effects of color. It will develop and examine color theories and how these ideas relate to the practical use of color.

The course is designed to develop and refine visual perception as well as to develop a working knowledge of basic color principles. No prior studio experience is required or special talent expected.

The class will meet twice a week for 1½-hour sessions and will involve outside assignments. Each student will be responsible for his personal art supplies which are available through local dealers.

Enrollment is open.

HA 111 INTRODUCTION TO PSYCHOTHERAPY

John Boettiger

The first half of a two-term course of lectures, readings, discussions, and films on the theories, practices, aims, and achievements of modern psychotherapy. This first term will focus particularly on the work of Sigmund Freud, C. G. Jung and his followers, and several post-Freudians, including Karen Horney, Harry Stack Sullivan, Anna Freud, Melanie Klein, Erich Fromm, the early Wilhelm Reich, and Andreas Angyal.

We shall be interested particularly in the commonalities and differences among these, various ways, and in the light shed on the issues and problems of personal growth, birth, infancy, childhood, intimacy and sexuality, vocation, aging and death.

The two terms of the course will be designed as integrated and continuous with one another, and an understanding of the new psychotherapies that will be our focus in the Spring Term will be significantly enhanced by the experience of the first term. Students may, however, undertake either term of the course independently.

In the Spring Term our attention will be devoted to family therapy, the existential perspectives and practices of Rollo May, Viktor Frankl, and F. Perls, Carl Rogers' client-centered therapy, bioenergetic analysis, group psychotherapy and encounter groups, chemotherapy, LSD psychotherapy, primal therapy, transactional analysis, art and movement therapy, and behavior therapy.

The class will meet three times weekly for 90-minute sessions; two weekly meetings of the whole class and one weekly small-group discussion. Enrollment is open.

HA 130 PERFORMANCE: THE DYNAMIC ARTS

Randall McClellan, Francis McClellan and Liam O'Brien

This series of lectures and recitals by Hampshire's performing arts faculty (drama, music, and dance) provides a basic confrontation with the dynamic arts: the arts of improvised and remembered motions. In order to provide students with a frequent and meaningful insight into the function of the performing artist, nearly all class meetings will be performances of one composition, interdisciplinary performances, mass media. Occasional lectures will deal with certain indispensable historical, analytical, and critical considerations, but the major portion of the course will offer the more-than-casual viewer-listener a regular encounter with performed arts and their creators and recreators. Along with this main course are a number of satellite courses, smaller in size and more detailed and applied in approach, offering the student personalized instruction in the craft.

"Performance" will meet once a week for two hours. Enrollment is unlimited.



HA 131 SOUND AWARENESS AND THE CREATIVE PROCESS

Randall McClellan

An examination of the process of creating music, this course focuses on discovery of our own innate musical creativity by increasing our sensitivity to sound and to its potential. We will begin with the two basic components of music -- sound and our own ears -- and by means of sound awareness experiences, we will learn to focus our attention upon each sound. We will then create our own notational systems and, by means of a progressive series of guided activities, create our own music in an effort to discover our natural creative potential. We will utilize both individual and group composition. All music created will be performed for the class by the composers.

This course is part of the Basic Performing Arts Division I curriculum, and each member of the class is expected to participate in the core module which meets once a week.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 15 students.

HA 132 DANCE WORKSHOP: IMPROVISATION

Francis McClellan

This course is an introduction to basic elements of improvisation:

- Dynamics of the moving body
- Shape of the moving body
- Spatial relationship of the moving body in the environment
- Use of other arts as stimuli, or metaphor for movement
- Basic compositional techniques

Students seriously interested in dance would also be expected to attend two technique classes per week at their appropriate level.

This course is offered as part of the core course "Performance: The Dynamic Arts." Two six-week modules will be offered during the Fall Term. The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 15.

HA 133 PERFORMING ARTS MODULES

Liam O'Brien

I. Tackling Technical Theatre - Four weeks

A basic group of lectures and on-the-job sessions designed to make the hardware of the theatre palpable inside the needs of theatre's cofactors: the actor, director, and designer. Basic stage lighting -- both theory and practice, stage construction, design and building, sound and costume construction will be dealt with on an introductory level. The intention herein is to demystify the apparatus of stage magic and to share technical knowledge which exists in the School at present among new arrivals. Admission by enrollment in the master course. Actual crew work will be required on one show this semester by participants in the module.

II. Improvisation/Interpretation - six weeks

This module will comprise movement exercises, improvisational situations, inventive explorations -- both silent and verbal -- in conjunction with the tackling of a short play as an interpretation exercise in which everyone gets a crack at all the characters. We will work improvisational situations in direct exploration of the play's problems. The play worked on will not be performed but will work toward a performance situation.

The class will meet twice weekly for 1-hour sessions. Enrollment is limited to 15 students.

HA 134a COLLEGE WRITING: THE ELEMENTS OF STYLE

Francis Smith

Section A. A study of the elements of expository writing, with emphasis on the kinds of writing necessary in college work.

Attention will be given to the art of civilized exposition, construed to mean explanations, analyses, definitions, arguments, term papers, criticisms of books, personal speculation, and opinion.

The class will use Strunk and White: *The Elements of Style*.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 20 students.

HA 134b COLLEGE WRITING

Eugene Terry

Emphasis in this course will be on the process and patterns of writing college papers. From the developing of an idea to the finished paper, we shall practice a disciplined process and study the organizational patterns of expository writing. Beginning with the isolated patterns such as illustration, comparison and contrast, and analogy, we shall work toward the more complex use of these patterns and others in combinations as they occur in actual papers rather than the exercise type.

Students are expected to write each week. The class will meet twice weekly for two-hour sessions. Enrollment is limited to 16 students.

HA 150 STILL PHOTOGRAPHY WORKSHOP

To Be Announced

The photograph as art and communication -- its production and implications.

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

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

A \$15.00 laboratory fee is charged for this course. The College will supply chemicals, laboratory supplies, and special materials and equipment. The student will provide his own film and paper. The class will meet once a week for four hours plus lab time to be arranged. Enrollment is limited to 15 students.

HA 164 PRE-REVOLUTIONARY RUSSIA: MYTH, IMAGE, AND IDEA

Joanna Hubbs

A two-semester course in Russian cultural history offered as an alternative to traditionally oriented historical studies in that it will focus on certain mythological patterns and motifs to evoke Russian culture. This first part will cover the period from earliest Slav settlement to the end of the reign of Tsar Peter the Great (18th century).

Our focus will be on selected mythological themes and images which appear throughout Russian cultural experience and can still be discerned in Soviet life. These "mythologies" will include that of The Great Mother and Her Dying and Reborn Son; the image and concept of Holy Russia. We will attempt to trace the origins of these and other clusters of symbols and follow their transformations through time with the help of readings in myth, folk tale, epic, chronicle, and homiletic texts, and further, to see the reflection of these themes in art and architecture, as well as modern Soviet cinema. While listening to folk music and religious chant, tale and epic, and by looking at the vivid colors and patterns of folk and religious art, we will attempt not only to understand the Russian past through intellectual categories but also to sense the intensity and richness of its visual-emotional orientation.

The class will meet three times weekly: once for lectures, once for discussion of readings, and once for film viewing and discussion. Three short papers and one research paper will be required. Class limited to 20 students.

HA 101 WORLD LITERATURE

Eugene Terry

Frankly an anthology course, this is one in which readings will come from the Norton anthology, *World Masterpieces*. Although the readings become a reference or context which students may use in further studies of literature, the major aim is to provide them with demonstration of methods of reading various types of works and a basic vocabulary with which to discuss literature. The class periods will be used for lectures and discussions. Tests will be provided in order that students may measure their own grasp of content and method. Translations of works from the Ancient World, the Middle Ages, and the Renaissance will be read in this course.

he class will meet twice weekly for 1½-hour sessions. Enrollment is unlimited.

HA 103 FIVE WRITERS: ISOLATION, HUMOR, A SENSE OF PLACE

Louise B. Kennedy

See HA 203 for description. (HA 103 and HA 203 are separate courses, meeting at different times, and with slightly different content and expectations.)

The class will meet twice a week for 90-minute sessions. Enrollment is limited to 15 students.

HA 104 THE SYMBOLIST POEM

Clay Hubbs and Howard Tarplin*

A study of the language of poetry, centering on the work of William Butler Yeats and T.S. Eliot and (to a lesser extent) the French symbolists Baudelaire, Rimbaud, Mallarmé and Laforgue. Required texts: Yeats, *The Complete Poems*; Eliot, *Selected Poems*; C.F. MacIntyre (trans.), *French Symbolist Poetry*. Prior to our work with the poems themselves we will undertake a study of symbolic language and the symbolism of poetry. Secondary readings will include works by philosophers of language Ernst Cassirer, Susanne Langer and Philip Wheelwright; literary historians and critics Arthur Symonds, Edmund Wilson, W.V. Tindall and Charles Feidelson. In addition, we will look at the biographies of the poets and their own thoughts on poetry and symbolism.

Starting then with general approaches to the study of symbolism we will gradually narrow our focus and sharpen our responses to particular poems, concerning ourselves with the reading performance as well as with critical knowing.

The class will meet twice a week -- once for a 2½-hour reading workshop, once for a 1-hour lecture. Enrollment is limited to 20 Division I students. (Division II students must have the instructors' permission.)

* A Division I/I student.

The second semester course will be open only to those who have participated in the first part since the understanding of the 19th and 20th century Russia is highly superficial without background knowledge of its ancient language.

HA 165 DRAWING

Gary Hudson

An open course in drawing from the nude model for the first half of the course. The second half will be abstract drawing, or non-objective drawing. The use of the model in the beginning is only to familiarize the student with the basic problems of pictorial construction and language of vision. The emphasis will be on what pictorial space means and how to use form, line and contrast as the principal substance of making pictures. Drawing with color will be included.

The class will meet twice weekly for 3-hour sessions. Enrollment is open.

HA 168 SENSE AND NON-SENSE: TOWARDS A BIOLOGY OF THOUGHT

Robert S. Neagher

Our concern in this course will be to gain an introduction to the central western claims to "wisdom" - the Greek wisdom that begins with wonder, the Hebrew wisdom that begins with fear of the Lord, the Roman wisdom that begins with the act of founding, and the modern wisdom that begins with radical, systematic doubt. We will endeavor to encounter the history of western philosophy in Heidegger's sense of the repetition of the humanly possible. Our access to this history is both through textual account and through the roots of any such account in prephilosophical sense and reflection. Historical understanding, we will see, is always finally a matter of remembering what always somehow presents itself as the immediacy of our being towards the intelligibility of mind and body - "man being no more, properly speaking, than intelligence, body and language, and language being as it were the mediator between the two substances of his nature." (Scienza nuova, G. Vico.)

Perhaps there is no pure thought or pure matter. Thought is heavy with the material of time and image; and material is alive with spirit and voice. Philosophers are themselves postures of the body as well as inclinations of the mind. The possibilities of thought seem to be materially described by the possibilities of sense, which is not to limit mind to body or body to mind. The mind's denial of its own materiality is only a response to the angelic denial of body. Both are mere gestures. What seems true is that the mind's ways of understanding the true are somehow entwined in the body's ways of sensing the real.

In short, this will be an introduction to the history of western philosophy through both textual and sensory analysis; for the senses involved - body, mind, thought, language - are all somehow one.

The class will meet twice each week for a lecture and will then divide itself into small groups for regular weekly discussions. Enrollment is unlimited.

HA 109 (HA 209) GRAPHIC DESIGN STUDIO

Arthur Hoerner

The mission of the graphic designer is to develop visual organizations that will expand upon a written message or to present an aspect of that message that cannot be completely conveyed by words. This course is involved with the process of developing visual information through the application of design principles, typography and illustration.

Students will be encouraged to design and print posters for clients through Hampshire College. Through this on-campus design service, through an apprenticeship program students will have the opportunity to deal with the artistic problems that are presented by a client and to engage themselves with the financial and production problems of a small business.

The class will meet twice a week for 2-hour critique and work sessions. Students will be expected to spend large amounts of time working out of class with the instructor and with each other.

Enrollment is limited to 20 students.

HA 115 (HA 215) STUDIO EXPERIENCE IN DANCE

Francis McLellan

This course in dance technique will be divided into three sections:

- Section 1: Beginning - one hour, twice weekly
- Section 2: Intermediate - one hour, twice weekly
- Section 3: Advanced - one hour and a 1 1/2-hour class per week

This course, which may be taken as a fourth course, will focus primarily on the physical dimension of mastering movement. It is open to students of all divisions and at all levels of proficiency.

Enrollment is open.

* Advanced Division III students will assist in teaching this course.

HA 135 THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANFAYANA

Richard Lyon

The course will center on selected essays of three American thinkers. Their view of the character and culture of the United States, the nature of belief, the problem of evil, free will and determinism, the nature and place of science, and the conflict of idealism and materialism will be among the topics discussed. We will sometimes notice the personal character and history of each philosopher and the times in which they lived, with an eye to the ways in which these might assist understanding of their systematic positions. (Whether or not, and in what ways, private and public history influence beliefs were questions of vital interest to the three philosophers themselves.)

The general aim of this Division I course is to introduce three radically different perspectives, or modes of vision -- those of a transcendentalist, a pragmatist, and a materialist -- as alternative means of comprehending the miscellany (or chaos) of the world and our experience of it.

There will be one 1 1/2 hour a week with group tutorials. Enrollment is limited to 16 students.

HA 167 (HA 200) APPRENTICE COURSE IN FILM MAKING

Jerry Liebling

Theories and techniques of film production will be developed through the relationship of apprentice to advanced student.

Division I students will become part of the ongoing film production activity of Division II students. The broad range of film inquiry and investigation, as well as actual production techniques, will be advanced through collaboration.

The class will meet twice a week for 2 1/2-hour sessions and is limited to six Division I and six Division II students. There will be a fee of \$15.00 for materials.

HA 179 (HA 279) THE LITERATURE OF GREAT EXPEDITIONS

David Roberts and Ed Ward and Jon Krakauer**

In this course we will read and discuss accounts (mostly first-hand, by expedition members themselves) of some of the great expeditions undertaken in the last five centuries: voyages over land, sea, and ice, whose motives ranged from conquest to science to simple curiosity. Although the course will approach each book from literary and aesthetic standpoints, its primary emphasis is on the expedition experience itself (hence the title is not "Great Literature of Expeditions"), and hence the insistence on first-person accounts). We have chosen books especially successful at capturing the day-by-day details, the actual doing, of expeditions, as well as expressing vividly the mentalities (so different in different ages) of explorers.

Each student will be asked to do a project. Preferably, the project will be the planning of an expedition or an exploratory inquiry. Several students may combine to plan a single expedition, whether a purely hypothetical one, or one they end up going on together. Alternatively, a paper researching some particular endeavor or figure in exploration will be acceptable.

In addition, the course will include field simulation of various expeditionary tasks and trials. These will range from a ten-less bivouac (is cool, not freezing weather) to a demonstration of climbing techniques to an attempt to construct and haul a man-sledge like Scott's (to possibly) an effort to produce pemmican (and eat it). Do not take this course unless you are willing to commit at least two nights and three Monday afternoons to this part of it.

The additional requirement for Division II students is to teach part of one class session about a book not on the reading list, or to help lead a field exercise.

Reading List:

Hakluyt's Voyages, Richard Hakluyt (Hakluyt collected accounts of the great Elizabethan voyages: Raleigh, Drake, Davis, Cabot, Frobenius, etc.).
The Chronicles of Bartol Diaz (the best first-account of Cortez' conquest of Mexico)
Sailing Alone Around the World, Joshua Slocum
Weird and Frank's Shores, Chauncy Louis (the career of Charles Francis Hall, Arctic explorer, who may have been poisoned by his men)
The Worst Journey in the World, Aspley Cherry-Garrard (the best Antarctic book)
Annapurna, Maurice Herzog (the first 8000 meter peak climbed by 1 or 2 others to be determined).
Enrollment open. Two meetings weekly, 1 1/2-hour sessions.

* Ed Ward is Assistant Director of the Outdoors Program.
** Jon Krakauer is a Division II student.

HA 186 (HA 286) MUSIC AT HAMPSHIRE

Randall McLellan

Meeting as a group once a week, we will listen to each other's performances, discussing them technically, historically and aesthetically. Tutorial ensembles and coaching will account for the balance of the course; the music ranging from classical repertoire to jazz, rock and folk.

The class will meet once a week for 2 hours plus tutorials. Enrollment is open.

HA 198 (HA 298) PLAYWRIGHTING WORKSHOP

Gladden Schrock

This course will involve practical playwrighting, using the sources of Egri, Archer, Cole, etc. The purpose is to create scripts and to apply whatever analysis, technique, and good sense that serves that end. For persons willing to work, to read, and to write with reasonable system and rigor. Emphasis is on the original work itself.

The class will meet during the instructor's work on campus (once a month) with personal contact by mail between sessions. Since much of our work will be necessarily done on an individual basis, the course will be open to both beginning and advanced students.

Enrollment is limited to 12, and an interview with the instructor is required.



HA 203 FIVE WRITERS ISOLATION, HUNOR, A SENSE OF PLACE

Louise S. Kennedy

This is a working seminar on the fiction of Rudora Welty, James Agnew, Carson McCullers, William Faulkner, and Flannery O'Connor.

How does a literature seminar define itself? Often, the teacher selects a reading list, with some unity of historical period, genre, or theme in mind, and the texts then are read primarily to exemplify some kind of a priori assumption. Obviously, the act of selecting a group of authors, as I have done, implies a point of view. But the goal of the seminar will not be to test whether by conclusion about these writers is accurate, but rather to learn how an approach to a body of literary works can be evolved inductively and refined critically. To this end, we will read through some of the texts together and look for basic questions, but holding off on answering them. We'll then re-read these texts, and add others by each of the writers in an effort to see whether the texts really open up to the questions we've identified.

As for my point of view -- the possible questions or kinds of unity I had in mind in choosing these particular writers -- is it of significance that three of these authors are women and two are men? Does their sex define the segment of human experience they choose to depict? Of what importance is it that they are all Southern? Is regionalism a useful criterion in thinking about literature? If not, in what other ways can one talk about the sense of place -- of land and of community -- most of the five seem to evoke in their writing? What does physical isolation mean as a symbol of a psychological state? What can one make of the insistence on vivid in many of their works on loneliness and on the physically and psychologically grotesque -- on dwarfs, deaf-mutes, or sadism? Taking another approach, what is the effect of using a narrator the character who stands outside society, as do the child, the idiot or the grotesque? Finally, given all this, how can we discuss the kind of humor these writers use?

There will be two sections of this course offered in the Fall of 1974, one on the Division I level (HA 103) and one on the Division II level. Each section will be limited to approximately 15 persons and will meet twice weekly for 90 minute sessions. Students interested in the course should see the instructor prior to registration.

HA 206 THE WORLD OF FEDOR DOSTOEVSKY

Joanna Hubbs

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

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they tormented him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas -- the philosophical and psychological aspects of his work and how they relate to the culture into which Dostoevsky was born -- rather than questions of structure or style, which will be considered only in so far as they relate to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to "place" him into the context of Russian mythic, cultural, psychological and historic currents. We will then read and discuss the novels, *Crime and Punishment*, *The Idiot*, *A Russian Man*, *White Nights*, *Crime and Punishment*, *The Possessed*, and *Brothers Karamazov*. Discussions will be supplemented by occasional lectures given by student participants on chosen topics, both historical and literary; for example, discussions of some aspects of Dostoevsky's work as it relates to other Russian or European writers of the period, or a presentation of the history and nature of Russian Orthodoxy, or on the life of the author.

This course has a heavy reading load to which is added the burden of three short papers and/or a short lecture on described above. Those who feel some hesitation in carrying this load to so much reading (the longer novels, *Crime and Punishment*, *The Possessed*, and *Brothers Karamazov* average 600 pages) are encouraged to stay clear.

The class will meet three times a week: twice with me and once with a student discussion leader. Registration for the course will be done through interviews with the instructor. Enrollment is limited to 16 students.

HA 211 (SS 225) THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA

Robert Marquez and Fred Weaver

This course aims to explore the mutually influencing effect of culture and ideology, politics and economics, on the ethos and history of Spanish America since independence, focusing on Cuba, Peru, and Argentina as examples of general trends throughout the area.

A reading knowledge of Spanish will be helpful but not required. The format of the class will depend on the size of enrollment.

The class will meet twice a week for 1 1/2-hour sessions. Enrollment is open.

HA 220 FILM STUDIES FORUM: INDIVIDUAL PROBLEMS IN FILM MAKING, PHOTOGRAPHY, AND OTHER RELATED MEDIUMS

Jerry Liebling

This course is open to film studies concentrators in Divisions II and III only.

The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a forum for meaningful criticism, exchange, and exposure to each other. In addition, various specific kinds of group experiences will be offered: field trips to museums, galleries, and other environments; guest lecture and workshop series; and encounters with student concentrators, teachers, and professionals who are in the other visual arts or related endeavors.

Each student's concentration contract must be written prior to enrollment. Enrollment is unlimited to Division II and III concentrators whose contracts have been filed. All others must have permission of the instructor.

There will be a lab fee of \$20.00.

HA 225 PHOTOGRAPHY WORKSHOP

To Be Announced

This course will have a special and experimental approach to learning photography. In the tradition of an intensive workshop, the class will meet for one 14-hour session (8 a.m. to 10 p.m.) every two weeks.

The uniqueness of the course will be in its potential for experiencing the process of the medium with sufficient time for projects to be begun and completed during each meeting. A class meeting will include photographing, processing, discussion, collaboration, critique session, presentation, and the opportunity for everyone to be involved in a rich and thorough exchange of ideas. During the time between meetings, ideas generated in class will offer stimulation for further individual responses, and each student will be expected to work on his own until the next class.

Students must be willing to commit themselves to the entire 14 hours -- eating, working, staying together -- so that great intensity and interaction can occur. Course content will emphasize using the medium as a means to personal expression and artistic statement.

Enrollment is limited to 15 students. HA 150 or its equivalent is a prerequisite, and a portfolio is required for admission. There will be a \$15.00 lab fee.

HA 244 AUTOBIOGRAPHY AND LIFE HISTORY

John Boettiger

A seminar focusing on the making of personal history. Reading and response to a number of life histories (books, biography, autobiography, and film) will be integrated with working journals and portfolios in which members of the seminar will explore various modes of collection, note, and sketch toward their own life histories.

We shall look to such questions as why and when a person is moved to write about herself or himself; the nature, sources, and problems of her/his claims to self-knowledge; the ways in which autobiography or journal keeping serve (and impede) the interests of self-clarification and self-realization; a person's manifest and implicit sense of herself or himself as shaped by family, generational past, and the larger culture.

Readings are likely to include Erik Erikson's *Young Man Luther* and *Gandhi's Truth*, William Gibson's *A Mass for the Dead*, C.G. Jung's *Memories, Dreams, Reflections*, and selections from *The Diary of Anais Nin*.

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

HA 252 WORD OF GOD AND WORD OF MAN: A SEMINAR ON BIBLICAL CRITICISM

Robert E. Muehrer

In the book of Genesis there is no discussion of the nature of God nor of the nature of man. God and man are described by the fact that they both speak and that their words are creative of a world. Since both God and man speak and since it is the same world of which their words speak and of which their words are somehow creative, it seems that from the beginning human speech and divine speech, human creativity and divine creativity are locked in dispute over the sovereignty of the world. Whatever man, whatever meaning Adam gave to things, to all things, that is what they came to mean and to be. In what sense, then, is God the creator of the world? The same question of sovereignty arises when man reads and inevitably interprets the word of God. This is but one formulation of the dilemma faced by one who wishes to read and to speak of the word of God, faithfully and intelligently. Selected writings from Philo Judaeus, Augustine, Moses Maimonides, Thomas Aquinas, John Calvin, paruch Spinoza, Emanuel Kant, Friedrich Schleiermacher, and Rudolph Bultmann will serve to cast this dilemma in its various lights and to suggest responses faithful to the truth. There is surely a history to this problem; but the history will here be in the service of the problem rather than the reverse.

This course will meet once weekly for three hours and is limited to 12 students.

HA 255 THE HISTORY OF PHILOSOPHY

R. Kanyon Bradt and Robert E. Muehrer

This course will be given each term of year to provide a developing foundation and center for Division II students in the advanced study in philosophy. In the course of each term the work of two philosophers will be studied with demanding reach and depth, the fall term focused upon "ancient" philosophers and the spring term upon "modern" philosophers. The fall term of the 1974-75 year will be given to a study of *Plato* and *Aristotle*.

Enrollment by instructor selection. The class is limited to 15 students. The class will meet twice weekly for two hours.

HA 257 (SS 212) THE UNITED STATES IN THE 1890'S: FROM THE CLOSING OF THE WEST TO THE WIZARD OF OZ

Lester Mador and Richard Lyon

In the decade of the allegedly gay 90's, the United States faced new and serious problems generated by its drive to urban, industrial, and imperial power. Strikes, worker and militia riots, prolonged depression, war, corruption in business and government forced a redefinition of issues. A re-examination of the national character and values was undertaken by social theorists, politicians, philosophers, labor leaders, artists, economists, historians. These spokesmen of "the restless decade," continuing the country's long and self-conscious dialogue with itself, continue it in light of new needs and hopes.

In order to examine these seed-bed years of the modern America, we will focus on certain central events, issues, and personalities of the 1890's. These are the years of the Oklahoma land-rush and the Klondike gold-rush, the well-publicized closing of the frontier, the Homestead and the Pullman strikes, the Chicago world's fair, new means for the repression of blacks, the rise of yellow journalism, agricultural revolt, the Spanish-American War. Voices of the time which we will try to hear include Henry George, Samuel Clemens, Eugene Debs, John Altgeld, Grover Cleveland, Teddy Roosevelt, Lester Ward, Henry Demarest Lloyd, Charlotte Perkins Gilman, Thorstein Veblen, William James, Oliver Wendell Holmes, Jr., Jane Addams, Stephen Crane, Mark Twain, Kate Chopin, Ambrose Bierce, Theodore Dreiser, Henry Adams, Louis Sullivan, Edwin Arlington Robinson.

The class will meet twice weekly for lectures and discussions. Supplementary films, talks, and small group discussions will be arranged. The enrollment of this course is open.

HA 258 THE QUESTION OF AUTHENTIC ACTION A SEMINAR ON ELIZABETHAN AND JACOBAN DRAMA

Louise B. Kennedy

...for men may spare their pains where nature is at work and the world will not go the faster for our driving.

--Marvell

What chance do a person's actions or words have of influencing his own fate or of influencing his society? This course will center on a close reading of drama written in England during the sixteenth and seventeenth centuries: *Hamlet* (Shakespeare), *The Knight of the Burning Pestle* (De Witt Fletch), *Hamlet*, *Henry IV* and *Anthony and Cleopatra* (Shakespeare), *The Duchess of Malfi* (Webster), *Somerset's Agonistes* (Milton), *All for Love* (Dryden).

These plays presented heroes or heroines to audiences whose own political experience ranged from the glories of Elizabeth's victory against the Armada through the defeat of Cromwell's Commonwealth. While we will read the plays at several levels, we will focus throughout on the changing types of central figures, which each play offers and on the search of that figure for an authentic mode of action or speech. How do these so-called heroines and heroes deal with the gaps between their ideals and the situations in which they find themselves?

As background to the plays, we will look in detail at the period's most striking historical dramas of heroism -- the lives of Queen Elizabeth and Cromwell. Thus, part of our task in the course will be to reconstruct from poems, ballads and other documents the icon or heroic image which their contemporaries formed of the heroic Elizabeth and the heroic Cromwell.

Each person taking the seminar will be asked to contribute two papers, one defining a critical approach to a play and one using a more strictly historical approach to some of the background material.

The class will be limited to 18 students, and will meet twice weekly for 1 3/4 hours.

HA 259 RUSSSEL AND HEIDEGGER

Raymond Kanyon Bradt

It would be possible to conceive of the movement of thought established by Russell and Heidegger as a circular one. The movement of each thinker would constitute half the movement of the circle's circumference. Russell's phenomenological epoche would establish the initial movement from the being of the objective world to that of concrete transcendental subjectivity and intersubjectivity. Heidegger's philosophy would reestablish subjectivity as Dasein, as "being-in-the-world." The entire movement would ground objectivity in its subjectivity and, conversely, subjectivity in its objectivity.

A more adequate image of that movement, however, would be a two-fold one. It would begin from the circumference of a circle, moving therefrom to its center. This movement would establish this centered world in a further, grounding, center, the Center of centers: Being itself. Herein, however, the entire movement involutes, so that the grounding center becomes one with the circumference, the movement, and the center itself, with the circumference because one with it. The first movement would establish being in its temporality, the second movement would establish the temporality of being in its Being.

Even this image is inadequate, however, to characterize the thought of Russell and Heidegger. Perhaps only a synthesis of the two images would be adequate, but that synthesis would be impossible in logic, possible only in Reality. The movement of the course will be toward that. Its readings will include, Russell, *Humanistic Philosophy*; and Heidegger, *Being and Time*, *What is a Thing?*, and *What is Called Thinking?*

Enrollment will be limited to twelve students. Class will meet once a week for four hours.

HA 261 PERSONAL INVESTIGATION AND THE CRITICAL EYE

Gary Hudson

Student will work independently in his or her studio. An exposure to very contemporary ideas and how the student's work relates to those ideas. An emphasis will be on how one develops positive and strong work habits as an artist. It will be necessary for the student to expose his or her work to the world of contemporary art and begin to understand it as his milieu. The instruction will be entirely on an individual basis, no class meetings. The student will be expected to see the instructor once every other week and present his or her work.

Class meets once as a group the first Tuesday of school at 10 a.m. Enrollment is by instructor permission.

HA 262 REHEARSAL AND PERFORMANCE

Liam O'Brien

The course will be comprised of two modules roughly dividing the semester in half. The first module will deal with rehearsal techniques in the theatre and the performance of a play. This will be a fully mounted production, the first of the academic year 1974-75, directed by the instructor, with actor-casting immediately following Fall Colloquy and technical positions by interview at the close of the casting period. The class will meet nightly 7:00-11:00 p.m., Monday through Friday, until opening. The show to be mounted will be announced the first day of Colloquy.

The second module will be the translation of the stage play performed into a television/video rehearsal/performance design of for showing on Channel 8 in Ashcroft and perhaps for PBS.

Enrollment is limited to returning Division I and II students by audition and interview with the instructor. Number of enrollments accepted will depend on the number of roles to be filled.

HA 263 DANCE COMPOSITION

Francis McLellan

A basic function of the art of dance is to communicate the creator's inner vision and perceptions of experience through the medium of motion. The class will explore elements of the choreographic and creative process. We will draw on personal motifs and symbols, various choreographic techniques and forms (theme and development, chance, etc.) and will use other art media as stimuli for experiencing and organizing motion.

The class will meet twice weekly for 1 1/2-hour sessions. Enrollment is limited to 10.

HA 270 ELECTRONIC MUSIC SEMINAR

Randall McLellan

Areas of concentration in this course will be studio techniques, electronics and acoustics as applied to electronic music, problems and methods of electronic composition and aesthetics of composition. Individual projects will be expected ranging from short compositions to collaborations in multi-media.

The course will meet twice weekly for 2 hours plus tutorials. The course is limited to 12 students and students must have an interview with the instructor.

HA 272 MYSTICAL THEOLOGY

Raymond Kanyon Bradt

It has been said that it is possible for Man to know that God is but that it is impossible for Man to know what God is. This would be to say that Man can know God's existence but not God's essence. It has also been said that the essence of God is the existence of God. This would be to say that what God is, that God is. Now if we combine the two statements we create a surprising paradox. If God's essence is God's existence, then to know God's essence would be to know God's existence and, conversely, to know God's existence would be to know God's essence. But this conclusion appears to contradict the initial statement that while Man can know God's existence Man cannot know God's essence. It would also seem to force a contrary conclusion, that if Man cannot know God's essence neither can he know God's existence. But we create not only a surprising paradox but a serious problem. If God's essence is God's existence, and if it is possible for Man to know God, then the equivalency of knowledge would be an equivalency of existence, and Man would be God.

Whatever fallacies may be involved in this statement, it clearly raises to question not only the issue of the nature of Man's knowledge of God but the very issue of the nature of God itself. Clearly these two issues are, for Man at least, related. This course will be an attempt to deal with this two-fold issue. It will do so on the one hand through a consideration of the problem as it has been dealt with by such thinkers as Augustine, Anselm, Aquinas, Bonhoeffer, Spinoza, Kant, Hegel, and Barth; and on the other - by an attempt to create a novel definition of the notion of essence with respect to the notion of existence. This will lead to a definition of the interior nature of God, and in so doing will lay the ground on which Man is related to God from the manner in which God is related to himself.

Enrollment will be limited to twelve students. Class will meet once a week for four hours.

HA 274 THE PATRIOT GAME

Liam O'Brien

When my country takes her place among the nations of the earth, then and not till then, let my epitaph be written.

--Robert Emmet

Hung, drawn, and quartered by the English in 1803 (his grave remains unmarked.)

For eight hundred and four years England and her allies have conspired to defame the people of Ireland from the ownership of Ireland. Eight times the Irish have risen in arms against the wholesale banditry of England with the direct result of over four million Irish killed, three million displaced. This course will attempt to link a Marxist view of Irish political struggle with a survey of Irish political theatre, and as such will be divided into three sections.

- I. 1169-1916 - Reading and lecture/discussion of the first seven hundred forty-seven years of British imperial rule in Ireland. The revolts of 1798, 1846, and 1867; the Famine; the British laws; the abolition and annihilation of the Irish culture; and the rise of Irish nationalism.
- II. 1916-1968 - The Easter Monday Rising and its aftermath; the Civil War and the partition of Ireland; The rise of the Irish literary renaissance. We will read the political plays of Lady Gregory, J. M. Synge, W. B. Yeats, and M. J. W. Synge, and act scenes. The role of Irish immigration of artists will figure strongly as well as the effects of the Gaelic Societies upon revolution.
- III. The rise of Sin Fein ("We Ourselves"), the Irish Republican Brotherhood and the growth of the Irish Republican Army. The history and political/military policy of the I.R.A. will be discussed. Hopefully a group of films including "The Informer" and "A Sense of Loss" will be screened. Modern Irish theatre will be explored, new plays read, and cuttings performed.

The readings for the course will be strenuous. A desire to act in short scenes from the plays to be read is mandatory. Enrollment maximum limit is fifteen. Admission by interview with the instructor.

The class will meet twice weekly for 1 1/2-hour sessions.



HA 278 DIRECTING WORKSHOP

Gladden Schrock

"A good director's manner is impossible to describe... useless to ascribe to any system. It is a series of aesthetic intuitions that we are after, human, infectious of blood, marrow, bone, countenance. One may think well, one may conjecture well, one may read the books and argue his point... but finally one must lie full down in the bedsheets of that infection itself, touch the afflicted flesh that gives the pulse, to be himself a carrier... To be gifted in tongue, oh yes, that is something, but to be a wheelhouse in the squall, a source of rage, a possessor of souls, a canny leper, a raven among the arts -- that is everything indeed. I learned more from watching Guthrie's bearing, that alone, than all the knotted tomes in Sterling could impart."

Sixteen students, chosen by interview and instructor's consent, will work on advanced directing technique. Each student will, during the course of the semester, be expected to bring to class at least two 20-minute cuts of dramatic material, fully rehearsed, upon which scenes refined critical rehearsal work will be done by the instructor. Redirection, timing, experiments in actor-solutions to a production, the entire spectrum of a director's work, will be done 'on their feet', the cast present to class always, and the class a rehearsal setting for final polish.

There will be reading material suggested, critical and productional, but the core of the class itself will be a rehearsal situation, an in-process workshop, where the infection, the "infection of the directing art," has best chance of taking place.

The class will meet for three two-hour sessions during the Schrock on-campus week (one week a month). The remainder of the month will be spent in preparation of the scenes.

HA 290 LITERATURE AND THE BLACK AESTHETIC

Eugene TERRY

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

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

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

HA 291 TENSIONS IN MODERN POETRY: FIVE MODERN POETS—DUNN, HOLDRERLIN, BAUDELAIRE, POUND, BONNEFOY

Lawrence Pitkethly

One way of speaking about poetry is to identify the countryside, the terrain in which it lives. Yet this landscape is not timeless. It moves, changes; splinters into things entire. What's more there are no clear boundaries. Why for example Nature is Atlantis for some of the Romantics but a modern built of living, mutating pillars for Baudelaire. Our modern world probably offers more creative, lasting sources for poetry than any other. On the one hand we are daily reforming the notion of the individual, on the other we are seeking a lasting social context in which to live. Out of those, dynamic struggles a new rich poetry has been and is being born. Poetry moves on like a tide seeking new boundaries. Everywhere, when it encounters oppositions it screams. War. Banality. Commodity. Capitalism. Oppression. Loss of God. Loss of Love. Yet everywhere poetry can move it creates new experience. Poetry delights in freedom, in charting the possibilities of the same human experience that philosophy will eventually describe. In this course we'll chart a little of that movement in the lives and works of five specific poets. I've chosen Yves Bonnefoy as an introduction to more recent poetry not because he is in any sense exclusive. I could just as easily have said Baudelaire, Eliot, Williams or a number of the post-World War II generation. But Bonnefoy is a good indicator of modern tensions and it's in that respect that he serves our purpose.

The class will meet twice weekly and is limited to 20 students.

HA 296 TWO 20TH CENTURY MARXIST PHILOSOPHERS: SARTRE AND MERLEAU-PONTY

Lawrence Pitkethly

There are many ways of describing the philosophies of Jean Paul Sartre and Maurice Merleau-Ponty. The conventional epithet make them out to be either Existentialists or Phenomenologists. But in fact to describe them as Marxists is more accurate. Sartre has called Marxism the only philosophy of our age. All other philosophies are either ideologies working within or without. The question then is how to frame a Marxist philosophy? And what relation do philosophies of the thinking subject have to the objectified social reality that Marxism claims to explain? Sartre and Merleau-Ponty are Marxists in the sense that the answers they give to these questions are historical answers. Sartre by showing that the most complete form of knowledge is always historical knowledge. Merleau-Ponty by arguing that all the shifts in our consciousness, perceptions and language are historical movements. Both also offer philosophies of individual choice, of real self-creation in a world that stands hostile and alien to our thought. In this sense they are real alternatives to those liberal notions of freedom that brazenly reconcile the thinking subject to what already exists.

Class will meet twice weekly; once for two hours, and once for one hour. Enrollment is limited to 20 students.



SCHOOL OF LANGUAGE AND COMMUNICATION CURRICULUM STATEMENT

WHY L & C?

Symbols are the foundation of all human activity. Perception is coding the physical world into a symbolic representation, thought is manipulating symbols, communication is transmitting symbols. The study of symbolic processes is one of the keys to human nature. The School of Language and Communication is an experiment which brings together the disciplines that study the forms and nature of symbolic activity. Although these are among the most vital disciplines in current intellectual life, they are taught as a central part of liberal arts education only at Hampshire.

WHAT IS IN L & C?

The program of the School of Language and Communication is organized into two interdependent parts. The first part is devoted to the study of thought and language, and is composed of linguistics, mathematical logic, computer science, analytic philosophy, and cognitive psychology. The second part of the program is devoted to the study of communication both in face-to-face social interaction and in the mass media. This part of the program is composed of mass communications, and parts of anthropology, psychology, sociology and American Studies, and it includes courses in television production and journalism.

Many Division I students and transfer students are confused about L & C, partly because the School's name suggests various things that aren't part of the program, and partly because many students have never been exposed to any of the L & C disciplines before coming to Hampshire. However, the School's curriculum is carefully delineated and surprisingly wide-ranging, as a look through this course list will show. The way to find out more about L & C is to become involved with one of the L & C methods of inquiry. This catalog is an invitation to such involvement—a map for the exploration of new intellectual territory.

WHO ARE THE PEOPLE AND WHAT ARE THE 1974-75 COURSES IN THE L & C DISCIPLINES?

The School has two or more faculty members in each of its disciplines, and offers at least one Division I and one Division II course in each discipline every term. The course offerings are planned to complement those of the other four colleges, so the student who does not find a particular course here is likely to find it in one of the other catalogs. The School supports Division II and III work in all of its disciplines, and students who are considering work that involves a particular L & C area should talk with one of the faculty members in that area. Each of the L & C disciplines is listed below, followed by remarks on the course offerings in 1974-75. The listing by discipline is convenient, but it should not obscure the interdisciplinary character of the School. Most of the School's faculty have studied more than one discipline, and many of the School's courses are substantially interdisciplinary. Students who are primarily interested in one of the disciplines are urged to take courses in the related ones.

Linguistics. The School offers courses in contemporary linguistic theory and many courses in related fields that use linguistic theory. This fall Bob Rardin returns from leave and Ramon Bach becomes a regular member of the faculty, holding a joint professorship with the University of Massachusetts. Fall: LC 169, LC 236, LC 240, LC 242, LC 243, LC 244, LC 245, LC 246, LC 247, LC 248, LC 249, LC 250, LC 251, LC 252, LC 253, LC 254, LC 255, LC 256, LC 257, LC 258, LC 259, LC 260, LC 261, LC 262, LC 263, LC 264, LC 265, LC 266, LC 267, LC 268, LC 269, LC 270, LC 271, LC 272, LC 273, LC 274, LC 275, LC 276, LC 277, LC 278, LC 279, LC 280, LC 281, LC 282, LC 283, LC 284, LC 285, LC 286, LC 287, LC 288, LC 289, LC 290, LC 291, LC 292, LC 293, LC 294, LC 295, LC 296, LC 297, LC 298, LC 299, LC 300, LC 301, LC 302, LC 303, LC 304, LC 305, LC 306, LC 307, LC 308, LC 309, LC 310, LC 311, LC 312, LC 313, LC 314, LC 315, LC 316, LC 317, LC 318, LC 319, LC 320, LC 321, LC 322, LC 323, LC 324, LC 325, LC 326, LC 327, LC 328, LC 329, LC 330, LC 331, LC 332, LC 333, LC 334, LC 335, LC 336, LC 337, LC 338, LC 339, LC 340, LC 341, LC 342, LC 343, LC 344, LC 345, LC 346, LC 347, LC 348, LC 349, LC 350, LC 351, LC 352, LC 353, LC 354, LC 355, LC 356, LC 357, LC 358, LC 359, LC 360, LC 361, LC 362, LC 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LC 121 TELEVISION PRODUCTION I

Instructor to be announced

This is a first course in making live and taped television. It includes use of portable and studio equipment with the opportunity to produce programs for distribution over the campus closed-circuit system and, if sufficient skills are achieved, over cable television systems in the area.

Since an instructor has not yet been named for the course, a more elaborate description is not possible at this time. Those who wish to know more about the College's facilities, or to learn details about meeting times and instructors, should contact Richard Muller.

Ten Hampshire students will be selected this spring by lottery; five places will be reserved for Five-College enrollment; five places will be filled in the fall by lottery.

Enrollment limit: 20

LC 147 CONVERSATION ANALYSIS

Janet Tallman

For two terms now a number of students have worked with me on the analysis of conversations. Our analysis has been of natural conversations, i.e., casual conversations of friends and family in informal settings. From the transcripts we have found a number of different patterns in conversations, on linguistic, paralinguistic, and sociolinguistic levels. We have begun to find characteristic patterns in the analysis of conversation from one topic to another, in the silences that occur in conversations, in the sentence forms used in casual speech, in the speech that occurs when group size varies. We have explored, among other things, different styles of conversation, primarily those used in more social or more personal situations, and we have begun to see something of how men and women differ in their conversations. We have generated as many questions about conversations as we have answered. This term in the course we will try to find answers to some of those questions, and probably find many more questions.

The first few weeks we will spend reading some literature on interaction theory and sociolinguistics, discussing the problems related to our analyses of conversations. We will also read the notes from the work done here to date on conversations, and read reports of projects done by students. Then we will all work jointly on one transcript; to see what we can glean from it initially. Simultaneously during these first few weeks, each class member individually or in teams will find conversations to tape and transcribe for later analysis. Some areas to be examined this term are the differences between personal and intimate conversations, the role of differences in speech, changes in conversations when participants are or are not under the influence of something, characteristics of "good" and "bad" conversations, and variations in speech as group size changes. In the latter part of the course we will have reports from class members on their findings in the conversations they have analyzed.

The course will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 16

LC 149 LECTURES ON LANGUAGE

Robert Kardin

"They have been at a great feast of languages, and stolen the scraps."

Shakespeare, *Love's Labour's Lost*

This course is designed to acquaint students with a wide variety of language-related topics. The course will meet once a week, once for a lecture and once for discussion. (In sections if the enrollment is large.) There will be ten lectures dealing with such topics as the following:

- language acquisition
- language and the generations
- language and thought
- transformational syntax
- phonology
- dialectology
- Black English
- sociolinguistics
- the structure of Finnish

The last two weeks of the course will be devoted to papers which are to be submitted at the end. The basic text will be *Linguistics and Language* by Julia S. Falk. Additional readings will be drawn from *Psycholinguistics* by Ben Slottin; *Readings in Applied Transformational Grammar* by Mark Baker; *Language and Poverty* by Frederick Williams; *Modern Studies in English* by David A. Reibel and Sanford A. Schane; *Language in America* by Neil Portman, Charles Weininger, and Terence P. Moran; and other sources.

The lectures will be given once a week for 1 1/2 hours. In addition, discussion periods will be arranged for one hour a week.

Enrollment limit: none

LC 153 COMPUTER LABORATORY

Self-instruction

In addition to regular courses, we provide facilities to teach the programming language APL. The facilities are essentially self-instructional, with a core of instruction consisting of an audiotape series and an accompanying notebook-text of charts and examples. There are auxiliary materials such as films, a series of programmed exercises, and texts. A lab assistant will be available as a resource for solving puzzles and problems, and regular classroom-type problem-solving sessions will be scheduled. The student who has no experience with computers or programming can be introduced to the subject at whatever pace is comfortable. Since the basic materials may also be used entirely independently and quickly, an experienced programmer who wants to add APL to his repertoire can do so in this way. The system we use also supports other languages, in particular, FORTRAN and BASIC. The faculty supervisor of the laboratory is Allen Hanson.

For the beginning student, the work required to master computer programming at the Division I level is equivalent to about one-half of a normal course. The student who wants to do this should register for the lab as a course in order to make this amount of time available during the term, although registration for the course is not required in order to use the lab. The student who wishes a more thorough introduction to computer programming should consider LC 156 Introduction to Computers and Problem Solving, offered every fall. Skills in programming can be used as part of (and in some cases as all of) and LAC examination. Students who are interested in doing Language and Communication examinations in programming should talk to Allen Hanson about their ideas.

Enrollment limit: none

LC 156 INTRODUCTION TO COMPUTERS AND PROBLEM SOLVING

Allen Hanson

This course is an introduction to computers, programming, and structured problem solving. The student acquires basic programming skills in the computer language APL, using self-instruction materials. During the first part of the course while students are studying the self-instruction materials, there will also be regular class meetings devoted to several topics. We will start out with a discussion of the computer as a device, investigating its lines of communication, its structure, and its modes of operation. This will be followed by a discussion of human problem solving in an attempt to describe the relationship between this ill-understood process and the precise requirements of the machine. Various methods for getting from problem to solution will be considered.

Following completion of the self-instruction materials and the introductory class meetings, we will go deeper into the applications of the computer. Different types of data structures and ways of manipulating them will be introduced here.

The student who wants to take a course in programming should consider both this course and LC 153 Computer Laboratory. The same self-instruction materials are used in both courses. LC 153 uses the self-instruction materials only and is equivalent to about one-half of a regular course for most students. It should be taken by those who are already sophisticated programmers and want to learn APL for the first time. This course is a full course that goes well beyond the self-instruction materials. It should be taken by students who want a more thorough introduction to programming and computer applications. Either course will lead toward all or part of a Division I examination in Language and Communication.

The class will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 20

LC 177 INTRODUCTION TO THE HISTORY OF ENGLISH

Eamon Bach and Reginald Bolton*

What is English and how did it get that way? In this course we will trace the development of English from its beginnings to the present. The work of the course will be of two kinds: (1) Readings and lectures on the history of English—the relationship of English to other Germanic languages; influences of other languages on English—Latin, Greek, Scandinavian (*skit, kelt, thud*), Norman French (*port, bagel*), American (*cowboy, moosekin, hamock*); the spread of English around the world; present-day varieties of English; something about the general principles of language change and how we find out how Queen Elizabeth pronounced the word *resp*. (2) Learning how to read Old English (*Beowulf*) and Middle English (*Chaucer*). There will be a one-hour lecture and a one-hour workshop each week.

Enrollment limit: none

* Reginald Bolton is a Division III student at Hampshire.

TWO SEMINARS ON THEORIES OF FACE-TO-FACE INTERACTION

Neil Stilling

Everyone is much more a member of society than he usually recognizes, and is influenced much more by the behavior of others than he likes to think. In an interaction the socially defined meaning of the situation, the social roles of the participants, and the socially defined significance of their responses to each other's behavior have a powerful effect on what they say and do. These seminars will be based on a set of core materials, consisting of readings with commentary and assignments prepared by the instructor, on several theories that attempt to deal systematically and rigorously with the structure of interaction: The theory of interaction ritual and self-presentation, phenomenological and systems-theoretical theory, the theory of social exchange, and systems theory. Works by Goffman, Schutz, Homans, Bateson, and others will be included in the core materials.

LC 178 SEMINAR: INTRODUCTION TO THEORIES OF FACE-TO-FACE INTERACTION

This seminar will concentrate on getting the fundamental ideas in each theory straight, and on questions concerning the nature of inquiry in social science: How do theories differ from common sense? What is a theory? What research methods have been used to support the theories? What assumptions about the individual and society underlie each theory? Why bother to study the theories? Class discussions will be devoted to specific questions or to papers written by class members. There will be four or five short papers assigned during the term, and many opportunities for Division I exams will be presented. Students will be evaluated on the basis of their papers and class presentation.

The class will meet twice a week for two hours each session.

Enrollment limit: 16

LC 278 ADVANCED SEMINAR: THEORIES OF FACE-TO-FACE INTERACTION

This seminar will move through the core materials more quickly than the introductory seminar, allowing time for additional, more advanced reading. Students should be reasonably sophisticated in some area of social science or in phenomenology. Discussions will be devoted to specific questions concerning the theories, or to related areas of social science such as socialization theory, personality theory, and experimental social psychology. Students will be expected to prepare either a paper or a class presentation early in the term and a reasonably substantial paper by the end of the term, and will be evaluated on the basis of this work.

The class will meet twice a week for two hours each session.

Enrollment limit: 16

LC 179 (279) THE DEVELOPMENT OF MODERN ANALYTIC PHILOSOPHY

Michael Radetsky

One of the most exciting, or most unsettling, things about philosophy is that it does not stand still for neutral categorization. That's one of the problems of philosophy is "what is philosophy?" And, once you're in the circle, philosophers must run faster and faster (write faster and faster) to stay in the same place.

In recent decades, a particular way of doing philosophy has come to dominate philosophical endeavor in the United States, England, Canada, and Australia: a methodology which has been termed "linguistic analysis," "conceptual analysis," "philosophical analysis," or simply "analysis." Its proponents have argued that at last philosophy has turned from useless general speculation to an exacting technique which will clear up our philosophical doubts and perplexities. Its opponents have argued that philosophy is dead, and grammarians, linguists, and logicians are holding an interminable wake while disguising themselves as its successors.

How can we begin to evaluate these judgments? When analytic philosophers teach, or work, they illustrate their techniques, but, given the lack of any neutral way of stating the problems of philosophical methodology, we are often at a loss as to why they proceed as they do. In the preface to a collection of essays titled *Philosophical Analysis*, Max Black says

"These essays are specimens of philosophical analysis, not discussions about the procedures employed.... No great importance is attached to the label of 'analysis,' but it serves well enough to identify philosophers who share a common intellectual heritage and are committed to the clarification of basic philosophical concepts."

Presumably, we are all in favor of clarity, so we are left with the possibility of examining the intellectual heritage which these philosophers share, which will be the task of this course.

We will read and discuss many original articles, including works by Frege, Russell, Carnap, Ayer, and Wittgenstein, and some longer commentaries which attempt to put some of these thinkers into philosophical perspective. Our main focus will be on how the kinds of concerns and questions which came into philosophy at the beginning of this century, some of them via the important developments in logic, shaped and directed the practice of philosophy today.

The course is open to Division I students with no previous experience in philosophy who are interested in learning how modern philosophy reached its present state. Division II students should know some elementary logic and would be expected to concentrate in greater depth on the particular works we will be reading. A number of short papers will be required.

The class will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 20



LC 180 MASS COMMUNICATION, MASS CULTURE, AND MASS SOCIETY

David Katz, Richard Lyon, Neil Shuster

This course is an introduction to the study of public communications. We will examine some of the intellectual, economic, and social forces governing the rise of the mass media, and the role of mass media in the formation of stereotypes and attitudes. The view that the artist is spokesman of the age will be looked at in the context of modern conditions, together with the impact of popular culture on high culture. One mode of analysis will lead us to consideration of particular messages transmitted by the media and how these messages relate to 20th century social structure and culture.

The course will begin with a consideration of what is meant by the terms culture, art, masses. Several critical interpretations of the modern condition, especially those of Marxist thinkers, will be examined. The American context will be explored in terms of the passing of the 19th century American tradition and the movement toward a wider and more open-ended cultural vision.

We will also study mass communication as a process and the state of research in the areas of television as a social force, the role of mass media in the formation of stereotypes and attitudes, political and commercial advertising, and the role of mass media in education. The individual media will be examined in an attempt to determine their unique qualities and their interrelations.

The course is recommended for students wishing to do further work in the School in the areas of public communication, the mass media, and the interconnections of language, literature, and society.

The course will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 60

LC 181 METHODS IN COGNITIVE PSYCHOLOGY AND CHILD DEVELOPMENT

Yvette Tanney

This course is designed to provide "laboratory" experience in experimental psychology. The emphasis will be on cognitive processes and their development, but the course should also be useful to students interested in other aspects of psychology.

Students will participate in a variety of activities designed to promote sophistication in all phases of research. Exercises to acquaint students with graphing techniques, statistical principles, and the psychological journals are planned. In addition, students will help in the formulation of research which the instructor is interested in pursuing by pilot testing subjects of different ages on tasks which we will plan as a group.

In addition to these group activities, each student will design and carry out a small experiment on any topic of interest and will report the results in the form of a journal article. Readings will provide an overview of the field of cognitive development or relate to problems of experimental design. Class discussions will center on the activities being pursued as well as on broader issues such as the nature of psychological explanation, problems of psychological validity, demand characteristics in experiments, uses of experimental techniques in society (e.g. the draft lottery, Consumer Reports) and ethical considerations. Work done in connection with this course might lend itself to a Division I examination in LAC or Social Science.

The class will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 16

LC 182 (282)

MODES OF INQUIRY IN
NONVERBAL COMMUNICATION

Janet Tallman

This course will be a review of the quickly expanding body of literature on nonverbal communication, with a focus on the modes of inquiry used by the various researchers. The literature comes from many fields, and varies in quality and style. We will look at some of the popular books such as *Body Language*, examine the area called proxemics through the work of Hall and others, read Paul Ekman, Albert Scheflen, Adam Kendon, Ray Birdwhistell, and others, examine studies of eye contact and other micro-behaviors, and possibly get into the recent research on movement therapy. Other areas to explore will grow out of the interests of the members of the class. As we read the work, we will look for methods of research, quality of data, and strength of conclusions. The course is open to Division I students interested in this work, regardless of how much they may know about it, and to Division II students who have done some previous work in the area of nonverbal communication.

The class will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 20-25 total

15 Division I students
5-10 Division II students by permission

LC 183 (283)

ALTERNATIVES IN TELEVISION

Richard L. Muller

The course will consider the "literature of discontent" dealing with television service as it is currently delivered over the air, and on the possibilities offered by cable television for solving some of the problems. Historical, economic, and regulatory perspectives on the development of the current broadcasting system, and on the many possible futures of cable television, will be used to keep discussions and reading in focus.

This course could serve as an introduction to issues in mass communications (Division I); Division II students will be expected to research a particular aspect of cable television, and lead a seminar on that topic.

Ten places will be reserved for Fall Term registration; five places for Five-College enrollment; the remaining fifteen will be filled in the spring pre-registration.

The class will meet Mondays and Thursdays from 1:00 to 2:50 pm.

Enrollment limit: 30

LC 202

FORMAL LOGIC

J. J. LeTourneau

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

In addition to studying some of these applications, the course is intended to accomplish a detailed survey of the major results obtained in logic during this century. Work to be studied includes propositional languages, a study of both the syntax and semantics of first-order languages (including the completeness and incompleteness theorems of Gödel and an introduction to model theory). In recent years applications of logic have extended beyond the true parent fields to new areas of computer science, linguistics, and cognitive psychology.

The class will meet three times a week for one hour each session.

Enrollment limit: 32

LC 205

INTRODUCTION TO LINGUISTICS

Robert Bardin

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

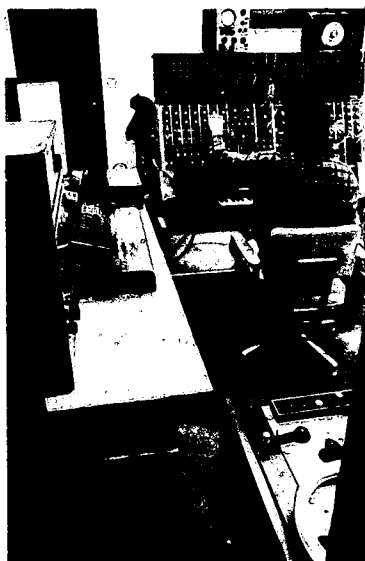
This course will introduce students to the basic elements of modern linguistic theory. The fundamental concepts of phonology, syntax, and semantics will be presented within the framework of generative (transformational) grammar. These concepts will be developed as we describe the sound system and sentence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

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

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

The class will meet twice a week for 1 1/2 hours each session.

Enrollment limit: none



LC 235

TELEVISION PRODUCTION II

Instructor to be announced

In this second course in television production participants must have had prior experience in the use of television equipment in a studio context, and should be able to direct, operate cameras, and perform other basic functions without additional instruction. The work of the course will consist of producing a series of programs for cable television broadcast off-campus. Since an instructor has not been designated, a more complete description of activities is not possible at this time.

Those who wish to inquire about the adequacy of their preparation, or about progress in naming an instructor, or about the College's facilities, should contact Richard Muller.

Ten Hampshire students will be selected this spring by lottery; five places will be reserved for Five-College enrollment; five places will be filled in the fall by lottery.

Enrollment limit: 20

LC 236

PSYCHOLOGY OF LANGUAGE: FUNDAMENTAL ISSUES

Dale Ballingale and Joyce Tenney

This course will treat some of the fundamental questions in the psychology of language:

Speech perception. How are sound waves hanging against an eardrum reliably perceived as language? What information in the sound wave itself distinguishes, say, "pit" from "bit," given the great variations among people's voices? There are some good and surprising answers to these questions.

Syntactic processing. A listener must assign a structure to each sentence that specifies the relationships among the words. For example, "that" in the previous sentence refers to "structure" and not to "sentence," and the reader needs a complex rule to determine this bit of structural information. Contemporary linguists have proposed rich and significant theories of linguistic structure, but it is not clear in what sense these are psychological theories. Psychologists have been grappling with the problem of how to show that a rule system is "really in the head." This work has resulted in some ingenious experiments and arguments.

Meaning. The listener must integrate each sentence with previously acquired knowledge, draw inferences from the sentence, and check the world to see if it is true, thus the structure of the sentence must be specified in such a way that it can be used to do these things. For example, given "Since John started taking vitamins, he has grown an inch," the listener figures out that "taking" means eating not stealing, that an inch is a measurement not an exotic plant, that the eating started before the growing and that both are continuing, that John is taller than he used to be, and that eating the vitamins caused John to get taller. There is now a good deal of interesting literature coming from psychologists and computer scientists on how people accomplish these things.

Reading and learning to read. Reading is enormously important in our culture, and contemporary linguistic and psychological theory provide a basis for understanding the reading process. Since the eye can take in whole words and phrases "at a glance" and from the page at will, reading is rather different from listening, which is bound to the fixed temporal sequence of sound. The new wave of research on reading has uncovered many of its complexities.

Thought and language in development. The Soviet psychologist A. R. Lurija and others have shown that the child's ability to plan and execute actions that are not bound to the immediate environment is correlated with the use of language. The interpretation of this data is a complex matter, and it provides a good introduction to the problem of relating thought to language.

There will be a great deal of reading in the course, and the class meetings will be largely devoted to the organization and critique of this material through lecture and discussion. Students will be expected to do two papers, and will be evaluated on the basis of their papers and preparation for class meetings. Students with no background in linguistics will have to do some extra reading early in the term.

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

Enrollment limit: 25

LC 238 IMAGES OF LOVE, ELEMENTS OF ROMANCE:
THE HERO AND HEROINE IN 20TH CENTURY AMERICAN CULTURE

Neil Shieter

This course will explore the love motif as it figures in American popular culture and is presented in mass media—magazine fiction, cinema, television, and advertisements. We will be interested in two general categories of questions: (1) **Descriptive:** How is the romantic situation characterized and distinguished from other life situations? How are romantic figures represented? What constitutes appropriate "courtship" behavior and expectation? (2) **Historical:** What is the concept of romance that the 20th century inherits, and how does it evolve and change over time? Is a coherent vision of romance and love present within the culture and correspondingly reflected in the mass media?

We shall begin with turn-of-the-century genteel romantic fiction, then follow F. Scott Fitzgerald's critique of "romance" in *This Side of Paradise*, then see a series of feature films extending from the 1920's to the present dealing with love. (About half the course will deal with film.) We will also read examples of "the bourgeois love myth" as portrayed in *The Saturday Evening Post* fiction of the 1920's and 1930's. The course will culminate in an analysis of contemporary representations of love and romance contained in television and Madison Avenue advertising.

The course will be especially interesting to those Division II students interested in nonverbal communication, social ideologies, role structure and representation, and cultural history, as well as students of the mass media and film.

The class will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 20, by permission of the instructor

LC 240

ENGLISH PROSE STYLE

Stephen O. Mitchell

This course will study intensively the development of English prose style from 1500 on, the major writers on style, and representative stylists from various periods. The emphasis will be on the development of analytical tools, drawn largely from linguistics and classical rhetoric, and on the purposes and limits of these tools. We will examine representative selections from Lyly, Milton, Browne, Swift, Johnson, and Faulkner, as well as a number of other authors. The theoreticians we will examine include Thomas Wilson, Mulcaster, Stevenson, Millican, McLauchlan, and Strang. Hopefully, students will develop an ability to read and appreciate some earlier writers whose prose is more difficult or complex than present caste dictates. Students should expect a moderately heavy writing load and be willing to engage in detailed analysis in class.

The class will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 12

LC 242

PHILOSOPHY OF MIND

David S. Schwartz*

From language to mind: Wittgenstein argues from his theory of how language works to a behavioral account of the mind. We will consider this argument in two stages. First, we will explore Wittgenstein's dictum that the meaning of a word is its use in such psychological words as "understanding," "anger," and "pleasure." Second, we will examine Wittgenstein's radical thesis that in principle psychological words cannot refer to private mental states, but must refer to behavior. We will look at the consequences of this for "pain" and for "dreaming."

The class meetings will be devoted partly to lectures and partly to discussion, and two or three short papers will be assigned during the term.

The class will meet twice a week for 1 1/2 hours each session.

Enrollment limit: 30

*David Schwartz is Assistant Professor of Philosophy at Mount Holyoke College.

LC 243

SURVEY SEMINAR IN MASS MEDIA ISSUES

David Kerr

See description under Residential Learning Center in Mass Communications.



SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

The School of Natural Science has organized itself so as to offer a relatively small number of major programs, most of them with unlimited enrollments, with most of the individual courses subsumed under those programs. We have several reasons for doing so. The first is that we prefer to think in terms of areas of interest rather than specific topics; the topics will vary from semester to semester and are merely a means of entry into a broader area of intellectual inquiry. The second is that by having most curricular offerings part of some larger unit, involving several faculty, we achieve greater flexibility in responding to student interests and varying student enrollments. Units may be modified, coalesced, withdrawn, or new ones introduced on relatively short notice within the framework of a larger program. Thirdly, many of the programs have a central theme - a seminar or lecture series - whose purpose is to promote interaction between faculty and students who have a range of disciplines, interests and perspectives. Thus students will have an opportunity to study narrower topics with some intensity and depth within individual curricular units, while at the same time discussing broader issues and a more general area of interest of which that particular unit is a part. Our hope thereby is to achieve a curriculum which is not only flexible enough to respond to the changing needs and interests of students and to the flow of contemporary events, but also cohesive enough to impart some sense of direction to a student's intellectual development in science.

To accomplish these objectives we have a teaching staff of scientists whose breadth of background leads to a flexible treatment of their instructional tasks. They devise modular units within courses; they work in small teams, cooperating on development and direction of School activities; and they support a variety of modes of teaching (lectures, seminars, problem workshops, laboratory research projects, field studies) with special emphasis on the independent effort of students.

Students registering to participate in a program may do so in two ways: If they wish to indicate an area of interest only, without committing themselves at the outset to some specific unit in a program, they should enroll under the course number of the program; if on the other hand their interest is in some specific unit in a program, they may register for the specific course number of that unit. Students registering for specific units, particularly minicourses, should recognize the possibility that some change may occur before a semester actually begins and should therefore consult program bulletins shortly before the term opens for details on program content and teaching staff.

In addition to the major programs we also offer some courses which either are of service to more than one program or are not in any compelling way related to one of them in spirit or emphasis. These courses are listed separately.

A word about divisional status. While most of our offerings have open enrollments, unless explicitly stated otherwise, it should be understood that our expectation in Division II courses (200 series) is not the same as it is in Division I courses (100 series). Division I students who wish to register for Division II courses will be expected to function with the same maturity and independence normally expected of Division II students. They would therefore be wise to consult the appropriate instructor before registering. Division II students registering for Division I courses will generally be expected to carry some extra responsibility for the conduct of the course. The nature of that responsibility is explicitly stated in some of the course descriptions.

We would like to emphasize our special concern for students who have had previous negative experience with science in the past. Various faculty members have developed specific courses and activities with these needs in mind. Students should consult either program directors or the Natural Science Advising Center for help in planning their program. In addition we will try to have student advisors available during registration.

If you are interested in mathematics, please note that there are mathematics courses in more than one School. There is a complete list toward the end of this catalogue.

SCHOOL OF NATURAL SCIENCE

ENVIRONMENTAL QUALITY PROGRAM NS 110/220	Louis V. Wilcox Jr., Director
Ecosystems Analysis NS 216	Louis Wilcox Jr., Raymond Coppinger, Michael Sutherland
Implications of Agriculture NS 116/207	Libby Heekin*, Teresa Buxley*, Louis Wilcox Jr.
Cinematographic Portrayal of the Natural History of the Connecticut Valley NS 112/206	James Sears
HUMAN BIOLOGY NS 161	Albert Woodhull, Sandra Oyewole, Lynn Miller, Michael Gross, Louis Wilcox
Related Courses:	
Bio-Social Human Adaptation NS 169	Raymond Coppinger, Philip McKean
SS 128	
Research in Atherosclerosis NS 219	Linda Slakey
Nutritional Ecology of Humans NS 162	R. Everdell*, K. Johnson*, A. Levi*, L. Miller, A. Russo*
SS 197	
THE HUMAN SEXUALITY PROGRAM NS 198/298	Nancy Goddard, Beth Dichter*, Amy Munice*
Abortion and Birth Control Counseling NS 142/266	Diane Samelios*, Beth Dichter*
Self-Help (Minicourse, last 4 wks) NS 143/267	Staff
The Body as Host (Minicourse, 2nd 2 wks) NS 129	Sandra Oyewole
Human Reproduction and Development (Minicourse, 1st 6 wks) NS 161	Nancy Goddard
"Biological" Accounts of Human Sexual Behavior (Minicourse, 2nd 6 wks) NS 148	Michael Gross
THE WORLD OF MATHEMATICS NS 123/223	Staff
Other Mathematics Courses:	

Mathematics for Scientists and Social Scientists NS 126	Kenneth Hoffman, Michael Sutherland
SS 123	
Useable Mathematics NS 104	Kenneth Hoffman
Seminar in Algebra or Number Theory NS 269	Donald Goldberg
THE NATURAL HISTORY OF THE CONNECTICUT VALLEY NS 150	James Sears, John Reid
Field Botany (Minicourse, 1st 2 mo.) NS 151	James Sears
Mushrooms (Minicourse, 1st 2 mo.) NS 152	Louis Wilcox Jr.
Connecticut Valley Herps (Minicourse, 1st 6 wks) NS 156	Thomas Tynning*, James Sears
The Living Insect (Minicourse, 1st 6 wks) NS 163	Ralph Latta(OP)
Other Courses in Natural History:	
Natural History of American Southwest NS 203	John Reid
The Classics of Natural History NS 270	Susan Goldhor, Peter Thomasow*
SCIENCE IN THE PUBLIC INTEREST NS 180/280	Allen Kress, Brian O'Leary
The Energy Crisis NS 181/281	Brian O'Leary
Other Science and Society Courses:	
Scientific Revolutions: The Development of Western Science NS 313	Michael Gross
Science in Society NS 118	Michael Gross
SS 196	
COURSES IN PHYSICAL AND EARTH SCIENCES:	
Astronomy for Poets and Professionals NS 194	Courtney Gordon, Kurtis Gordon, Brian O'Leary
Electronics for the People NS 204	Michael Woolf
Introduction to Astronomy and Astrophysics ASTFC 22	E.R. Harrison (U.Mass)
Space Science: The Solar System ASTFC 31	Brian O'Leary
Astronomical Observation ASTFC 37	T.R. Dennis, J.D. Strong
Astrophysics I ASTFC 43	D.J. Van Blerkom (U.Mass)
Electricity and Magnetism NS 235	Michael Woolf
The Calculus Workshop NS 212	Donald Goldberg, J. L. Thompson
Chemical Equilibrium (Minicourse) NS 212	Nancy Lowry
Organic Chemistry in 3-0 NS 241	Nancy Lowry
Chemical Thermodynamics NS 202	John Reid
The Copernican Revolution NS 136/236	Stanley Goldberg
The Photographic Process NS 136	Stanley Goldberg
COURSES IN LIFE SCIENCE:	
Comparative Neurophenomenology NS 245	E.E. Krickhaus
The Control of Lipogenesis NS 268	Linda Slakey
Biophysics of Nerve Membranes NS 273	Ann Woodhull
Plants: What Makes Them Tick? (Minicourse, last 2 mo.) NS 149	Louis Wilcox Jr.
Organically Grown Poisons (Minicourse, last 2 mo.) NS 145	Nancy Lowry, Ann Woodhull
Development of Nervous Systems (Minicourse, 1st 4 wks) NS 144/272	Merle Bruno
The Visual Cortex (Minicourse, 2nd 4 wks) NS 271	Merle Bruno
Animal Behavior (3 Minicourses) NS 148/248	Raymond Coppinger, Michael Sutherland
Recombinant Genetics (Minicourse, 1st 4 wks) NS 247	Lynn Miller
Informational Macromolecules (Minicourse, 2nd 4 wks) NS 253	Lynn Miller
Genetics of Evolution (Minicourse, 3rd 4 wks) NS 251	Lynn Miller
COURSES IN EDUCATION:	
Elementary School Science Workshop NS 121-222	Merle Bruno
Open Education and Piaget See ES 102/202 (listed elsewhere in catalog)	Yvette Tenney, Merle Bruno
The New Math (Minicourse) See ES 102/202 (listed elsewhere in catalog)	Kenneth Hoffman
Games and Teaching Aids for Elementary Mathematics (Minicourse) See ES 102/202 (listed elsewhere in catalog)	Kenneth Hoffman
NOTE: ALL FACULTY ARE AVAILABLE FOR DIVISION III INTEGRATIVE SEMINARS IF THERE IS STUDENT INTEREST	
*student	
**staff	



ENVIRONMENTAL QUALITY PROGRAM
Louis V. Wilcox, Jr., Director

The aims of the environmental quality program at Hampshire are to produce a citizenry that is knowledgeable concerning the biophysical, social and aesthetic problems in our environment, and to be able to develop solutions to these problems. To accomplish this goal, the program is oriented around environmental projects with supporting courses offered by the schools at Hampshire. To participate in this program students are expected to select a project that interests them. Students are encouraged to select courses, do independent work, and/or prepare divisional exams that will be supportive of their involvement in a project. Student participation therefore can range from a division exam or mini course to a full term load.

Following are lists of projects, courses, and potential resource people involved in the Environmental Quality Program this fall.

Environmental Projects:

Most projects in this program are run during the spring semester. The projects for the spring semester of AY 74-75 are: 1. Montague: community analysis of the impact of an atomic energy plant; 2. forestry management; and 3. wild birds of New England.

During the fall, students are encouraged to do independent studies in these or other environmental areas that interest them.

Environmental Courses:

NS 216 Ecosystems Analysis
Louis Wilcox Jr., Raymond Coppinger, Michael Sutherland

This course focuses upon investigation of various aspects of ecosystem structure and function, such as population dynamics, limiting factors, prey/predator relationships, energy flow, etc. The class will select as a group a particular ecosystem, and each student will investigate some aspect of that ecosystem. Class will meet once a week.

NS 116/207 Implications of Agriculture

Libby Heekin, Teresa Buxley, Louis Wilcox, Jr.

This is a seminar course which is intended to integrate thought and problems in the fields of agriculture, horticulture, ecology, and economics. The class will meet once a week and there will be readings in preparation for each of these seminar meetings. Each student is expected to write a quality paper on some aspect of the central theme of this seminar.

Class will meet once a week to discuss readings, hear guest lectures, and/or take field trips.

NS 122/206 Cinematographic Portrayal of the Natural History of the Connecticut Valley

James Sears

The goal of this course is to produce a film(s) on one or more aspects of the natural history of the Amherst area. Topics might include: history of agriculture, early farming techniques, plant distribution and succession, geologic formations, processes, plant communities, reptiles, land use ... etc.

During the course we will decide on a topic or combination of topics, prepare a format, subject matter, and script, and make the movie(s). Students will be responsible for investigating literature, human resources and the natural environment.

The course is open to Division I, II; advanced students are expected to help direct beginning students. Students interested in film are encouraged to participate. Admittance to the course is restricted and is determined by interview with Jim Sears

Additional resource faculty include: Ray Coppinger, John Reid, Lou Wilcox, Ralph Latta, and possibly others.

Environmental Resource Persons:

Following is a list of faculty with environmental interests who could function as advisors in various aspects of the projects listed above:

Raymond Coppinger: ecology, birds, natural history
R. Bruce Carroll: policy, politics, government
Ed. Grear: environmental law
Norton Jester and Earl Pope: architecture and ecology
Lynn Miller: waste disposal
Phil McKean: tourism, anthropology
John Reid: geology, hydrology
Mike Sutherland: statistics, computers
Stan Warner: economics
Lou Wilcox: ecology, modelling, wetlands

HUMAN BIOLOGY PROGRAM

Albert Woodhull, Sandra Oyewole,
Michael Gross, Lou Wilcox and others

Human biology is the one animal most studied by biologists. The biological investigation of our own species will be approached in three ways:

- In seminars, students will read original research papers on topics of current interest
- In the laboratory, students will learn medical diagnostic techniques
- In clinicopathological conferences, practicing physicians will discuss clinical cases

The seminar portion will consist of a sequence of two mini-courses, each with a different approach and a different topic. In the first month the emphasis will be on the development of the ability to read original scientific papers. A pre-selected series of papers will trace the development of a particular line of research. In the fifth week these groups will re-form into special interest groups. Leaders of these groups will provide papers for starting points, but the groups will evolve into true seminars in which the students will also teach, bringing back to the group information they have found on their own. Possible topics include psychosurgery, vitamin C and atherosclerosis, the role of the immune response in cancer, human genetics, etc.

The laboratory portion will provide background for the physicians' presentations and will also allow students to learn for themselves how body functions can be measured. The laboratory will be open all week so students can obtain practice in the techniques to be introduced, such as electrocardiography, blood typing, respirometry, blood sugar determination, etc.

The clinicopathological conference will be modeled after those that are held weekly at hospitals and medical research centers. Physicians will present data on interesting or unusual cases in their areas of specialization. The mode of inquiry in the field of human biology differs from that in other branches of science in that much of the information that workers in this field need cannot come from experiments. Medical workers are aware of the need to share whatever they learn in the treatment of individual cases. These weekly conferences will give students insight into aspects of medical practice and research that is not generally known to the public.

In addition to these activities during the semester there will be opportunities for field trips to medical centers. Also at the end of the semester there will be a symposium session in which individuals and groups will be able to report their findings in the special interest groups and to learn of others' results.

Meeting times: 90 minute discussion session
90 minute clinicopathological conference
1 hour lecture-demonstration laboratory work possible at most times during the week

The conference and lecture portions will be videotaped to be available for later reference.

Courses relating to Human Biology:

NS 169 Bio-Social Human Adaptation
SS 128 Raymond Copinger and Philip McKean

What is adaptation? How does evolution work, and is it useful for understanding the present behavior of humans? What is culture? Is there a "human nature"? Do theories of animal behavior such as case solicitation, neoteny, hierarchical ranking, social facilitation, reproduction patterns and play also apply to humans? Can we learn about humans from studying primates? What have humans done to be so adaptive, and what lies ahead? Will the green revolution provide food enough for poor countries? How does art, music and religion relate to human evolution? Does learning about hunters and gatherers (Rakibov and Bushmen) or about horticulturalists and pastoralists (in Bali and Chad) suggest insights about our own urban-technocratic society? These are some of the questions that are raised when we join the biological and anthropological perspectives on the history, present state, and future of the human family.

The course will consist of three parts each week:

- (a) readings and lectures (2 hours)
- (b) a film series (1-2 hours, probably Tuesdays at 7:30)
- (c) project-development sessions, to create and criticize examinations

There will also be several field experiments in adaptation, a partner system used for discussing the main materials and criticizing the four to six papers each student is expected to write. Only full participation in the above activities will merit evaluation. Readings will include articles and reprints, plus: B. Campbell, *Human Evolution*; Y. Cohen, *Man in Adaptation*; A. Allard, *Evolution and Human Behavior*.

Course enrollment is limited to 50. Submit a written request describing your experience, interest, and intentions to the instructors in order to be considered for selection.

NS 219 Research on Atherosclerosis and Control of Lipid Metabolism
Linda Slakey

Students in this course will work with an ongoing program of research designed to investigate the question "what are the biochemical events in the artery wall which initiate and/or foster atherosclerosis?" In the context of this specific problem they will have the opportunity to learn many basic biochemical research techniques, to consider funding problems and accountability, to participate in suggesting and evaluating experimental design, and to work on ongoing experiments and on analysis and interpretation of the data generated.

The course is open to Division II and III students. Students will work 5-15 hours per week in this course; time will be scheduled individually. Admission by permission of the instructor.

NS 162 The Nutritional Ecology of Humans
SS 197 R. Everdell, K. Johnson, A. Levi, L. Miller, A. Russo

The aims of this course are to help students:

- Understand why we need food, what kinds of food we need, and how we use what we get
- Realize that good nutrition is essential not only for growth and maintenance of our bodies and minds, but also essential for preventative and therapeutic medicine
- Explore the economic aspects of food availability, processing, and consumption; discuss controls of amounts, kinds, and quality of foods available within our communities
- Develop skills in finding information, discussing nutritional problems, and to work together to educate ourselves.

Initially, Lynn Miller and other faculty will give an introductory series of lectures on nutrition with discussion of assigned reading of a nutrition textbook and scientific articles. The students will organize discussion groups on topics of interest during this time. Topics already suggested for discussion groups are: preschool nutrition, nutritional problems of the Third World, nutritional content of foods, and vitamins and disease. Lynn Miller will work with students on individual projects or exams.

During the second part of the course outside speakers will lecture on obesity, vegetarianism, dental caries, pregnancy and infant nutrition, hypertension, food processing and additives, agro-industry, consumer protection, and community, U.S. and world food problems.

Each student will be required to share some written work or oral presentation with the group; this work can be anything from a summary of a project to an exam.

The class will meet twice each week for two hours each meeting.

NS 198/298 THE HUMAN SEXUALITY PROGRAM

Nancy Goddard, Beth Dichter, Amy Munice

We live in a society which is obsessed with sex. Most of our notions are based in myth and mystery perpetrated by the media, socio-economic factors, and pure political system.

This program offers us a chance to see how each discipline rigorously examines human sexuality in its broadest sense. We will not only learn to differentiate between the facts and factoids of life, but will get a chance to see how statisticians, biologists, economists, film-makers, etc. look at the world. By applying these various modes of inquiry to human sexuality we will also see how the disciplines interrelate.

There will be a core lecture series with speakers from all the disciplines. There will be both modules and full-term courses as well as a film series. The program is open to students from all divisions, faculty and staff. Theoretically, incoming students could take all their courses under the aegis of this program, thereby completing all Division I exams. Upper division students are encouraged to assist in teaching, perhaps designing their own courses. There will be an integrative seminar for all Division III students.

In addition to courses and modules, there will be a 90 minute core lecture each week, and an optional film series, approximately 2 hours per week.

NS 142/266 Abortion and Birth Control Counseling

Diane Danello and Beth Dichter

This course will deal with abortion and birth control counseling techniques, anatomy and physiology. We will begin by studying our anatomy and physiology, and our sexuality. From there we will explore the methods of birth control available, discussing their social implications. Other topics will be VD and vaginal infections. Throughout the course we will be discussing the current status of health care for women and the possibilities for change.

The course will provide the rudimentary techniques and skills for abortion and birth control counseling. The course is open to women in divisions I, II and III. It will meet 2-3 hours, twice a week. Admission by permission of the instructors.

NS 143/267 Self-help - Minicourse
Staff Last 4 weeks

Within this section we will begin to explore our bodies. This will include breast and pelvic exams. The course is restricted to women only, and will meet once a week for 2-3 hours.

NS 129 The Body as Host Minicourse
Sandra Oyewole Second 4 weeks

Why is there a higher incidence of yeast infections among women taking birth control pills? How can the presence of certain microorganisms in the body be beneficial? In this course we will seek to answer these and similar questions as we look at the female body as a host for a variety of microorganisms - both pathogenic and nonpathogenic. Emphasis will be placed on the delicate balance that exists between the microorganisms which normally inhabit the body and the cyclic nature of physiological changes which occur within the body. We will discuss the common infectious diseases which relate to obstetrics and gynecology - particularly diagnosis and therapy.

The course is open to division I students. Class will meet twice weekly for 90 minutes.

NS 141 Human Reproduction and Development Minicourse
Nancy L. Goddard First 6 weeks

This module will expose the student to scientific thought processes via the biology of sexuality, reproduction, growth and maturation. It will focus upon interactions of the nervous and endocrine systems and how these systems influence development of bodies and behavior. It will begin the first week of the term, thereby making it possible for students in this and other programs to participate. Meetings will be twice a week for 90 minute lecture/discussions.

NS 146 "Biological" Accounts of Human Sexual Behavior Minicourse
Michael Gross Second 6 weeks

Does biology explain the belief that men and women differ in sexual feelings and behavior? I would like to survey some recent attempts to give biological bases of differential sexuality in men and women. In particular, I would like to focus on attempted explanations by way of sex differences in (a) brain structure, (b) instincts retained through evolution, (c) hormonal complement.

The course will meet twice a week for 90 minutes, for reports and discussion.

NS 123/223 THE WORLD OF MATHEMATICS

Staff

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

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

The following activities are planned for the fall semester:

The Book Seminars:

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

The following books are of particular interest this semester:

Leacock: Galois Theory
Feller: Introduction to Probability Theory and Applications
Apostol: Mathematical Analysis

In addition, the following topics may also be handled efficiently in a book seminar:

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

Please consult the Math Room bulletin board (SB 125) for current suggestions.

The Prime Time 17:17 Theorem:

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

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

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



Other courses in Mathematics:

NS 126 Mathematics for Scientists
SS 123 and Social Scientists

Kenneth Hoffman and Michael Sutherland

Traditionally, a semester or year of calculus has been standard mathematical preparation for scientists and quantitatively-minded social scientists. With the ready availability of high-speed computers, however, a number of other tools have become as useful, in a number of cases displacing calculus altogether. It is our feeling that for almost all scientists and social scientists, with the possible exception of physicists and engineers, this course will be of more use than the calculus. We will cover the following topics:

Computer simulation
Elementary linear algebra and matrices
Input-Output diagrams
Linear models
Quick calculus (basic definitions and ideas; no theory; about two weeks)
Finite difference methods
Elementary probability and statistics
Markov chains

Other topics may be included. The computer will be used throughout the course. No previous programming experience is necessary.

The class will meet three times a week. In addition, there will be an optional fourth meeting each week to go more deeply into some of the theoretical aspects of the material.

In conjunction with the Usable Math class, there will be a special meeting each week for those wishing to review topics from basic algebra.

NS 104

Useable Mathematics

Kenneth Hoffman

This course is designed to develop the student's proficiency in and fondness for mathematics by working through a selection of topics in elementary applied mathematics. The course is designed primarily for those who are unsure of their mathematical background or ability; better prepared students are advised to consider one of the other Division I math courses, though they are certainly welcome to sit in on any topics of special interest to them. Some of the topics we will cover are:

- How to use a framing square and why it works
- Introductory computer programming
- Navigation - celestial and instrumental
- How to tell time by the stars
- Surveying
- How a slide rule works
- Graphing - how to read graphs; different kinds of graph paper; how they work and what they are good for; non-calculus curve-sketching
- Elementary statistics

The class will meet for three hours each week. In addition, there will be a regularly scheduled session each week to review the various fundamentals of algebra for those who want such a review. A couple of Division II and III students will be assigned to the course to work individually with any students wishing tutorial help.

NS 269

Seminar in Algebra or Number Theory

Don Goldberg

One of the following course titles will be chosen for active study. You can expect substantial interesting problem sets, off-textbook reading, class presentations, and tutorial meetings. Interested students should contact me during Spring term to appraise me of their interests, backgrounds, and preferences.

The possibilities, with likely references:

- Introduction to Modern Algebra.** Groups, rings, and fields. P. M. H. Herstein, *Topics in Algebra*.
- Groups and Symmetry.** A non-usual introduction to group theory. Geometric and physical occurrences of groups. Symmetries and tessellations. Budden, *The Fascination of Groups*.
- Number Theory.** One of the oldest mathematical fields. Primes, divisors, properties of \mathbb{Z} . Continued fractions, diophantine approximations. Fermat's last theorem. Niven and Zuckerman, *An Introduction to the Theory of Numbers*.
- Irrational Numbers.** An algebraic construction of \mathbb{R} . Algebraic and transcendental (irrational) numbers. Normal numbers. Squaring the circle. Niven, *Irrational Numbers*.

The class will meet four hours per week.

NS 150 THE NATURAL HISTORY OF THE CONNECTICUT VALLEY

James R. Sears and John Reid

In the foyer of the Marine Biological Laboratory, Woods Hole, is a statement in large script by Louis Agassiz that reads "STUDY NATURE, NOT BOOKS". This is the philosophical principle of this program. The Connecticut Valley offers a wealth of natural history to the student who is willing to look for it. The aim of the program is to introduce concepts of natural history to the student through lectures, discussions, guided field observations, and field excursions. This is a program and no previous experience in sciences is necessary.

The program consists of a full term of core lectures and field studies in natural history of the Connecticut Valley and several one month mini-courses in areas of specific interest. Students interested in the program should sign up for the core lecture (NS 150) and in addition, if you wish to study a specific area in more detail, you should also sign up for the mini-course of your choice under the appropriate minicourse number.

NS 150

Natural History of the Connecticut Valley

James Sears and John Reid

A testimony of the geologic history (from before the age of the dinosaurs through the last of the glacial periods) abounds in the environs of the Amherst area. The old stone walls that are now overgrown by woodlands give testimony to white man's settlement and early farming efforts. We will study the geologic history (both from the point of view of its relationship to global processes such as continental drift, and the recent events which shape the valley today), the history of agriculture and early stream-side industry, plant communities and succession, and man's interaction with the natural environment. American literature relating to man's colonization and life in New England will be included; what better place to read Frost's "Rustling Walls" than on an old stone wall? Amherst residents of long standing will provide some first hand accounts of this area's natural history.

Students will be responsible for one large paper and a short observational essay. This is an introductory Division I course. Class will meet for 2 hours twice weekly for the full term, some meetings will be field trips.

NS 151

Field Botany

Minicourse First 2 months

James Sears

During this 2 month (September and October) minicourse students will become familiar with the local flora of several habitats through field work. As a group we will use quantitative methods to make a vegetational analysis of part of the Holyoke Range and complete an illustrated field guide to some elements of the vegetation there. Each student will be responsible for a paper on their vegetational study. This is a Division I and II level course; there are no prerequisites and advanced students will be expected to help beginning students in the vegetational analysis. Class will meet for field work during one four hour period per week and for discussion, one hour per week.

NS 152

Mushrooms

Minicourse First 2 months

Louis Wilcox

This module will be conducted primarily in the field. It will be devoted to an examination of the diverse activities of fungi which, among other things, result in the production of a mushroom in many species. During the course, each student will grow his/her own mushrooms from spores to maturity...and finally eat the results at a mushroom feast.

This course is offered during the first 1½ months of the fall semester. Class will meet from 1-3pm on Wednesdays.



NS 156

Connecticut Valley Herps*

Minicourse First 6 weeks

Thomas Tynning and James Sears

*Herps is a contracted form of the word herpetiles. Herpetiles is a word coined to indicate two extremely interesting groups of vertebrates - namely Reptiles and Amphibians.

The Aim of this course is to learn the reptile and amphibian components of the area. Also generalizations on the "overall position" of herps in an ecosystem; some introductory notes on evolution, distribution; some closing notes on "outlook" and misconceptions. The course will include live specimens, photographs and/or preserved specimens, recordings of frog and toad songs, and field type excursions. Reading will include Latell, *Reptiles and Amphibians in Massachusetts* (1972).

NS 165

The Living Insect

Minicourse First 6 weeks

Ralph Lutts

INSECTS ARE A SOURCE OF UNENDING WONDER... They represent the majority of living species; in North America alone, they outnumber the world's bird species by more than 100 to 1. The large numbers, together with their widely varied adaptive forms, their ubiquity and their economic and biological importance makes them a fascinating group to study.

This Division I level course will emphasize the natural history of living insects based on field and laboratory work. Students will be expected to make an insect collection, to study a single species in detail, and prepare a report on that species for the class.

Life history, behavior, and ecology of insects will be studied from a whole organism approach. Field work will be stressed. Readings from texts, original literature and naturalist's accounts will be assigned.

Class will meet during the first 6 week period of the term on Tuesday and Thursday from 2-3:30.

Other Courses in Natural History:

NS 203

The Natural History of the American Southwest

John Reid

The course is designed as a combination of lectures and seminars intended to introduce principles of desert geology and geomorphology, arid zone botany and some elements of pre-Columbian archaeology. As was the case during fall 1973, one goal of the course is to carry out an intensive field research project in Southern Arizona in a combination of these areas during the subsequent January term (Jan. 1975). Enrollment in the course is unlimited; participation in the Arizona research will be limited to 15 on the basis of enthusiasm.

NS 270

The Classics of Natural History

Susan Goldberg and Peter Thomashow

This course is designed to do two things. First, to give us the chance to read some of those books that we all always wanted to read but never got around to (Darwin's *The Voyage of the Beagle*, Wallace's *Journeys in the Malay Archipelago*, Bates' *The Naturalist on the River Amazon*, etc.) and second, to attempt to see the world as these writers saw it, trying to comprehend what was understood, what was taken for granted, and what misinterpreted. The more biological background you have, the more you'll get out of this course, although everyone can enjoy it.

The course is open to Division II students.

NS 180/280

SCIENCE IN THE PUBLIC INTEREST

SS 139/231 Allen Krass and Brian O'Leary

Governmental agencies regularly make decisions of enormous economic, social and environmental consequence. How wisely these decisions are made depends in part on the quality of information available to those who make them. Yet the structure of the decision-making process may tend to encourage the presentation of partial or distorted information. Vested interests and promotional bias among leaders of government and industry have often led to enormous projects which are of questionable value and may have detrimental environmental effects. This situation has created a need for more participation among scientists, lawyers and other citizens to act as advocates in presenting to decision-makers the costs of such programs and in suggesting alternative courses in which priorities could be shifted more toward the public interest.

A Wednesday night lecture series on Science in the Public Interest will bring to the campus a group of distinguished visitors whose experience and qualifications bear on the questions of the program. They will deliver lectures, lead discussions and contribute to our planning for the future of the program.

The first four or five weeks will consist of a concentrated series of lectures with student projects to follow.

NS 181/281

The Energy Crisis

Brian O'Leary

The energy crisis is a well-publicized but poorly understood issue of mammoth proportions. Not only are the technological problems challenging, but the interactions among the various agencies, utilities, industries, private groups and individuals form a matrix containing a staggering number of interdependent variables. The approaches could be attempted: one would be to size up the problem by looking at the whole picture and asking which questions and issues ought to be addressed; the other would be to study one or two very well-defined problems with a small number of influential variables.

The latter approach is more likely to be effective both as a course and as a plan of action. Since many significant decisions about nuclear power generation are forthcoming, we will concentrate on one or more of the following topics:

- the safety of nuclear fission reactors including breeder reactors, particularly the problem of ineffective emergency cooling systems.
- difficulties in the disposal of radioactive waste: e.g., the case of Lyons, Kansas which lies over some abandoned salt mines and wells and perhaps a major earthquake fault.
- looking at efforts to develop alternative power sources, including R & D in nuclear fusion, solar energy and geothermal energy. Are fission reactors over-promoted? As to fusion reaction, issues which include: adequate money available for R & D? Will promotion of breeder reactor technology become an obstacle to further fusion development? What steps can be taken to buy time for the development of fusion reactors (e.g., more effective pooling of energy resources and lower loss transmission)? protection against the theft of fissionable materials; thefts which lead to the making of A-bombs and a plutonium black market.

Other Science and Society Courses:

NS 313

Scientific Revolutions: The Development of Western Science

Michael Gross

We will discuss a series of episodes in which the content of some science undergoes a striking change, and will try to relate those changes to the social and cultural context in which they occurred.

Each episode affected fundamentally the way we see the world: the rise of molecular biology in the 1950's and 1960's; the transformation in the 16th century from Ptolemaic (geocentric) to Copernican (heliocentric) astronomy; shifting attitudes towards the nature of light in the 17th century and its relationship to a theory of knowledge, changing explanations of color in the 17th century and the quantification of experience; the 'discovery' of the circulation of the blood and the nature of theories about how living organisms work; the origin of the modern understanding of the atmosphere and the elements of chemistry; the social and scientific roots of 'experimental medicine'; the Darwinian revolution and its roots in social theory; the invention of a 'science of society.'

For each meeting, one or two members of the seminar will locate appropriate readings for the class, supply background where necessary, and lead the discussion. In addition, a series of short essays will be used to perfect expository writing skills.

The class will have one 3 hour meeting per week. Participation of students from the other three schools is welcomed.

NS 118

Science in Society

SS 196

Michael Gross

In two sequential, independent modules, we will consider, first, several attempts to apply science in social and political thought and second, some interpretations of the relationship between science and the larger society.

Science and social thought (weeks 1-6):

Science sometimes may be used to justify social or political policy. We will explore the validity of the scientific ideas and their relevance to the values expressed in three cases where reference is made to biological theories:

- Malthus' and analogous contemporary ideas on population and food, and their biological underpinnings
- Jensen's idea that Blacks have hereditarily lower intelligence than Whites and the appeal to a biological rather than a social interpretation of intelligence
- the application of psychosurgery to human beings and the relevance of basic research in neurophysiology

Science in a social context (weeks 7-12):

We will read together classic works which treat the relationship between scientific research and Western society. Writers may include:

- C.P. Snow, the propagator of the "two cultures" dichotomy between science and art
- H. Bert Marcuse, Lewis Mumford, Marshall McLuhan, and Theodore Roszak, who examine the relationship between science, technology, political ideology, and social structure
- Joseph Ben-David, Thomas Kuhn, and Robert Merton, who suggest models for the social structure of scientific research and scientific institutions.

Class meetings will center on discussion of common readings and student reports. The course will meet twice per week, for 90 minute sessions.

COURSES IN PHYSICAL AND EARTH SCIENCES:

Physical and Earth Sciences is not a program - in the sense that there is no unifying core experience. The grouping is intended purely as a convenience to the student. There are course offerings in this group intended to appeal to a range of students with a range of backgrounds, from those who feel threatened by science to those whose continuing interest in the physical and earth sciences requires a more quantitative, content-oriented approach. Several of the latter courses specify prerequisites. Students who feel they possess equivalent backgrounds, but have not had the particular courses, should talk with the instructor of the desired course before registering.

NS 194 Astronomy for Poets and Professionals

Courtney Gordon, Kurt Gordon, Brian O'Leary

Astronomy is an explosive field. New discoveries come in daily, textbooks become outdated as soon as they are printed, and our concepts about the universe and planets in the solar system are always changing.

What is a pulsar? A quasar? How far away are things? What kind of information can we bring out of the mute light of stars and galaxies? What are the planetary probes finding out - is Mars alive geologically and biologically?

The course is designed for a large enrollment of Division I students with a wide range of backgrounds. A core lecture will be given once a week; the class will divide into two groups the rest of the time. The first group will contain the poets - those who might be afraid of mathematics. They will discuss some of the most tantalizing questions at the frontiers of astronomy, in plain English. The second group, the professionals, will be challenged to expand their minds to the quantitative reasoning of the astronomer. Emphasis this fall will be on the interpretation of recent data obtained by the Mariner 9 spacecraft on the planets Mars and Mercury. Both groups will make observations with telescopes.

The course will meet for one 1-hour and one 2-hour class session per week, plus occasional evenings.

NS 204 Electronics for the People

Michael Woolf

An introduction to electronics which requires no previous background, based on a practical approach to the use of integrative circuits, both digital and linear. Students will learn the rudiments of logic circuits, counters, memories and amplifiers, and go on to design and build electronic devices such as digital clocks, calculators, sound and rhythm synthesizers, and biofeedback instruments. The class will meet 2 hours per week for lectures, and 3 hours per week for labs.

ASTPC 22 Introduction to Astronomy and AstrophysicsProfessor Harrison
(U.Mass)

For astronomy majors or others interested in a quantitative introductory course. Newtonian gravitation and the structure of the solar system; properties of the planets, meteors, and comets; origin of the solar system; black-body radiation and stellar magnitudes; spectral lines and the spectral classification of stars; binary stars and stellar masses; nuclear energy and the structure and evolution of stars; the Hertzsprung-Russell diagram. Two 90 minute lectures per week. Requisite: some knowledge of physics and calculus is helpful.

ASTPC 31 Space Science: the Solar System

Brian O'Leary

Modern studies of the solar system, with emphasis on the recent manned and unmanned missions undertaken by NASA and the interpretation of their results. Intended primarily for non-science majors. Two 90-minute lectures per week.

ASTPC Astronomical Observation

Professor Dennis and Professor Strong

An introduction to the techniques of gathering and analyzing astronomical data. Subsequent to be covered depend somewhat on individual interests: photography; calibration of photographs; photometry; spectroscopy and classification of spectra; determination of stellar masses, distances, and redshifts; introduction to telescope design and use; the astronomical distance scale. Two 90 minute lectures and one 2-hour laboratory per week. Requisite: ASTPC 22 or permission of instructor.

ASTPC 43 Astrophysics IProfessor Van Blerkom
(U.Mass)

A consideration of the physical processes underlying astronomical phenomena. Each process is introduced separately and its applicability to a wide range of astronomical objects discussed. Topics will include the dynamics of astronomical bodies (galactic rotation, stellar drag, the virial theorem, tidal forces), hydrodynamics (galactic and stellar winds, density-wave theory of galactic structure), and electromagnetic processes in space (cosmic-ray acceleration, extinction by interstellar grains, synchrotron radiation, supernova remnants). Two 90 minute lectures per week. Requisite: ASTPC 22 and NS 235 or permission of instructor.

Physics Sequence: A series of three rigorous physics courses is offered at Hampshire. Students interested in pursuing this sequence should plan their programs accordingly. The first course is BASIC PHYSICS: QUANTUM MECHANICS. It is given in the spring, to allow incoming students time to acquire the prerequisite calculus background. The series continues with Electricity and Magnetism, and a third term of classical mechanics, thus covering elementary physics in reverse historical order. To sum up:

FIRST YEAR: Fall - Calculus (unless previously taken)
Spring - Basic Physics
SECOND YEAR: Fall - Electricity and Magnetism
Spring - Mechanics

NS 235 Electricity and Magnetism

Michael Woolf

The second in a series of three elementary physics courses. Prerequisite for this course is one term of college physics (see "Physics Sequence" above). E & M studies the special theory of relativity, and the equations of the electric and magnetic fields. The notions of relativity and of a vector field are our predominant themes - the emphasis of the course is mathematical and theoretical.

The course meets for two hours twice a week, plus a math section to do vector calculus.

NS 128 The Calculus Workshop

Don Goldberg and Jack LeTourneau

A briskly paced one-semester study of the usual two-semester sequence. Derivatives, integrals, infinite series, elementary differential equations, applications.

While the Calculus continues to provide a powerful tool for many uses, the student in the biological and social sciences are urged to consider NS 126 "Math for Scientists and Social Scientists." The fall workshop is mainly intended for those who have strong interests in the mathematical or physical sciences.

Four hours of class meetings and problem seminars each week. Enrollment by permission of instructor.

NS 212 Chemical Equilibrium

Nancy Lowry

Equilibrium considerations are important in all branches of science. Chemical equilibria are especially interesting in the light of their effect on systems as varied as rivers, lakes, oceans, and blood. The course is to be entirely self-taught through films, tapes, a text, miscellaneous readings, and problems; the instructor is available as a consultant.

Since this course is self-study, the student may start it at any time during the semester. It generally takes from two to four weeks to complete. It is aimed at providing a source for students in biology, ecology, pre-med who need this information.

NS 241 Organic Chemistry in 3-D

Nancy Lowry

This course is an introduction to organic chemistry. Many topics from General Chemistry are also covered. The text will be Morrison and Boyd, *Organic Chemistry* (3rd edition).

NS 202 Chemical Thermodynamics

John Reid

An understanding of the nature of chemical equilibrium and the direction in which natural spontaneous processes go is central to every field of natural science. The course is designed to convey the tools necessary to be able to predict the conditions of greatest stability in a variety of simple systems; most of the time will center on the concepts of entropy and the Gibbs free energy. Examples of their application will cover topics as diverse as the ways sap may run in maple trees and how a desert kangaroo rat's kidney conserves water, to a prediction of the mineralogy of the earth's interior. The text is Castellan's *Physical Chemistry*.

The class will meet twice per week for 90 minute sessions. Enrollment is unlimited; basic calculus is necessary.

NS 138/238 The Copernican Revolution

Stanley Goldberg

At the Division I level, this course is intended to deal with the following questions: Why is it that people believe that the earth goes around the sun in spite of the fact that all of our senses suggest that it is the sun and not the earth that is moving? Were the people who used to believe that the earth was fixed at the center of things stupid or silly? Are we being silly? Did we get smarter than they were? How did we decide where we are in the physical universe and what other things were out there? The mathematical knowledge needed for this course is extremely small. However, one must be prepared to make the attempt to grapple with simple mathematical concepts in algebra and geometry. We will try to do a lot of simple astronomical observations which require no prior experience and no knowledge of the night sky. We may even build some simple instruments out of sticks, and stones, and strings.

At the Division II level, in addition to regular class meetings, there will be a weekly seminar on the history of the Copernican Revolution which will assume some degree of sophistication with mathematics and physical science at the Division I level. In addition, Division II students commit themselves to tutoring Division I students both with regard to the concepts of the course and with regard to the mechanical aspects of problem solving. At Division II this will be a course in the history of ideas and is intended for Natural Science students and students in the history of ideas who are willing to delve into the subject, with direction, in an independent fashion.

NS 136 The Photographic Process

Stanley Goldberg

This is an introductory course which will deal with technical elements in photography. Subjects covered will include photographic emulsions, density, sensitometry, characteristic curves, zone system, introduction to color films and processes. There will be laboratory-like projects and the opportunity to standardize your own photographic technique. No prior experience with photography is needed. You will need a camera and film.

Two 90 minute meetings per week.

COURSES IN LIFE SCIENCE:

Comparative Neurophenomenology

E.E. Krickhaus

An "Advanced seminar in Comparative Neurophenomenology" will be offered Autumn term, 1974, if five or more students enroll. Prerequisite: "Field Study in Comparative Neurophenomenology," by permission of the instructor only, to be offered summer of 1974.

Minicourse

NS 268

The Control of Lipogenesis

Linda Slakey

We will explore the subject of control in biological systems, using lipogenesis in higher animal systems as a principal focus. This framework offers us the opportunity to consider the relationships among several multistep metabolic pathways; control by availability of substrates and cofactors; classical feedback systems; the relative importance of synthesis and degradation in maintaining enzyme levels; the mechanisms of action of several hormones; diurnal rhythms; and the use of computer modeling for analysis of complex interactions.

The course will meet once a week for discussion. Material for discussion will be taken from the current research literature on the subject. A major aim of the course will be to develop skill in reading the current literature critically and in depth. We will assume that each class member is already familiar with the subjects discussed at the level of sophistication presented in Lehninger's "Biochemistry."

The course is offered jointly with the Department of Biochemistry at U.Mass. It is open to Division II and III students. Enrollment is unlimited.

NS 273 Biophysics of Nerve Membranes

Ann Woodhull

Nerves work by conducting small electrical impulses, which are generated at the nerve cell membrane. We will study:

- properties of the nerve membrane
- how the resting potential of nerves arises
- how an action potential moves along the membrane becoming permeable to different ions
- how the electrical analysis of the nerve can be applied to synapses, photoreceptors, etc.

The course will consist of readings of the original papers, with lectures and problems when appropriate. Some calculus background is necessary.

Three meetings per week.

Minicourses in Life Science

Students may sign up either for individual minicourses, or for NS147 (if you don't know which course you want). There will be an organizational meeting at the start of each minicourse period, when instructors will describe their minicourses for students who have not yet chosen.

NS 149 Plants: What Makes them Tick?

Louis Wilcox Jr.

Minicourse
last 2 months

This course is an examination of plant structure and function. Readings, discussion, experimental and field work will focus on the basic functioning of plants to the end of understanding aspects of plant life used by man. The basic approach will be investigative.

This course is offered during the last two months of the fall semester. Class will meet from 1-3pm on Tuesday and Thursday.

NS 145 Organically Grown Poisons

Nancy Lowry and Ann Woodhull

Minicourse
Last 2 months

The most potent poisons found are those produced by plants and animals. A few of these poisons will be studied from the viewpoints of their toxicity, function, chemical structure, and the animals by which they occur. No science background needed.

NS 144/272 Development of Nervous Systems

Merle Bruno

Minicourse
First 4 weeks

The behavior, motor abilities and sensations of animals are mediated by their nervous systems. Millions of embryonic nerve cells must find their way along the proper pathways and make appropriate connections with other nerve cells and muscles. One way of studying how this happens is to cut nerves in adult animals and observe their regeneration. In some systems nerve regeneration results in the reestablishment of normal function. How can this happen? Do the nerves "know" where to go or do they just connect randomly? Are there other explanations? We will look closely at the research literature which describes work done on amphibian nerve regeneration to see if it is possible to answer these questions on the basis of what is now known.

The class will meet 3 times per week. Open to Division I and II students.

NS 271 The Visual Cortex

Merle Bruno

Minicourse
Second 4 weeks

Humans have an extremely large and complex cerebral cortex. Much is said about this wonderful and intricate mass in our heads, and we will spend a lot of time in one month to find out how much we understand about one part of it - the part that receives information from our eyes - the visual cortex.

We will begin with a fast, intensive review of some ways we know that the nervous system analyzes visual information. Then we will read research papers to see what has been done to decipher how the visual cortex processes information on shape, intensity and color. A variety of techniques are used - neurophysiological and anatomical - and these will be discussed and criticized.

The course is open to Division II students, or by permission of the instructor.

NS 148/248 Animal Behavior

Raymond Coppinger and Michael Sutherland

3 Minicourses

This will be an intensive three part course.

Part I: The student will be introduced to the essential components of Animal Behavior through lectures and readings.

Part II: The student will delve into the different approaches of the American psychologist and the European ethologist in the development and understanding of Animal Behavior. Students will be required to debate these issues in biweekly meetings.

Part III: Introduction to experimental designs by using concepts and hypotheses in Animal Behavior. Students will be taught to develop simple designs for themselves and to read and criticize complex designs in journal articles.

The class will meet twice per week for 90 minutes. Students should expect 15-25 hours of reading and preparation per week.

NS 247 Beaugh Genetics Minicourse
Lynn Miller
First 4 weeks

An introduction to genetics for students with no previous exposure. We will listen to, watch, and discuss a series of 12 films by Curt Stern, one of the foremost geneticists of this century and a popular lecturer at U. of Cal., Berkeley.

Students will be introduced to the elementary mathematics of probability and analysis necessary to "do" genetics. We will work various set problems and discuss the limitations of these techniques when dealing with the real world.

Interested students may continue the Carvone study, begun by students three years ago, a beginning at understanding the genetic control of the ability to smell certain compounds by humans.

The class will meet four times a week for an hour each time. Students taking this and one of the other minicourses in genetics should be well prepared to develop a Division I Natural Science exam.

NS 251 Informational Macromolecules Minicourse
Lynn Miller
Second 4 weeks

Students in this course will read a series of original research papers on the discovery of the biological roles of DNA and RNA, and on the biosynthesis of proteins. Students should have had previous exposure to genetics or chemistry or both if they are to get the maximum benefit from this course.

The objects of the course are to learn how to read research papers in this important, highly specialized field and then to discuss some of the implications of this work for more general ideas about biology, evolution and science.

The class will meet twice a week for two hours.

NS 251 Genetics of Evolution Minicourse
Lynn Miller
Third 4 weeks

This course is designed for students interested in current ideas of the mechanism of evolution. We will read and discuss Dobzhansky's *Genetics of the Evolutionary Process*. Much of our time will be used to become familiar with some of the mathematical concepts that have been used to describe evolutionary processes. We will discuss as well theories other than the presently accepted Neo-Darwinian concepts of micro-evolution.

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

COURSES IN EDUCATION:

NS 122/222 Elementary School Science Workshop
Merle Bruno

During the past 15 years, national interest in space, the environment and industry has resulted in the development of many materials for "teaching science" to elementary school children. At first, the stimulus for these programs was a desire to develop a generation of scientists. Eventually, interested teachers found that some exciting things happened when children had a chance to deal with the contradictions and complexities of real events brought to the classroom by some science materials. This had an influence on the present direction of some science curricula.

Students in this course will participate in workshops which introduce science materials developed by the Elementary Science Study. They will also read some of Piaget's theories of intellectual development and try to relate those to their classroom experiences.

The class will be divided into two groups (if it is large) depending on previous experience.

Group I: Each student will work with a small group of children in a local elementary school classroom. The class will go to this school twice a week for 6-7 weeks and will use some of the materials that they worked with in class. Students need not have any teaching experience or any science background.

Group II: One evening a week these students will participate in a workshop with 18 teachers from Holyoke. The teachers will introduce the materials they work with to their classes. The Hampshire students in this group will work as aides for these teachers and will help them gather and build materials and work in the classroom. Students in this group should either have had experience teaching, curriculum planning, etc. or be Natural Science and Mathematics concentrators. It is not necessary to be a concentrator in NS.

Both groups will meet together twice a week for workshops, and will also meet twice per month with other students in the Environmental Education Program to hear speakers and to share outlooks on environmental education.

Any students who would like to participate in Group II but can not take the rest of the course may be able to do this. See the instructor for an interview.

ES 102/202 Open Education and Piaget
Yvette Tenney and Merle Bruno

This course will begin with a short, intensive review (by means of reading, lecture and film) of some of the early stages in intellectual development described by Piaget. We will then work with science materials which have been developed for use with elementary school children and try to find ways in which a teacher could make use of Piaget's theories. Students will help devise and administer tests to each other to find if any of these ideas can be extended to adults.

ES 102/202

The New Math

Minicourse

Kenneth Hoffman

A concise survey of the origins, criticisms, and possible future of the new math. There will be a fairly lengthy list of readings. The course will meet for three weeks, 90 minute sessions per week.

ES 102/202

Games and Teaching Aids for Elementary Mathematics

Minicourse

Kenneth Hoffman

We will work with some of the numerous devices that have been developed: cuisenaire rods, geoboards, tangrams, attribute blocks, mirror cards, etc., to see how they are used and what can be accomplished with them. The course will meet for three weeks, two 90 minute sessions per week.

SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT

Faculty in the School of Social Science, "representing a variety of disciplines and interests, are working toward a curriculum that will encourage students to think about interdisciplinary approaches and to develop their concentrations accordingly. Our Division I courses are intended as an introduction to the methods and perspectives of social science. They deal with a relatively limited topic and afford you an opportunity to develop your skills in formulating questions and answers. With the experience gained in one or two such courses you should be able to prepare an acceptable Division I examination. Division II courses are intended for students who have developed a concentration and who are prepared to devote more time to more intensive and comprehensive study of a subject. They cover more ground and they assume your ability to integrate material into your own concentration, and perhaps to take off in new directions appropriate to your own interests.

Division I students will find in this list courses suitable to a range of interests, all designed to offer you some initial understanding of how we frame questions and work toward answers. Our Division II courses are not yet grouped, but you will find in this list courses appropriate to concentrations in law, women's studies, American social history and politics, Third World nations, education and counseling, social and political theory, and many other possibilities. Division II students with social science interests should read course descriptions carefully and discuss with their advisers and concentration committees all courses of possible usefulness. It is also advisable that you discuss courses with instructors and determine in advance whether or not they will contribute substantially to your concentration.

As a supplement to the brief biographies at the back of this book, here are some more personal autobiographical statements by faculty in the school. We hope that you'll find these helpful as a guide to people whose interests and abilities might best match your educational needs.

Richard Albert - My main focus during graduate school in political science was comparative political development in Latin America. I did several studies on the development of political institutions in Argentina, Uruguay, and Mexico, and comparative research on the impact of American foreign policy on political institutions in the Caribbean, especially the Dominican Republic. In the last year of graduate school, I changed my interest to urban politics and did my dissertation on politics and education. I finished my dissertation as well as other studies relating to politics and education while a member of the Research Staff of the Urban Institute in Washington, D.C. After leaving the Institute to come to Hampshire College in September 1971, I continued my interest in questions of urban politics and public policy as the Special Assistant to the Director of the Model Cities Program in Holyoke, Massachusetts, from 1971-1973. The courses I offer relate to these interests, especially to the impact of public policies on the lives of the urban poor.

Carol Bengeladorf - My primary field of study has been imperialism, and its function in the evolution of capitalism, and the ramifications of imperialism: the economic, political and cultural dimensions of underdevelopment. The geographical focus of this work has been Latin America and Africa, with particular emphasis on the role played by the United States on these continents in the maintenance of colonial and neo-colonial systems.

In the course of examining the options open to countries in the capitalist periphery, I became involved in study of the Cuban Revolution. I have, as well, done a good deal of work on the Russian Revolution, particularly on its development through the 19th century, prior to the taking of power, and on Russian literature, again, particularly of the 19th century.

Robert Birney - In addition to continuous teaching interests in theoretical and empirical studies of personality, I have published work on experimental studies in human motivation concentrated upon fear of failure in achievement task situations. My hope is to design studies especially suited to the Hampshire context for conducting personality research.

B. Bruce Carroll - Trained at the University of Chicago, my interests now center in public law, public administration and American politics. Throughout my career I have been very active in politics, and view as necessary for understanding the political life of the field with actual experience. Consequently, research interests and classes tend to have significant primary source emphases.

Monica Faulkner - I received my B.A. in French and my M.A. and Ph.D. in sociology from UCLA after writing a thesis on student politics during the Free Speech Movement of 1964. My approach to social science is derived from social psychology. I am interested in the interrelationships between individuals and the social contexts in which they live: the objective conditions (social structures) within which lives are constructed and the subjective "sense" which people make out of what happens to them. While this approach can be applied to a number of specific problems, my major interests right now are (1) women's studies (especially sex roles, couple relationships, women's careers, and the position of women in contemporary French society); (2) artistic production (especially the ways in which artists relate to institutional structures such as the film industry); and (3) the nature and content of mass media. I am also interested in projects which involve the use of such methods as field observations, participant observation, and interviewing to generate social-science data.

Oliver Foulkes - I came to Hampshire College from a background of work with ACLU and as a poverty lawyer. I studied at Southwestern College in Memphis, University of Glasgow, and Memphis State and Vanderbilt Law Schools. While in private practice in Memphis, I helped organize an OEO community services program for that city. Later I developed mental patient legal representation projects at several institutions in Western Massachusetts. I have had experience in training undergraduate students as para-legal counselors in the areas of poverty and mental health law. My interests are civil liberties, poverty law, and teaching interdisciplinary social science through field study.

Leonard B. Gluck - My interests include general anthropology, culture and personality, ethnicity and nationalism, and anthropology of religion. Although I try to maintain familiarity with most aspects of social and cultural anthropology, I am especially interested in political and cultural problems in nations comprising two or more major ethnic groups, and in cross-cultural studies of perception, religion, and world view. Since coming to Hampshire I have developed interests in Jewish history and culture and am cooperating with students in introducing courses in this area.

Edward Greer - All of my intellectual and scholarly concerns have developed out of my engagement in the class struggle, and in particular, the effort to create a socialist society in the United States.

My formal education is in law; and I have worked for a reform city administration in an industrial area of the big city. I have published in the areas of urban and black politics, public administration, the role of government regulatory agencies, political control of the environment, tax policy, the history of American society of American civililians as an am currently developing competencies in questions of comparative urban development (particularly between the U.S. and Western Europe) and American urban social history. In addition to trying to deepen my understanding in the above-mentioned fields.

William Grohmann - My primary interest is in higher education including purposes, policies and effects of colleges and universities; historical and sociological analysis; trying to put Hampshire in perspective. I'm willing to work on some (non-technical) areas of education study on other levels. Also: Micronesia (or Pacific studies) as related to colonialism or cultural studies; current political/social issues; some aspects of "human development." I'm willing to discuss proposed individual or group independent study projects.

Thomas Holman - I am a practicing Clinical Psychologist with interest in and/or competency in the areas of child and adolescent psychology, clinical problems and applications, psychology and religion, and environmental psychology.

Gloria I. Joseph - A black educator of West Indian parentage. My interests and experiences are many and varied -- educational psychology, social psychology, school psychology, golf, tennis, Caribbean studies. Traveled widely having spent three years in Europe with the Department of Agricultural Extension as an educational specialist -- still travel frequently. Naturally and credulously bring a black perspective to any and all environments -- excellent listener. Most recent areas of interest and involvement -- photography and Trustee of Emmanuel (Catholic) College in Boston.

Barbara Linden - My main academic interests at this point are in the following areas: radical sociology; planning (urban and regional); the relationships between behavior and physical design; methodology (survey techniques, content analysis in film); qualitative research and evaluation design; stratification theory; and the sociology of law. For other fascinating facts about me, see Bob von der Lippe's statement, since he and I are identical twins.

Lester Macor - I studied history as an undergraduate at Stanford, with a particular focus on American constitutional history and continue to enjoy a number of independent study projects in that field, including studies of the Supreme Court and its Justices. At Stanford Law School I continued my interest in American public law and legal history. My law teaching career took me into many subject areas in which I continue to have an interest, including criminal law, law and psychiatry, philosophy of law, legal history, sociology of law and the legal profession, legislation, and administrative law and procedure. In recent years, I have developed a strong interest in the developing law of women's rights and children's rights. My general theoretical interest is on the future of law in the cultural transformation following the end of modern civilization, and this work has taken me into the study of anarchist theory and the archeologies of Walter Dill Scott. I am currently at work on research on the philosophical subject of "liberty and liberation", on the anarchist challenge to law, and on a major study of American legal education.

Philip F. McKean - Play, death, love, New England and Indonesia are among my present concerns and I continue to work at trying to understand and appreciate them. My youth was spent in the Berkshires and Maine and my academic training was in the fields of history (Williams College), religion (New College, Edinburgh, and Yale) as well as anthropology (Brown). I have been a chaplain and clergyman, resented and written about Outward Bound (Boston and Malaysia) and modernization/urbanization/tourism primarily in Bali, Indonesia. I continue to be interested in these areas, as well as the general histories, theories and methodologies helpful in understanding culture and society. The interdisciplinary approach is one I encourage, linking anthropology to the arts (music and film), and sciences (environment and biology). I am discovering a growing awareness about the variations, limits, and potentials found in us humans.

I enjoy sailing, trout fishing, skiing, gardening and hiking with my family.

Anson G. Rabinbach - I went to P.S. 33, Junior High School 79, and De Witt Clinton High School in the Bronx, New York City. I was formally expelled in 1962. I graduated from Rhodes high school in New York City the following year and received a B.A. from Hofstra University in 1967. From New York State with hundreds of dollars in parking tickets, I entered the University of Wisconsin in the history graduate program. From 1967-70 I studied European social and intellectual history, concentrating on social movements and social theory in the twentieth century. My M.A. degree was granted for a thesis on the social transformation of the Vienna Jewish community at the end of the 19th century and the subsequent rise of antisemitism, Zionism, and nationalism. My Ph.D., on the history of Austrian socialism and Marxism, was granted in 1973. A Ford and SDS fellow while at Wisconsin, I spent two years doing research in Vienna and am now editor of *NEW GERMAN CRITIQUE: An interdisciplinary Journal of German studies*. I am interested in European intellectual and social history, problems of culture and cultural criticism, Marxism, critical theory, and contemporary social and political theory.

Michael Sutherland - I'm a statistical consultant at Hampshire who has an abiding love for exploring other people's data and experimental designs when they feel they need help.

I usually teach introductory statistics and data analysis in the form of independent studies or book seminars so that they may be more closely related to students' interests than a standard introductory course. I also have a tendency to show up in various other people's courses to discuss particular aspects of statistics as related to that course.



Barbara Turlington - I did my graduate work in the fields of international politics, international law, foreign policy, and comparative government. My undergraduate work was partly in psychology (at Swarthmore College) and in political theory (American University of Beirut in Lebanon) and I continue my interest and some reading in those fields. I have recently become interested in the subjects of utopian thought and the commune movement, especially as they relate to the topic of community. I am prepared to serve on Division I committees in certain areas of psychology and sociology as well as in most areas of political science.

Robert von der Lippe - A Hampshire faculty "old timer", I've been here since 1969. My interests have been interdisciplinary for some time, with an undergraduate degree in biology and graduate degrees in sociology -- which explains my academic focus on medical sociology. A dissertation on problems in medical education with particular reference to the value orientations of student physicians was done at the Stanford Medical School. My main interests at present are in medical care delivery systems but I am also prepared to work with students interested in social stratification, small group studies, professions, and social psychology. I love the sea -- for fishing, sailing, mystery and adventure. Perhaps three years on a destroyer in the Far East explains this -- or maybe Norwegian heritage -- whatever, it leads to my belief that Hampshire's major problem is that it's not by the sea.

Mary Ruth Warner - I am Master of Prescott House. My interests are in Folklore of oppressed peoples (women, blacks, homosexuals, etc.); Afro-American expressive culture; ex-slave narratives; folklife; film; folk and oral history; fieldwork.

Stanley L. Warner - A Michigan farm boy who went to Harvard to study economics and was later persuaded that there is a class structure to society which does not encourage farm boys in this direction. My interests are several but for the most part they focus on the historical development and contemporary performance of American capitalism. More specific concerns are (1) the modern corporation as represented by conventional and radical theories, (2) the historical relationship between the corporation and the state, and (3) the nature of work and the literature on work alienation. Looking back on my own rather substantial investment in human capital, I have decided to declare myself a wasting asset, rather after the practice of the international oil companies, in order to deduct an annual depletion allowance from my tax liability.

Frederick S. Weaver - I can work with students in most areas of economic theory and analysis. I am particularly interested in theories of development and underdevelopment, Latin American and European economic history, and international economic relations. I have recently been working on Marxist theories of advanced capitalism.

Barbara Yngvesson - I am an anthropologist, and am particularly interested in the following areas and issues: conflict resolution and social control; social and legal change, particularly in the U.S.; urbanization and the cultural and social problems linked to this; ritual and religion; maritime communities; fieldwork, as a means for crossing barriers between classroom and community, as a means of personal growth, and as a research tool; sociological and anthropological theory. I have done fieldwork in northern Europe, South America and New Guinea. My current research interests are in U.S. small claims courts (I am working with House PIRG on designing a project for observation of and research into Massachusetts courts, aimed at legislative reform); political organization and decision-making processes in fishing communities; and time, and its importance as a factor in conflict-resolution processes.

SCHOOL OF SOCIAL SCIENCE

POLITICAL JUSTICE

SS 115 L. Mazor, T. James and Staff

JEWISH LIFE AND CULTURE IN EASTERN EUROPE

SS 116 L. Glick, A. Breslow, and A. Lansky

AMERICAN POLITICS

SS 117 B. Carroll

LIBERATION, CALIFORNIA

SS 120 L. Mazor and T. Klein

MARITIME SOCIAL SCIENCE

SS 121 D. Batchelder, P. McKean, R. von der Lippe, and B. Yngvesson

REVOLUTION AND CHANGE IN MEXICO

SS 122 F. Weaver

MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS

SS 123 (NS 126) K. Hoffman and M. Sutherland

COMMUNITY: COMMITMENT AND FREEDOM IN UTOPIAS, COMMUNES, AND COLLEGES

SS 124 B. Turlington

LAW AND AMERICAN LEGAL INSTITUTIONS

SS 125 S. Arons

FOLKLORE STUDIES

SS 126/726 M. Warner

CROSS-CULTURAL PERSPECTIVES ON LAW

SS 127 B. Yngvesson

BIO-SOCIAL HUMAN ADAPTATION

SS 128 (NS 169) R. Coppinger and P. McKean

THE OUTSIDERS

SS 130 P. Glazer

SOCIAL ORDER HERE AND THERE

SS 140 R. von der Lippe

THE POLICE

SS 172 B. Linden and L. Mazor

URBAN ADMINISTRATIVE PROCESSES: WHO RUNS THE CITIES?

SS 183 E. Greer

AMERICAN CAPITALISM

SS 184 S. Warner

THE DEVELOPMENT OF A REVOLUTIONARY SOCIETY: CUBA

SS 193 C. Bengelsdorf

SCIENCE IN SOCIETY

SS 196 (NS 118) M. Gross

THE NUTRITIONAL ECOLOGY OF HUMANS

SS 197 (NS 162) R. Everdell, K. Johnson, A. Levi, L. Miller, and A. Russo

TOPICS IN EDUCATION

ES 102/202

AMERICA IN THE TWENTIETH CENTURY: CRISIS AND LIBERAL REFORM

SS 210 P. Glazer

RACE, SEX, AND CLASS: CARIBBEAN WOMEN

SS 211 J. Cole and G. Joseph

THE UNITED STATES IN THE 1890's: FROM THE CLOSING OF THE WEST TO THE WIZARD OF OZ

SS 212 (HA 257) R. Lyon and L. Mazor

THE THEORY AND IMPACT OF LAW AND PUBLIC POLICY

SS 213 R. Alpert and O. Fowlkes

CAPITALISM AND EMPIRE: LATE MIDDLE AGES TO 19TH CENTURY

(SEMESTER I)

SS 214

CULTURE, MIND, AND BEHAVIOR

SS 215 L. Glick

THE AMERICAN RICH

SS 216 E. Greer and R. Cole

METHODS IN CURRICULA BUILDING: DEVELOPMENT OF CURRICULA WITH A MULTI-ETHNIC, CROSS CULTURAL BASE

SS 217 G. Joseph

WHAT'S GOING ON IN THE COURTS?

SS 220 O. Fowlkes and B. Yngvesson

GROUP INDEPENDENT STUDY IN ECONOMICS

SS 221 S. Warner and F. Weaver

APPROACHES TO COUNSELING AND THERAPY

SS 222 T. Hansen

MODERN THEORIES OF PERSONALITY

SS 223 R. Birney

THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA

SS 225 (HA 211) R. Marquez and F. Weaver

CONSTITUTIONAL LAW: JUDICIAL REVIEW AND SEPARATION OF POWERS

SS 234 B. Carroll

COLONIALISM AND NEO-COLONIALISM IN AFRICA

SS 261 C. Bengelsdorf

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

SS 276 L. Mazor

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SS 116 JEWISH LIFE AND CULTURE IN EASTERN EUROPE

Leonard Glick, Abby Breslow, and Aaron Lansky

An introduction to the social and cultural history of the Jews of Poland and Russia from the sixteenth to twentieth centuries. Among the topics to be covered are life in the shtetl (village), the messianic Sabbatai Zevi movement, mysticism and the Hasidic movement, impact of the Haskalah (Enlightenment) and emergence of a Yiddish literary tradition, the Jewish Labor Bund, Jewish nationalism and Zionism. History, literature, sociology, anthropology and other approaches will be utilized in an attempt to develop a rounded picture of life and culture. The destruction of European Jewry by the Nazis (the Holocaust) will be studied during Spring term in a separate course.

The course will include a number of guest speakers and will be coordinated with related cultural events in the Five College area whenever possible. Reading assignments will include fiction as well as history and social studies. Students will be expected to participate regularly in discussion and to submit several brief papers based on their work.

Two 1 1/2 hour class meetings and one discussion section weekly. Enrollment is limited to 20.

*Hampshire College students.

SS 117 AMERICAN POLITICS

Bruce Carroll

This course will examine the structure and function of American political parties. The central question for analysis will be the role of political parties in modern democracy, involving examination of both the historical and contemporary political scene. We shall look at the political and ideological positions of major sectional, economic, ethnic and religious groups, and problems of party organization, finance and discipline. We shall examine the relation of party to President and Congress and to the "power structure," public opinion and role of pressure groups, and, finally, we shall draw some conclusions about politics and democracy.

A substantial field work project in an election campaign of individual choice will be required. In addition, a survey research exercise may be undertaken.

One two hour meeting per week. Enrollment is limited to 16.

SS 120 LIBERATION, CALIFORNIA

Lester Mazor and Tina Klein

"The whole future of the Earth, as a religion, seems to me to depend on the awakening of our faith in the future." Pierre Teilhard de Chardin

Modern society has reached a cultural impasse. Society is faced with solving a multitude of problems whose solution will determine our chances for survival. This course will be directed toward these problems and the beginning of efforts to create a viable alternative. We will examine the roots of current social conditions, focusing on the deterioration of the physical context of life -- cities -- and closely examine the works of Paolo Soleri, a visionary architect who proposes Arcology (architecture-ecology) as a solution to the urban and suburban sprawl, as well as to our wasteful and polluting lack of life.

Currently, a model arcology for 3,000 people, Arcosanti, is being built under Soleri's supervision in Mayer, Arizona. We will look at the development of that arcology, and attempt to take the first steps toward the construction of a major arcology, which we will call Liberation, California, for at least 100,000 people in Northern California.

We will pursue such questions as: how can we acquire the land; how can we finance the project; what forms of industry and agriculture can Liberation, California support; and what kinds of economic and political structures will be best suited to this arcology? Task forces will work on each of these issues. In addition to Soleri's works, we will examine the ideas of Richard Sennett, Lewis Mumford, Paul Goodman, W. L. Thompson, among others. Students may visit some recently planned cities to evaluate their success. Resources permitting, we will visit Arcosanti and a possible site in California.

Two meetings per week for 1 1/2 hours each. Enrollment is limited to 20.

*Tina Klein is a Division II student at Hampshire College.

SS 121 MARITIME SOCIAL SCIENCE

David Batchelder*, Philip McKean, Robert von der Lippe, and Barbara Yngvesson

We plan to establish a course of study around the general topic of Maritime Social Science. Our efforts would concentrate on the various ways that academic social science relates to life around, and upon the sea and how such life can be studied and understood.

In particular, we are interested in the human fascination with the sea and the extent to which populations all over the world have viewed "going to sea" as a challenge. We are similarly interested in the maritime experience from the standpoint of "earning a living" by trade or fishing and the consequences of that perspective for social organization and culture. The utilization aspects are not our only concern, since the sea has been used for sport and competition as well.

Another interesting aspect of Maritime Social Science is the notion of "craft" -- the art or skill in doing a job well and having justifiable pride in one's accomplishment. Here we are concerned with a rather specific perspective, having to do with mastering a job or craft -- be it boat building or design, navigation or piloting, skill at racing, leadership or command as a master, and responsibility and partnership as crew -- each require an apprenticeship between learner and master. But more, there is the sense in these tasks of esthetic beauty, of solid accomplishment -- of, indeed, mastering something. We would visit programs such as the Apprenticeship Shop in Maine and try to understand its fascination and appeal for today's youth as well as why such interests have existed over time in our own culture as well as others.

Finally, we are interested in the culture and social organization of maritime communities -- be they on ships or boats at sea, or in villages or towns at the edge of the sea. Are these communities and/or organizations special because of their maritime character or are they simply subcategories of such population groupings elsewhere. For example, does a maritime community differ from a farming community, from a mill or college town? If it does differ, what are the particular and why?

The format of the course will be one meeting per week for the course faculty for two hours at which core readings will be assigned, outside lectures scheduled and films viewed. In addition, tutorial meetings may be scheduled with individual faculty to pursue special interests. We hope to plan field/sea trips, especially to the museums and wharves of Mystic and New Bedford, or lobstering and fishing ports. This should establish a perspective for future research on maritime societies whether in New England, the Caribbean or elsewhere.

Enrollment is limited to 25 by interview with instructors.

*David Batchelder is a Hampshire College student.

SS 122 REVOLUTION AND CHANGE IN MEXICO Frederick Weaver

The course will focus on three important junctures in Mexican history: independence from Spain; mid-19th century rise of political liberalism; and the Mexican Revolution beginning in 1910. In studying the backgrounds and consequences of these processes, we will address more general questions of social and political change, its relationship to economic patterns of production and distribution, and the role of foreign influences. The last few weeks of the class will be devoted to investigating the rapid post-World War II growth of the Mexican economy and the problems of income distribution, unbalanced population growth, U.S. penetration, and political stability.

Among others, we will read *Cumberland, Mexico: The Struggle for Modernity*, Womack, *Zapata and the Mexican Revolution*, and Ross (ed.), *Is the Mexican Revolution Dead?* The class will meet twice a week for two-hour sessions, and three or four short papers will be required. Enrollment is limited to 20.

SS 123 MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS (NS 124) Kenneth Hoffman and Michael Sutherland

Traditionally, a semester or year of calculus has been standard mathematical preparation for scientists and quantitatively-minded social scientists. With the ready availability of high-speed computers, however, a number of other tools have become as useful, in a number of cases supplanting calculus altogether. It is our feeling that for almost all scientists and social scientists, and for the exception of physicists and engineers, this course will be more use than the calculus. We will cover the following:

Computer simulation
Elementary linear algebra and matrices
Input-Output diagrams
Linear models
Quick calculus (basic definitions and ideas; no theory. About two weeks.)
Finite difference methods
Elementary probability and statistics
Markov chains

Other topics may be included. The computer will be used throughout the course. No previous programming experience is necessary.

The class will meet three times a week. In addition, there will be an optional fourth meeting each week to go more deeply into some of the theoretical aspects of the material. In conjunction with the Usable Math class, there will be a special meeting each week for those wishing to review topics.

SS 124 COMMUNITY: COMMITMENT AND FREEDOM IN UTOPIAS, COMMUNES, AND COLLEGES Barbara Turlington

The aim of this seminar is to introduce students to some of the basic questions (and ways of trying to answer those questions) about the relationship of the individual and society. We will examine some of the theoretical concepts of community as they apply to interpersonal relationships, social structure, and social change, and to the larger questions of commitment to a group and individual freedom.

Utopian works (Plato, More, Huxley, Skinner) will be read for their ideas on how society shapes (and should shape) the individual through education, leadership, or conditioning. Theoretical works and studies of individual communities such as Whyte's *Street Corner Society*, Oberman's *Black Mountain*, Zolotov's *The Joyful Community*, and Kantor's *Commitment and Community* will be discussed for their contributions to our understanding of the mechanisms, benefits, and costs of commitment to a group. We will look at some of the new literature on communes to try to establish the advantages and problems of some of those groups.

Students will be asked to apply some of these concepts to their own experience in communities and to their own aspirations for community. Several short papers and one longer project will be expected.

Enrollment is limited to 20 students. The class will meet twice a week for an hour and a half.

SS 125 LAW AND AMERICAN LEGAL INSTITUTIONS Stephen Arons*

Law is mystified, but it is not mystical; it is a means of an elite; it legitimizes the distribution of social benefits, but it often fails to attain justice. Law aims to deal with human conflict; yet it has become dry and rationalistic.

The aim of this course will be to explore the functions of law in society through the examination of legal problems and the practical functioning of legal institutions. The selection of problems will be eclectic and students will be encouraged to synthesize their own conceptualization of law by the end of the course. Problems will include civil disobedience, honor among the Cheyenne, the taking of life under extenuating circumstances, and air pollution. Legal institutions to be studied will include the jury, the police, the courts, prisons and other behavior control models, and the legal profession.

Students may expect the recurrent themes to include: law and morality, individualism and community values, control of official discretion, authority, class conflict, and the institutional pressures on persons doing law jobs. Reading will be from various mimeographed materials and from *Before the Law* (Bonsignore, et. al.). Films will also be used, especially those of Fred Wiseman.

The course will meet twice a week for an hour and a half each meeting, with other times to be arranged for films. A final paper will be required. Students registering for this course are advised to consider that legal power is the ability to define questions which other people have to answer. Enrollment is limited to 20.

*Stephen Arons is Assistant Professor of Legal Studies at the University of Massachusetts.

SS 126/226 FOLKLORE STUDIES Mary Ruth Warner

Part I - Lecture Series (12 weeks - Division 1)

This section of the course will introduce the student to the traditional forms of folklore with emphasis placed on the study of modern folklore as it operates in contemporary American society. The course will focus on the American South. The goals of this section are twofold: one, to acquaint students with the major concepts of folklore and folklife; and two, to encourage students to examine their own "worlds" to see how folklore functions in their lives, the lives of friends, neighbors, family and fellow students. Folklore scholars from the Massachusetts area and folklore departments throughout the country will be invited to deliver many of the lectures. These persons will be asked to present not only their areas of expertise but to outline for the class their method of study/research in those areas.

Lectures will include:

- The Definition Came Once Again: Theories and Current Hypotheses of the Discipline
- Fieldwork in Folklore: Methods and Problems
- Folk Narrative: The Family Legend
- Black Prose Narrative: Mississippi
- Folk Music: Afro-American Tradition
- Folk Music: Anglo-American Tradition
- Folklore and Literature
- Sects and Cults
- Introduction to Folklife: The South
- The Ex-Slave Narrative: Key to the Folk History and Material Culture of the Oppressed and Oppressed
- Folklife as Reflected in the 20th Century

Readings will include:

- Brunvand, *The Study of American Folklore*.
- Dorson, *American Folklore*
- Dorson, *Buying the Wind*

Requirements are participation in a discussion section and the completion of a folklore journal which will include collecting and reading assignments, questions posed in the lectures, as well as documentation of folklore that exists in day-to-day encounters.

Enrollment is unlimited. The class will meet for a lecture one evening a week for 2 1/2 hours. Students are expected to participate in one of two discussion sections which will meet once a week for an hour.

Part II - Intensive Study Units (Division 11)

A. The Blues: Historical and Cultural Expression of Afro-Americans

Through the examination of most of the scholarly studies that have been written on the blues, the history and culture of blacks, and the folklore genres that exist in the form, it is hoped that the instructor and students can develop a project whose outcome will show how the blues form documents both the history and culture of Afro-Americans.

It should be noted that the reading load will be quite heavy; therefore, those students who do not like to read should not sign up for this unit. Each student's role in the final project will be determined by students and instructor.

Enrollment is limited to five students. The unit will meet twice a week for two hours each meeting. This unit will last for 12 weeks.

B. Anglo-American Music: From British Isles to Appalachia.

This unit will provide students with a brief historical survey of Anglo-American music in America. Emphasis will be placed on what happened to musical forms in their transmission from the British Isles to southern areas of America, and those forms which are totally American. Readings will be supplemented by musical demonstrations and films. Students who sign up for this unit are expected to become familiar with a folk instrument.

Enrollment is limited to five students. This unit will meet once every other week for two hours. This unit will last for 6 weeks.

SS 127 CROSS-CULTURAL PERSPECTIVE ON LAW Barbara Yngvesson

What do we mean by "law" and what does law do? In this course we will examine law in a variety of cultural contexts (North and South America, Africa, Asia) with a view to exploring the range and variety of mechanisms for dealing with law jobs such as resolving conflicts, maintaining social order, effecting social change. We will focus in particular on formal and informal mechanisms for dispute settlement, examining the operation of institutions -- such as courts, moots, etc. -- and processes such as adjudication, mediation, arbitration.

One aim of the course will be to consider the relevance of the cross-cultural perspective to problems of conflict resolution and maintenance of order in the United States today. With this in mind we will explore some of these problems and examine some of the existing and proposed mechanisms for dealing with them, focusing on lower-level courts, and institutions such as small claims courts, community corporations, and dispute settlement centers.

The dominant perspective in the course will be anthropological, but source materials from the fields of sociology, law and the humanities will also be used.

This course will be taught in the Legal Studies Program at the University of Massachusetts campus.

SS 128 (NS 169) BIO-SOCIAL HUMAN ADAPTATION Raymond Coppinger and Philip McKean

What is adaptation? How does evolution work, and is it useful for understanding the present behavior of humans? What is culture? Is there a "human nature"? Do theories of animal behavior such as care solicitation, neoteny, hierarchical ranking, social facilitation, reproduction patterns and play also apply to humans? Can we learn about humans from studying primates? What have humans done to be so adaptive, and what lies ahead? Will the green revolution provide food enough for poor countries? How does art, music and religion relate to human evolution? Does learning about hunter-gatherers (Eskimos and Bushmen) or about horticulturalists and pastoralists (in Bali and Chad) suggest insights about our own urban-technocratic society? These are some of the questions that are raised when we join the biological and anthropological perspectives on the history, present state, and future of the human family.

The course will consist of three parts each week:

- (a) readings and lectures (2 hours)
- (b) a film series (1-2 hours, probably Tuesdays at 7:30)
- (c) project-development sessions, to create and criticize examinations

There will also be several field experiments in adaptation, a paper system used for discussing the written materials and criticizing the work of four to six papers each student is expected to write. Only full participation in the student activities will merit evaluation. Readings will include articles and reprints, plus: B. Campbell, *Human Evolution*; Y. Cohen, *Man in Adaptation*; A. Alland, *Evolution and Human Behavior*.

Course enrollment is limited to 50. Submit a written request showing your experience, interest, and intention to the instructors in order to be considered for selection.

SS 130 THE OUTSIDERS Penina Glazer

Most courses in American history have examined the development of institutions and groups which were in the mainstream of the society and have regarded those who were vigorous dissenters to political and social developments as deviants. Our purpose here will be to reverse this pattern by studying the "outsiders."

We will examine the antinomians, who were dissenters in the Puritan society, the abolitionists and feminists in the 19th century, and the radical pacifists in the 20th century in order to understand their assumptions, their criticism of the existing social order, and their methods of seeking change. We will give some attention to the role of women as outsiders in American history.

Our analysis will focus on a wide variety of questions:

1. How does one define outsiders?
2. What does the existence of outside groups reveal about American society?
3. What is the relationship between outstanding leaders and the social movements with which they are affiliated?
4. How important is the personal psychological make-up of such historical figures as William Lloyd Garrison or Anne Hutchinson? Would things have been very different if these people had not been present?
5. What was the nature of their impact?

Readings will draw upon a variety of historical sources dealing with the various movements, and will include materials on the contemporary legacy of each of the groups studied.

The course will meet twice a week for an hour each meeting. Enrollment is limited to 20.



SS 140

SOCIAL ORDER HERE AND THERE

Robert von der Lippe

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

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

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

The course will meet for two hours, once a week and for an additional tutorial hour per week. The format will include lectures, discussions, films, and field experiences.

Enrollment is limited to 20, on a first-come, first-served basis.

SS 172

THE POLICE

Barbara Linden and Lester Mazor

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

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

The class will undertake a series of research exercises designed to provide some understanding of the methods of legal and sociological research. In addition to this field work and the assigned reading for the course, guests with experience of police work from a variety of perspectives will meet with the class and an effort will be made to involve members of local police forces in the course. One session each week will involve viewing and analyzing films made of policemen at work (the films were made by John Marshall of the Center for Documentary Anthropology in Cambridge).

Enrollment is limited to 32.

SS 183 URBAN ADMINISTRATIVE PROCESSES: WHO RUNS THE CITIES?

Edward Greer

For a serious examination of the urban crisis we need to know both who runs the cities and how they do it. This knowledge is a prerequisite to change: we obtain it by a critical use of the social sciences. In this course we shall proceed by studying two different types of materials.

We shall examine a series of mainstream studies of how political power is distributed in urban America. These studies -- by men such as Robert Dahl, Edward Banfield, and Daniel Moynihan -- are often referred to as "pluralist" because they assert that power is shared in a democratic or pluralistic fashion. We will try to determine how to test the claims these authors put forth.

One way to do that is to examine the actual processes and outcomes of specific urban administrative processes. For instance, we can see how urban renewal agencies make decisions -- and who benefits (and who loses) as a consequence. To understand these urban administrative processes we shall have to examine the historical evolution of this type of decision-making and try to determine its legal status.

We shall use our understanding of the urban administrative processes as a tool to determine who runs the cities and how. Our critique of the pluralists' theories will open the way to a more realistic assessment of the causes -- and cures -- of our present urban ills.

This course will meet two times a week for one and one-half hours each. Enrollment is limited to 20.

SS 184

AMERICAN CAPITALISM

Stanley Warner

The primary focus of this course is the current structure and performance of American capitalism. We'll begin by developing the theory of alternative market structures: monopoly, competition, oligopoly. A dominant theme of this theory is that capitalism requires competitive markets if it is to function optimally. Because the concentration of economic power in the U.S. is so clearly at odds with this traditional belief in free markets, a number of new theories have emerged which attempt to redefine -- even to the point of making a virtue of -- the dominance of a few hundred multinational firms. A second aspect of this course will be to critically evaluate these theories.

In a number of fundamental respects, however, the performance of an economic system involves questions that transcend the issue of whether markets are competitive or monopolized. Work alienation, class structure and consciousness, and the relationship of economic power to political power are three such areas of concern. These issues warrant full courses of their own. A third aspect of the course, however, will be to at least broach these questions with the hope that it will keep us from slipping into too narrow a frame of reference.

Throughout the course there will be a strong emphasis on direct applications to specific industries (steel, oil, auto, drugs), specific controversies (conglomerates and ITT, militarism, the energy 'crisis'), and specific proposals (from the New Populism of Huey P. Long, Fred Harris, and others to the approaches of the 'Old' and 'New' Left).

The reading will include:

F. N. Scherer, *Industrial Market Structure and Economic Performance*
J. K. Galbraith, *The New Industrial State*
Milton Friedman, *Capitalism and Freedom*
Paul Baran and Paul Sweezy, *Monopoly Capital*

This is a Division I course which assumes no prior work in economics. A person completing the course will be prepared for an intermediate course in the area known as microeconomic theory.

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

Enrollment is limited to 20.

SS 195 THE DEVELOPMENT OF A REVOLUTIONARY SOCIETY: CUBA

Carol Bengelsdorf

This course will examine the development of the revolutionary process in Cuba, in its attempts to resolve the problems of underdevelopment which have beset that country, and to create a society based on socialist values. After a brief survey of the political, economic and social conditions which characterized pre-revolutionary Cuba and the means by which the Revolution achieved power, we will focus on the areas which the Revolution itself has focused upon: the mode and manner of economic development to be pursued, the attempts to create new political institutions appropriate to the evolving society, education, the role of the intellectual, and the position of women, among others. People who have studied in depth particular aspects of the Revolution will, from time to time, join the discussion. The class will meet for one and one half hours twice a week.

Enrollment is limited to 20.

ES 102/202

TOPICS IN EDUCATION

Merle Bruno and William Grohmann, Coordinators

Topics in Education is a collection of modular courses covering varied, specific subjects in education. Many of the modules explore topics related to the social sciences; some are taught by faculty in the School of Social Science. See Education Studies section of this booklet.

SS 210 AMERICA IN THE TWENTIETH CENTURY: CRISIS AND LIBERAL REFORM

Penina Glaser

The course will begin with an overview of the United States in the 1890's in order to understand the major problems which were emerging as the new century approached. We shall then consider Progressivism and the impact of World War I, the 1920's, the Great Depression, World War II and the Cold War.

The major emphasis will be on labor, farmers, women, minority groups, and radicals. There will be a considerable amount of reading in order to cover these major areas. Three short papers will be assigned.

The course will meet twice a week for an hour each meeting. Enrollment is unlimited.



SS 211

RACE, SEX, AND CLASS: CARIBBEAN WOMEN

Johnetta Cole* and Gloria Joseph

Via the combination of an anthropological and psychological approach, the course concerns an analytical study of the role of women in the Caribbean using race, sex, and class as the salient variables that will be considered. The similarity and differences among the Caribbean women will be explored in an attempt to determine what factors serve as unifying bonds.

* Johnetta Cole is Associate Professor of Anthropology at the University of Massachusetts.

SS 212 (HA 257) THE UNITED STATES IN THE 1890'S: FROM THE CLOSING OF THE WEST TO THE WIZARD OF OZ

Richard Lyon and Lester Mazor

In the decade of the allegedly gay 90's, the United States faced new and ominous problems generated by its drive to urban, industrial, and imperial power. Strikes, worker and militia riots, prolonged depression, war, corruption in business and government forced a redefinition of issues. A re-examination of the national character and purposes was undertaken by social theorists, politicians, philosophers, labor leaders, artists, economists, historians. These spokesmen of "the restless decade", continuing the country's long and self-conscious dialogue with itself, continue it in light of new needs and hopes.

In order to examine these seed-bed years of the modern America, we will focus on certain central events, issues, and personalities of the 1890's. These are the years of the Oklahoma land-rush and the Klondike gold-rush, the well-publicized closing of the frontier; the Homestead and the Pullman strikes, the Chicago world's fair, new means for the repression of blacks, the rise of yellow journalism, agricultural revolt, the Spanish-American War. Voices of the time which we will try to hear include Henry George, Samuel Gompers, Eugene Debs, John Altgeld, Grover Cleveland, Teddy Roosevelt, Lester Ward, Henry Demarest Lloyd, Charlotte Perkins Gilman, Thorstein Bunde, William James, Oliver Wendell Holmes, Jr., Jane Addams, Stephen Crane, Mark Twain, Kate Chopin, Ambrose Bierce, Theodore Dreiser, Henry Adams, Louis Sullivan, Edwin Arlington Robinson.

The class will meet twice weekly for lectures and discussions. Supplementary films, talks, and small group discussions will be arranged. Enrollment is unlimited.

SS 213 THE THEORY AND IMPACT OF LAW AND PUBLIC POLICY

Richard Albert and Oliver Fowlkes

This course will explore the legal and social science dimensions of major public policy problems. It will focus on the development of the conceptual and methodological skills appropriate to policy analysis. It will involve the student in the learning of these skills and their use in dealing with the implementation of public policy and its impact on a major social problem. Students will be responsible for developing an analysis and making recommendations to interested government agencies and/or citizen groups.

We have tentatively explored the following public policy areas on which to focus: Section 766 of the Massachusetts Education Act requiring localities to provide special education for the mentally and physically retarded; the Massachusetts Transitional Bi-Lingual Education Act and equal educational opportunity for linguistic minorities; and the Housing Allowance program of the Department of Housing and Urban Development which attempts to equalize housing opportunities for low income families.

The course will meet three times a week for an hour. This course will necessitate a heavy field work component, and students should be willing to commit two full days to field work. Enrollment is limited to 20.

SS 214 CAPITALISM AND EMPIRE: SEMESTER I LATE MIDDLE AGES TO 19TH CENTURY

History Group (C. Bengelsdorf, P. Glaser, L. Mazor, A. Rabinbach, F. Weaver)

This course is designed as a two semester program which will, in the first semester, cover the decline of feudalism, the rise of capitalism in Europe, colonial expansion, and the ascendancy of the 'liberal' bourgeoisie. The second semester focuses on the origins of American institutions on both continents, the rise of the American empire, its impact on the 3rd world, and its decline in the contemporary era. Although such a course cannot be comprehensive, its purpose is to give the Division II student sufficient historical and conceptual knowledge to provide the basis for a social science concentration. The course will be given by a group of faculty from a variety of disciplines (History, Law, Political Science, Economics) concerned with historical questions and an historical approach to the development of society. By working as a team, by focusing on several key events, certain essential books and debates, and by providing some narrative history, we can cover a large period of time and still provide a basic interpretation of the history leading to the development of contemporary society. Not a narrative 'survey' course, our interest is in the development of modern institutions, questions of political economy, social structure, power, colonialism, imperialism and revolution.

Students should plan to take both semesters if possible. Semester II: 19th and 20th century.

Open enrollment: Division II students only.

SS 215

CULTURE, MIND, AND BEHAVIOR

Leonard Glick

During the past decade or so, the "culture and personality" tradition in anthropology has expanded to include cross-cultural studies in perception, cognition, patterns of social behavior, gesture, and mental disorder. In addition, our growing understanding of human evolution suggests new possibilities for studying how constant elements of human behavior are molded to meet the needs and expectations of particular societies.

This course will aim for reasonably complete coverage of the field now usually called psychological anthropology but will focus on a few selected cultures for which there is especially good information. Students will be expected to write regularly -- either personal responses to readings and discussions or brief papers on selected topics relating to the course.

Two 1 1/2 hour meetings weekly. Enrollment is unlimited.

SS 216

THE AMERICAN RICH

Edward Greer and Robert Cole*

Much academic inquiry has been devoted to the problems of the poor, but there has been little critical examination of the ruling class. This seminar seeks to address the economic, political, cultural, and psychological aspects of great wealth.

We shall attempt to determine who the American rich are, the sources of their wealth and political power, and the uses to which they put their resources. A variety of materials will be utilized: novels, sociological studies, tax rulings, economic and political monographs, etc. The seminar will meet on a weekly basis; students are expected to make oral presentations and submit a research paper.

*Robert Cole is Associate Professor of Economics at the University of Massachusetts.

SS 217

METHODS IN CURRICULA BUILDING:
DEVELOPMENT OF CURRICULA WITH A MULTI-ETHNIC
CROSS CULTURAL BASE

Gloria Joseph

Work in this course will be focused on developing curricula for the public schools (private and parochial schools can use them as well), that will provide the students with a broadened perspective of the critical issues in society today. Academics will not be separated from critical social issues. Curricula should be intellectually liberating, challenging and exciting at all levels (K thru 12). Curricula will be developed on the assumption that learning takes place best not through the coercive lecture, reading assignments and exam, but through the increasing involvement of the student through the process of inquiry.

Existing curricula in math, science, social studies, reading, literature, etc. will be studied in order to make appropriate modifications and innovations. The majority of class time will be spent in actually planning and writing such curricula. It will be necessary to begin with an understanding of what is meant by a multi-ethnic cross-cultural approach in education. (The terms have been misused so frequently that we may have to coin a new term to express our intentions.)

An interdisciplinary approach will be utilized in building the curricula. The class will meet two hours a week in the classroom and a third hour will be spent in the "field".

Class size is limited to 20 students. Open to Division II students only unless the student has had a previous education course or equivalent experience.

SS 220

WHAT'S GOING ON IN THE COURTS?

Oliver Foulkes and Barbara Vngnesson

In this course, taught jointly by a lawyer and an anthropologist, we will focus on the legal process in several arenas: the District Court, Superior Court, Probate Court, and specialized courts (such as juvenile, housing, and small claims). We will examine the courts as social as well as legal institutions and we will hope to gain an understanding of how they are set up and how they operate, of values related to them, and of what they are intended to do, and do or do not, accomplish. In particular, we will be interested in the problem of the relationship between the way the courts are organized and the functions they are intended to serve. In addition, concepts such as "fair trial" and the notion of "adversary process" will be explored and critically evaluated as they are played out in the various court contexts.

The organization of the course will reflect our commitment to the idea that courts can best be understood by using a variety of perspectives and a variety of ways of learning. Thus we will make use of novels, as well as works by lawyers and social scientists; judges and other court officials will be actively incorporated into the course for lectures and discussions; students will participate in a moot court, before a judge; and there will be field visits to courts in Massachusetts. In addition, students will be given the option of carrying out fieldwork as participant observers in a court in the Northampton-Springfield area. Students who take advantage of this option will be expected to form a reading/discussion group in which methodological and ethical questions of field work are dealt with.

Students will be expected to lead and participate actively in class discussions. They will also be required to write two short papers, as well as a longer report (based either on field or library research) on some aspect of court processes.

Enrollment is unlimited.

SS 221

GROUP INDEPENDENT STUDY IN ECONOMICS

Stanley Warner and Frederick Weaver

- A. Introductory Economics
- B. Intermediate Micro-economic Theory
- C. Intermediate Macro-economic Theory
- D. Introductory Econometrics (Co-sponsored by Michael Sutherland)

SS 222

APPROACHES TO COUNSELING AND THERAPY

Thomas Holman

An intensive study and appraisal of various theoretical and/or applied approaches to counseling and therapy. The course will be designed to read and critique original sources from a variety of contemporary systems or schools of counseling and therapy. The course will meet twice a week for lectures and discussion and will require a paper on or study of a particular approach to counseling and therapy. It will be limited to 25 students and meet 1 1/2 hours each session.

SS 223

MODERN THEORIES OF PERSONALITY

Robert Birney

The course will concentrate on the empirical literature of the last five years devoted to testing the viewpoints of modern personality theorists. Studies emanating from cognitive theory, motivational theory, and trait theory will be systematically reviewed. Emphasis will be upon studies by Fluke, Sarnoff, Wiggins, Jackson, and Winter. The purpose will be to explore those features of personality theory which have stimulated researchers to conduct systematic programs of personality study. Students will serve as their own subjects in a program of continuous testing and experimentation in pursuit of a term project focused upon the integration and coordination of findings about themselves.

Two class periods a week, two hours each. Enrollment is unlimited.

SS 225 (MA 211) THE INTELLECTUAL AND SOCIAL
HISTORY OF SPANISH AMERICA

Robert Marques and Frederick Weaver

This course aims to explore the mutually influencing effect of culture and ideology, politics and economics, on the ethos and history of Spanish America since independence, focusing on Cuba, Peru, and Argentina as examples of general trends throughout the area.

A reading knowledge of Spanish will be helpful but not required. The format of the class will depend on the size of enrollment.

The class will meet twice a week for 1 1/2-hour sessions. Enrollment is unlimited.

SS 236

CONSTITUTIONAL LAW:
JUDICIAL REVIEW AND SEPARATION OF POWERS

Bruce Carroll

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

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

Our recent history is replete with examples of the push and shove of the constitutional separation. Among the more sensational is the current conflict between the President and the House Judiciary Committee over just what constitutes an impeachable offense. Offering directly contradictory opinions, it appears that no resolution will be possible, and that ultimately the Court may be drawn into the conflict for its judgment on the issue.

The President's exercise of his power as commander-in-chief in Viet-Nam and Cambodia and the Senate's response in the form of the Cooper-Church Amendment, the Senate rejection of Presidential nominees to the Supreme Court and the President's charge of usurpation of Presidential prerogative, the power of the Congress to investigate the extent to which the Executive was involved in political espionage and the President's assertion that he may impound appropriated funds at his discretion, are merely among the most current of the conflicts engendered by the fact of a system of separation of powers.

Possessing neither the sword nor the purse, but only the power of judgment, in the final analysis it is the Supreme Court who must attempt the resolution of these conflicts. The resolution of some of them is the subject of this course. Using the Federalist Papers to establish the framework, Supreme Court decisions will be studied to determine the role of each branch of government under our system of separation of powers. The course will conclude with a critical analysis of the utility of applying an 18th century concept to the 1970's. There will be one two-hour meeting a week with additional sessions to be arranged.

N.B. During the second semester a seminar on some-to-be-determined topic in civil rights will be offered. A semester of constitutional law will be required for admission to the seminar.

SS 261

COLONIALISM AND NEO-COLONIALISM
IN AFRICA

Carol Bengelendorf

There has been much discussion, particularly among economists and political scientists, about the reasons why certain countries are caught in a state of underdevelopment. Political scientists speak of "traditional", "transitional" and "modern societies", postulating that every country passes through these stages and that certain countries simply are at an earlier point in the process. Economists speak of "take-off points". Psychologists speak of the need to heighten "achievement motivation" among a country's populace in order to bring about more rapid economic development.

It will be the basic theme of this course that underdevelopment, as we know it today in the countries of Asia, Africa and Latin America, is not a natural state through which all countries have passed, but rather, a condition into which certain countries have been forced-in short, that the development of some countries necessitated and brought about the distorted development, or underdevelopment, of others. The course will focus on the continent of Africa, particularly Africa south of the Sahara. We will begin with a preliminary discussion of the meaning of development, underdevelopment and dependency. We will then trace the relationship between Europe and Africa as they evolved during the slave trade and through the period of the dismemberment and colonization of Africa. We will look at both the short and long range effects of this relationship on the political organization and economic development of various African societies, as well as on institutions of culture and value transmission, such as education. We will then attempt to assess the meaning of independence in five countries: Kenya, Tanzania, Ghana, the Ivory Coast and Guinea-Bissau (so called "Portuguese" Guinea). We will do this by examining the means by which each country achieved or is achieving independence, and the extent to which footholds remained in political, economic and social institutions which European (and, in the post World War II period, American) interests could build upon. We will, finally, examine the effects of these foreign interests on the present course of development in these countries.

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

SS 276

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

Lester Meador

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

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

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

The class will meet once a week for two hours plus an hour tutorial. Enrollment is unlimited.



DIVISION III INTEGRATIVE SEMINARS

IN 305 PLANNING COLLOQUIUM

Barbara Linden

This seminar is intended to bring together students whose major interests are in several different disciplines in order to study selected aspects of the planning process. The first section (approximately 4 weeks) of the course will be devoted to review of the current literature on this subject; reading will be assigned from the fields of history, architecture, psychology, law, and sociology. During the second section students will be required to do an intensive analysis of a planning decision or problem, and will meet in tutorial sessions with the coordinators. The final section of the course will involve presenting and critically evaluating student projects.

IN 310 ANTONIO GRAMSCI'S PRISON NOTEBOOKS: SOCIAL, POLITICAL, AND CULTURAL THEORY

Edward Greer and Anson Kabinbach

When Antonio Gramsci (founder of the Italian Communist Party) was jailed, Mussolini said: "We must stop this brain from functioning for twenty years." Gramsci's long-suppressed Prison Notebooks have just recently become available -- and he is gaining a reputation as the most creative modern Marxist thinker.

This seminar will analyze Gramsci's thought in relation (a) to Marxism and (b) to contemporary social problems. It will be organized along the lines of a graduate seminar in order to offer a detailed analysis of a major modern thinker.

By instructors' permission open to Division II students.

IN 315 ARTISTS IN SOCIETY

Monica Faulkner

Art doesn't just happen -- it is a constructed activity that takes place in a social context. Artists are social beings who engage in meaningful and patterned forms of behavior. This premise will form the basis of the course. We will focus on selected aspects of the social organization of artistic production in various historical and cultural contexts in an attempt to answer the following questions:

What are the relationships between individuals who engage in artistic work and the society which surrounds them?

What are the links between personal identity and social structure?

Addressing these questions will involve analysis of concepts such as identity, creativity, socialization, career, stratification, culture, and alienation. We will also examine the relationships between art and society to gather data and the analytic questions posed in different studies.

Substantive areas to which the above concepts will be applied will include the plastic arts, music, dance, writing, and film.

Clean sections will consist of discussions of the readings, which will be intensive -- at least a book per week or the equivalent. In addition, students will present their class projects and papers for discussion and criticism. I am also hoping to offer a series of films which will present "popular" conceptions of artists' lives and work.

The course will meet twice a week for about 1 1/2 hours each time; films would be shown at another time to be arranged.

Division III students from any of the four schools are invited to participate; Division II students who are interested in this topic should contact me.

Enrollment is limited to 12.

IN 320 SOCIAL SCIENCE WORKSHOPS

Barbara Linden and Robert von der Lippe, Coordinators

One month long seminar intended to assist Social Science Division III students who are in the process of working on projects. Students enrolled will report on their project to fellow students and faculty with the objective of receiving advice, information, corrections and guidelines for appropriate and solid project completion. Attention will be focused on such aspects as research design, conduct of research, and the reporting of findings. It is hoped that these workshops will continue with changing membership of both students and faculty throughout the year so as to best suit the timing of students' work through both semesters.

There will be two evening meetings per week of two-hour duration each.

Enrollment: First come first served.

NATURAL SCIENCE

All faculty in Natural Science are available for Division III Integrative Seminars if there is student interest.

MATHEMATICS AT HAMPSHIRE

Mathematics is a sprawling and pervasive field, variously viewed by practitioners as a tool, an art form, a language, the ultimate reality, or the epitome of difficulty. The traditional classification of mathematics among the sciences indicates a fruitful joint evolution rather than shared methodology. Statistics is often classified among the social sciences and computer science is tentatively joined with engineering. The power of mathematics in these fields continues to suggest strong interdisciplinary approaches.

Hampshire's mathematicians, currently in three Schools, seek to meet the short and long range mathematical needs of the College and to complement the strong mathematical curricula elsewhere in the Valley. While a traditional math major is possible at Hampshire, students are encouraged to explore the opportunities for interdisciplinary approaches and to join courses in the areas of special interest of the faculty.

In addition to the courses listed below, math seminars are frequently attached to physics courses. "Book Seminars" provide an opportunity for a small group of students to work together on a topic of mutual interest with regular meetings with a staff member. "Math Help" is available several nights a week, and "Prime Time Theorem" offers one-on-one sessions of mathematics. These activities are announced in the "Math Room," SB125. Since 1971, Hampshire College has hosted the National Science Foundation Summer Studies in Mathematics. These programs have actively engaged talented high school students in the processes of mathematical thought.

Division I offerings will provide many alternatives to the calculus; courses or labs in statistics and computers will be offered each term. Division II students can plan on at least one course each term relating to computer science, statistics, and mathematical logic; a course in algebra will be offered each fall, and one in analysis each spring.

The following courses for Fall, 1974 offer significant mathematical experience:

Division I:
NS104 Useable Mathematics
SS123 & SS126 Mathematics for Scientists and Social Scientists
LC106 Strings, Trees, and Languages
LC153 Computer Laboratory
LC156 Intro to Computers & Problem Solving
SS Statistics Laboratory
SS123 The World of Mathematics
NS128 Calculus (also offered in Spring, 1975)
ES102 Topics in Education

Division II:
LC206 Strings, Trees, and Languages
LC202 Formal Logic
NS235 Electricity and Magnetism
NS248 Animal Behavior
NS269 Seminar in Algebra or Number Theory
NS223 The World of Mathematics

(Division II courses planned for Spring, 1975 are Mathematical Physics, Computer Languages, Statistics, The Mathematical Theory of Transformational Grammars, and The History of the Calculus.)

FOREIGN STUDIES AND FOREIGN LANGUAGES

Because of Professor Watkins' sabbatical leave, Hampshire College is currently planning no formal course offerings in foreign languages for the Fall Term.

Students are encouraged to consult Professor Watkins about pre-registration in courses in French at the other colleges in the Valley. Students should consult Professor Rollock about five college courses in Spanish and in bilingual education and English as a second language.

Professor Watkins will be back for Spring Term; courses will be announced in the Spring Term catalog.

EDUCATION STUDIES CURRICULUM STATEMENT

Offerings and activities in Education Studies at Hampshire are sponsored by a combination of Schools, Houses and the Office of the Dean of the College. They are intended to provide learning opportunities reflecting transdisciplinary approaches and covering education at various levels. Most are not designed for or restricted to only students with vocational interests related to education.

Below are descriptions of several semester-long courses and the "Topics in Education" series of mini-courses. Students concentrating in the field should also carefully check each of the School listings.

Elementary School Science - Nerle Bruno NS 121/222
A Workshop
Methods of Curriculum Building: Gloria Joseph SS 217
Development of Curricula with
A Multi-Ethnic, Cross Cultural
Lens

ES 110 FOCUS ON LEARNING
ES 210 Kathleen Kraus

This core seminar is primarily for, although not restricted to, persons living in the Education Studies Residential Learning Center for the first time, as well as for those who will be involved in the seminar for a second year.

The course will deal with two aspects of the learning process:

1. An exploration of the theoretical bases for how people learn, with a focus on the role of educational institutions in that process.
2. An exploration of how to best provide valid learning for others, whether in dealing with peers, or those older or younger, including dyadic, group, and institutional settings.

Students in the seminar for the second year/semester will be closely involved in the planning and leading of activities within the class with an opportunity for evaluation of that participation.



ES 203 STUDENT TEACHING LEARNING - SUPPORT GROUP

John Kortcamp and Carol Thompson

The purpose for offering this course is to provide Hampshire students who are interested in, engaged in, or have already experienced student teaching with an academic framework dealing with the specific interests and needs of an intern. At the same time we anticipate that the course will provide a support mechanism for interns and specific class time has been allocated for that purpose. The prerequisites for the class are: 1. an interest in student teaching, 2. a meeting with the instructor prior to registering.

There will be a required project which will deal with course experiences, personal growth or a research topic of particular interest. The projects will be shared with the class as a whole. The class will meet once a week for 2 1/2 hours in addition to which all members will be expected to spend time in classrooms, tutoring, observing and teaching. Class size limit - 15.

A brief outline of the course's concerns follows.

1. Introduction: Intern Roles
11. Learning Environments
111. Creative Teaching
- IV. Micro Teaching
- V. Supervision - A Helping Relationship
- VI. Teaching is Leading

* Carol Thompson is a Division III student.

ES 205 EDUCATION OF THE SELF THROUGH PHYSICAL ACTIVITY

Joy Hardin and Roy Tamashiro

Socrates: Let me play with a man for an hour, and I will know more about him than talking to him for ten hours.

E. Rerrigel: In the case of (sports), the (player) and his (adversary) are no longer two opposing (persons) but are one reality.

People involved in a sport unintentionally physicalize their interior state: their patterns of behavior and present concerns manifest themselves as choices of movements, interactions, risks, and rewards. This course is designed to provide processes which enable people to make sense, gauge and understand their interior states and their subsequent behavior.

Our processes towards such self knowledge will be:

1. Understanding the assumptions about self knowledge implied by each tool (instrument). (Example: Fantasy as a tool derived from Freud's recognition of the unconscious, Jung's dreamwork, Asagiri's psychoanalysis techniques, and athlete's descriptions of previsualizing experiences).
2. Using analytical tools to make sense of the data gathered about oneself from one's involvement in physical activity (Example: One student used the "trumpet" process to change her pattern of "blinking" just when I'm about to hit the (badminton) birdie... just the way I retreat at the point of real contact in developing relationships).
3. Using these tools to expand one's experiencing of her/his body and mind.
4. Using these tools to expand her/his repertoire of physical affective and cognitive behaviors.

Readings: from psychological theorists such as Parle, Lowen, Maslow, Kelly, Asagiri;

Zen to the Art of Archery, Herrigel;
Golf in the Kingdom, Murphy,
Born to Win, James and Jonegard,
and other handouts and articles.

Format: Classes meet Monday, 3-5:30, and will involve exercises, processing, discussion. Participants will choose a physical activity (e.g. a sport, dance, martial art, hiking, etc.) to engage in on a regular basis. Through a personal psychological journal and a final paper/project, we will each record our reflections on body-psyche interrelations.

Note: Education of Self is a course developed over the last five years at the Weiss Center for Humanistic Education. It is based on the premise that knowing more about yourself, your patterns of thoughts, feelings and action, helps you get more of what you want. It is essentially an application of the scientific method using the self as content.

Joy Hardin & Roy Tamashiro have developed and taught Ed. of Self Through Physical Activity for the last two years, integrating the physical as a source for data about self and a means of increasing one's intentionality. Roy is an instructor at the Weiss School of Ed., Joy is on the staff of the Outdoors Program.

ES 204 FROM BERKELEY TO KENT AND JACKSON STATE: DISSENT, CONFRONTATION AND VIOLENCE

Allen Davis

During the 1960's and early 1970's there were educational, political and ideological confrontations on scores of campuses across the country. Confrontation, dissent and often-times violence plagued such diverse institutions as Berkeley, South Carolina State at Orangeburg, San Francisco State, Columbia, Cornell, Harvard, Jackson and Kent State, University of Wisconsin and Southern University as well as many others. This course will examine the source of dissent and ferment within the University as well as the relationship and effects of the social and political climate of the society in the 1960's on institutions of higher education.

In an effort to carefully examine and assess these phenomena, significant attention will be given to the following questions: What political and social forces were operating within the society and higher education during the 1960's and early 1970's? Why was Berkeley the first campus to erupt? What were the underlying causes of these crises? What was the relationship of the civil rights movement and the Vietnam protests to the battle in the universities? Should the University be an agent for social, political and economic change in our society? What, if any, significant changes have occurred in higher education as a result of the ferment in the 1960's? Why are the campuses so calm and quiet in 1974? Some of the books we will read are: Clark Kerr, *The Uses of the University*; Sidney Hook, *Academic Freedom and Academic Liberty*; Walter Dill Scott, *The University Crisis Reader: Confrontation and Counterattack* (vol. 1 & 2); Wolin and Schaar, *The Berkeley Rebellion and Beyond*; Nelson and Rees, *The Orangeburg Massacre*; Avorn and Friedman, *On Against The Joy Mail*; Stranton, William, chairman, *Report of the President's Commission on Student Unrest*.

This course will meet twice a week for one and one-half hours each session.

LEGAL STUDIES

The Law Program, consistent with the general plan of study and academic life at Hampshire, is the sum of all work related to the social phenomenon of law engaged in at Hampshire. It seeks to organize and support that activity across School, Divisional, and other boundaries within the College. In particular it includes courses, independent studies, concentrations, Division III projects, public events, field study support and supervision, and the acquisition and maintenance of library and other resources.

Law is a phenomenon which touches every aspect of our existence. The study of law, legal processes, legal ideas and events provides a focus for many kinds of inquiry. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it.

The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law as part of their undergraduate education, the Law Program as such is concerned only with the latter. Pre-law counseling is done by Bruce Carroll, Oliver Fowlkes, Edward Greer, Lester Masor and Kenneth Rosenthal.

Each year the Law Program offers some courses in Hampshire's Division I, Basic Studies. Like all Hampshire Division I courses, the primary objective of these courses is to develop the student's understanding of the mode of inquiry of the School or Schools in which they are taught and generally to contribute to the student's growth as a learner. These Division I courses are usually coplanar in nature. During the fall semester of 1974 we will offer SS 115, *Political Justice*; Lester Masor; SS 125, *Law and American Legal Institutions*; Bruce Carroll; SS 125, *Law and American Legal Institutions*; Steve Aron (Assistant Professor of Legal Studies, University of Massachusetts); SS 127, *Cross-Cultural Perspectives on Law*; Barbara Yngvesson; SS 172, *The Police*; Barbara Linden and Lester Masor.

The Division II, School Studies, courses are the core of the Law Program's content. Students who plan a concentration in law, or, as is often the case, a concentration which includes the study of law in it, should look to the Division II courses not only as the foundation, but also as the entry point for their work. The most basic and general courses are usually offered in the fall semester. These include SS 213, *The Rule of Law and Public Policy*; Rich Alpert and Oliver Fowlkes; SS 220, *What's Going on in the Courts?*; Oliver Fowlkes and Barbara Yngvesson; SS 234, *Constitutional Law: Judicial Review and the Separation of Powers*; Bruce Carroll; and SS 236, *Legal Process: The Problem of Change: Women and Children First*, Lester Masor. A full list of law-related courses offered in the valley is available at the desk in the Program Secretary, Gale Brown, in Patterson Hall, Room 218.

Independent study related to law may be done under the supervision of any of our faculty working in the Law Program. In particular, Bruce Carroll specializes in American Constitutional law and the legislative process, and can assist students in arranging governmental internships; Oliver Fowlkes is especially interested in mental health, the legal profession, representation for the poor and welfare law and can provide assistance in arranging field work placements; Edward Greer specializes in administrative law and urban legal processes; Barbara Linden has special interest in the legal aspects of urban planning and organizational aspects of law enforcement; Lester Masor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law, and family law; Kenneth Rosenthal's special interest is in zoning, planning and other aspects of land use; Barbara Yngvesson is interested in international law and politics; Barbara Yngvesson has special interest in social control and conflict resolution processes outside the more formal mechanisms of legal activity, field study of legal processes and institutions, and anthropology of law.

Students have designed concentrations which drew very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, law and theater, juvenile delinquency and relevant portions of concentrations in politics, history, economics, sociology, environmental studies, women's studies, urban studies, and a number of other fields. Copies of concentration statements are available at Gale Brown's desk.

Several Division III projects already have been completed with support in whole or in part from the Law Program. Students who wish to consider doing their Division III project in the study of some legal phenomenon should consult with members of the Law Program Steering Committee.

The Law Program has sponsored a number of House Courses in past years. Members of the Hampshire Community who are interested in organizing such courses with the support of Law Program faculty are encouraged to talk to members of the Steering Committee.

The Law Program regularly sponsors speakers, films, and other special events. Members of the Hampshire Community who have in mind some event which would be appropriate for sponsorship by the Law Program are encouraged to submit a request for support to the Steering Committee.

No formality of admission or membership is required for participation in the Law Program. The easiest way to indicate your affiliation and to keep informed is by placing your name on the Law Program mailing list so that you will receive notices of Law Program events and activities. The list is maintained by Gale Brown. The Law Program room, where students working in the Law Program may organize and conduct their activities, is Patterson, Room 206. The Program also holds regular informal lunch discussions in AB II, so that students working in the Program can become acquainted with each other and share information and ideas. Announcement of these luncheons are made in *Class* and individually by mail to those on the Law Program mailing list.

Bruce Carroll
Oliver Fowlkes
Edward Greer
Pat Hennessey
Barbara Linden
Michael Menn
Paul Rosenthal
Lester Masor
John O'Malley
Barbara Yngvesson

OUTDOORS PROGRAM CURRICULUM STATEMENT

The Outdoors Program is a voluntary, co-ed alternative to compulsory physical education and intercollegiate team sports. In the first three years of its existence, it has offered students extensive opportunities to learn mountain climbing and kayaking skills, with an orientation toward student and staff-initiated expeditions and trips. Equipment and arrangements for cross-country skiing, snowshoeing, backpacking, canoeing, and camping have been made continuously available.

The Outdoors Program for 1974-75 has decided to give special emphasis to integrating outdoor and physical learning experiences with the rest of college and of life. Programatically that means the Outdoors Program collaborating with Hampshire staff, faculty, and students to ongoing courses (a possible example: a canoe trip as part of "The American Literary Landscape") and expanding Outdoors Program courses to include interdisciplinary offerings (like David Roberts' and Ed Ward's "Literature of Great Expeditions" course).

"Fusion of body and intellect" has long been a goal of the Outdoors Program. This year body potential will be the arts of self-defense, body awareness, and dance - will be initiated alongside the ongoing climbing and kayaking programs.

A third goal, to facilitate a personal experiencing of nature, will translate into opportunities for local natural history explorations, as well as continuing to make hiking, biking, camping, cross-country skiing, snowshoeing, canoeing, and expeditioning available to interested students.

A fourth major emphasis is on students self-directing their own physical and recreational development, rather than formal teams and competitive structures. The informal team sports possibilities will further expand this year with the new athletic-recreational building and director. In the past, Hampshire students have organized assorted teams, one of them, the hockey team, built their own outdoor rink behind the library.

During January Term and vacations, the Outdoors Program's major trips and expeditions occur. Climbing trips have included ascents in the Brooks range in Alaska, and three winter trips in the Colorado mountains; kayaking trips have included boating on the Rio Grande in Texas and two spring trips to Smoky Mountain rivers.

The Outdoors Program emerges as not a physical education department, not an athletic program, not a curling club, not an Outward Bound model, not a nature study program, not intramurals, and not a School of the College. What is it? It is an attempt to open up possibilities for integrated learning of body and psyche to create an awareness and understanding of nature, to support students in creating their own physical and outdoor experiences, and to join physical ways of learning about oneself and the world with other ways of acquiring knowledge.

OUTDOORS PROGRAM

BEGINNER KAYAKING: These classes are for sheer beginners who wish to try kayaking. Instruction will be given at the Hampshire Pond. The basic fundamentals will be stressed. All that is required of the student is the ability to swim and a bathing suit. A wool sweater is always nice on a cold day. A van will leave the Dining Hall at 7:55 a.m. for the morning classes.

Tuesday afternoons 2 - 5 p.m.

Monday and Thursday mornings 8 - 9:30 a.m.

Wednesday and Friday evenings 8 - 9:30 a.m.

Thursday afternoons 4:30 - 6 p.m.

There will be a limit of 10 people per class. Sign-up at the Outdoors Program office.

INTERMEDIATE KAYAKING: For students who have had some previous experience in a kayak. Wednesday afternoons, 2 - 5 p.m. Limit of 10 people.

ADVANCED KAYAKING: Arrange with Eric Evans at the Outdoors Program.

FIBERGLASS KAYAK BUILDING: September 13, 14, 15 at the Hampshire Boat Shed.

BEGINNING ROCK CLIMBING: For people who have no climbing experience. This course will teach people how to drop-rope, climb safely and will introduce them to several of the local climbing areas. Class will meet Wednesday mornings from 8:30 a.m. to 12:30 p.m. for three or four weeks. Limit is 10 students. Sign-up at the Outdoors Program office.

BEGINNING ROCK CLIMBING: Same as above, except meeting Thursday mornings from 8:30 a.m. to 12:30 p.m. for three or four weeks.

INTERMEDIATE ROCK CLIMBING: For people who have some climbing experience but do not lead yet. This class will teach lead climbing. Class will meet Tuesday afternoons from 1:00 p.m. to 6:00 p.m. Permission of instructor, Ed Ward, is necessary.

LITERATURE OF GREAT EXPEDITIONS: David Roberts, Ed Ward, Jon Krakauer, instructors. See course description at MA 179.

THE LIVING INSECT: (Natural History of Connecticut Valley Program) Insects can be a source of unending wonder. They represent the majority of living species. Those of North America alone outnumber the world's bird species by more than 100 to 1. Their populations are enormous. They display a fantastic variety of adaptive forms. They are found almost everywhere. In some cases they compete with man for limited resources, in others they are of great economic value.

This Division I level course will emphasize the natural history of living insects in our area. Students will be expected to prepare a collection of insects from a specific habitat. Also, each will study a single species, care for living specimens, and prepare a report on that species for the class.

Classes will cover the life cycle, behavior, and ecology of insects. Trips will provide an opportunity to collect and study them in the field. Reading will be assigned from texts, scientific publications, and articles by naturalists.

6 weeks, Tuesday and Thursday, 2 - 3:30. Ralph Lutz, instructor. This is also being offered as NS 165.

TO THE WOODS: Ken Hoffman, instructor.

This will be an introduction to the natural history of the area. Every Wednesday afternoon from 1:00 to 5:00, we will poke around in and on the various woods, swamps, mountains, rivers, and ponds nearby. We will learn to identify the common trees and plants, to know the uses of many of them, and to become sensitive to their subsequent variety which develop a general sensitivity to their subsequent variety which occur out there. The course is limited to 12 people. Only those who are sure they can make it to all sessions should apply. There are no required books for this course, but a fairly extended list of recommended materials will be available. On rainy days there will be lectures and/or films on natural history.

NATURE TRIPS: Ralph Lutz, instructor.

Day trips to local areas of ecological interest will be conducted weekly. Consult Outdoors Program bulletin boards and newsletter.

EDUCATION OF THE SELF THROUGH PHYSICAL ACTIVITY: Joy Hardin and Roy Tanshinoff, instructors.

Socrates: Let me play with a man for an hour, and I will know more about him than talking to him for ten hours.

E. Herrigel: In the case of (sports), the (player) and his (adversary) are no longer two opposing (persons), but are one reality.

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3. Using these tools to expand one's experiencing of her/his body and mind.

4. Using these tools to expand her/his repertoire of physical affecting and cognitive behaviours.

Readings: from psychological theorists such as Perle, Lowan, Maslow, Kelly, Assajioli;

Zen in the Art of Archery, Herrigel;

Golf in the Kingdom, Murphy;

Born to Win, James and Jones;

and other handbooks and articles.

Format: Classes meet Monday, 3 - 5:30, and will involve exercises, processing, discussion. Participants will choose a physical activity (e.g., sports, dance, martial art, hiking) to engage in on a regular basis. Through a personal psychological journal and a final paper/project, we will each record our reflections on body-psyche interactions.

Note: Education of Self is a course developed over the last five years at the U. Mass Center for Humanistic Education. It is based on the premise that knowing more about yourself, your patterns of thoughts, feelings and action, helps you get more of what you want. It is essentially an application of the scientific method using the self as content.

Joy Hardin and Roy Tanshinoff have developed and taught Ed. of Self Through Physical Activity for the last two years. Integrating the physical as a source for data about self and a means of increasing one's intentionality. Joy is an instructor at the U. Mass School of Ed., Joy is on the staff of the Outdoors Program.

WOMEN'S PHYSICAL SELF DEFENSE: (Consult: CP newsletter for time) Marion Taylor, Joy Hardin, instructors.

This is not to learn a martial art but to feel like we are prepared for situations in which we want to defend ourselves. Thus we will work on breaking holds, falling, defending and striking. Kitchbiking, street attack, and intruders are the situations we focus on.

WOMEN AND PHYSICAL COMPETENCE: Joy Hardin, instructor.

Each session we will try out some physical activity we want to feel more confident about or simply enjoy doing. One purpose is to build a group in which we support each other doing things we want to be able to do and enjoy, but our sex role training may have made unfamiliar or infrequent activities (things like touch football, wrestling, bike and car repair, building and construction, teamwork and other wilderness skills.) Another purpose is to define the particular ways we most enjoy using our bodies and our time together (perhaps hiking, bike trips, cross-country skiing, snowshoeing, or canoeing and exploring them and we enjoy them more fully. The assumption I work from is that as women become stronger physically, and more in touch with the sources of strength in each other, women's feelings of strength or weakness in unrelated areas are affected.

TAI CHI CHUAN: Paul Gallagher, instructor.

Tai Chi is a moving meditation. If self defense at advanced stages is rather more for self defense, early learning of the forms is rather more for health, centeredness, fluidity and understanding the principles of the ancient Chinese classics. There will be two classes: Beginning on Monday at 6:45 p.m. and Continuing on Monday at 8:00 p.m.

SHOTOKAN KARATE: Marion Taylor, instructor.

Shotokan Karate is an unarmed form of self defense developed in Japan. It stresses the use of balance, timing, and co-ordination to avoid an attack and effective means of counter-attack to be used only if necessary.

The beginning course will cover: basic methods of blocking, punching, kicking, and combinations thereof; basic sparring; and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents. The advanced class will stress more advanced kata and the polishing of block-counter-attack combinations with greater emphasis on sparring. Beginning class will meet on Tuesday, Thursday, and Sunday at 7:00 - 8:30 p.m. The advanced class will meet on Tuesday, Thursday, and Sunday at 8:45 - 10:15 p.m.

AIKIDO: Marion Taylor and Joe Zurlyow, instructors.

Aikido is a Japanese form of self-defense having no offensive capabilities. It depends for effectiveness on the defender maintaining his own balance while redirecting the opponent's attack so as to unbalance him. Aikido techniques allow the opponent's attack to be foiled, the opponent to be helped gently to the ground and pinned there without doing any physical damage to him. The beginning class will learn: basic rolling falls both front and rear; methods of leading the opponent off balance and into falling; types of pins; and ways to gain release from various grabbing or holding attacks. All students will meet Monday, Wednesday, and Thursday from 7:00 - 8:30 p.m.

SPORTS ACTIVITIES: The sports segment of the Outdoors Program has directed its philosophical thrust toward activities organized by and for members of the Hampshire community. The level of organization and structure has been kept a matter of self (group) determination. Regardless of whether the activity is spontaneous or well organized, the Outdoors Program determines the scope of administrative and logistical support in concert with the amount of interest shown and participation demonstrated.

This year, with the opening of the Crown Center Gymnasium there should be an upswing in activity. Our vagabond status of using other Five-College and local facilities for swimming, basketball, wrestling and gymnastics will be ended and we can concentrate on building a unique program of our own.

Based upon past experiences and future expectations our activities can be listed as follows:
Team and Individual Sports will vary from informal to intercollegiate (but non-conference) play. Men's and/or women's teams and clubs as well as intramurals are possibilities for the following sports:

Basketball	Soccer
Badminton	Softball
Field Hockey	Squash
Football	Swimming
Frisbee	Tennis
Gymnastics	Trampoline
Hockey	Volleyball
Lacrosse	Wrestling

Aquatics: The new facilities in the Crown Center will enable us to provide a wide variety of activities. Among those presently contemplated:

Red Cross Courses including SLS and WSI
 Scuba Diving
 Platform Diving
 Water Polo
 Synchronized Swimming

Gymnastics and Trampoline: The strong interest and participation in gymnastics (apparatus and floor) and trampolining will be expanded upon next year when we purchase our own apparatus to go with our trampolining.

Universal Gym Machine: will be available to all the campus conditioners plus sessions in jogging and exercise.
The Bubble: Our year-round indoor tennis facility, with four courts, will serve not only the Hampshire community but also the Five-College and local community as well.

At the heart of our program will be the acquired skills of the staff, faculty, and student body and their willingness to share them with others.

FIRST AID COURSE: American National Red Cross Course on Standard First Aid & Personal Safety and Advanced First Aid & Emergency Care. American Heart Association Course on Cardio-Pulmonary Resuscitation.

The class will cover all the material required in the newly revised Red Cross courses and the material required by the AHA for cardio-pulmonary resuscitation. Information will be drawn from the reading materials, films, and slides. This new course is more rigorous and demanding than the old. If you now are holding a first aid card it will automatically expire in December, 1974.

Anyone interested in learning lifesaving skills, either for personal, professional, i.e. ski patrol, or whatever reasons is encouraged to take this course. The classes will meet several times a week for 2-3 hours each time. The course will NOT go all semester. Classes are on a lecture-question format. Materials cost about \$5. Financial Aid can be requested.

Students will receive certification for First Aid and CPR.

SCHOOL OF NATURAL SCIENCE SPRING TERM 1975

Division I:

BASIC PHYSICS
 ELEMENTARY SCHOOL SCIENCE WORKSHOP
 ECOLOGY
 HUMAN SEXUALITY PROGRAM
 BIOLOGICAL AND CULTURAL BASES OF SEX DIFFERENCES
 EXTRATERRESTRIAL INTELLIGENCE
 MODELS OF SCIENCE AND CULTURE
 THE CALCULUS
 THE WORLD OF MATH
 ORIGINS OF SCIENCE
 NEUROBIOLOGY
 GENERAL CHEMISTRY (minicourse)
 BOTANICAL ASPECTS OF HORTICULTURE
 SPRING FLORA
 A BASEPOT RUN THROUGH BIOCHEMISTRY
 MONTAGE: COMMUNITY ANALYSIS
 ELECTRONICS
 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS (5-college)
 DEVELOPMENT OF ASTRONOMY (5-college)

Division II:

MECHANICS
 NEUROPHYSIOLOGY LAB
 ELEMENTARY SCHOOL SCIENCE WORKSHOP
 HUMAN SEXUALITY PROGRAM
 HUMAN SEXUALITY PROGRAM
 CANAL
 DEVIANT ATTITUDES TOWARD HOMOSEXUALITY
 HISTORY OF SCIENCE PROGRAM (5-col.)
 TAMING INFINITY (HISTORY OF CALCULUS)
 WORLD OF MATH
 ORIGINS OF SCIENCE
 NEUROBIOLOGY
 ORGANIC CHEMISTRY
 GEOLOGY RESEARCH
 METEOROLOGY
 CINEMATOGRAPHIC PORTRAYAL OF NEW SCIENCE AS MYTH
 ADVANCED TOPICS IN DATA ANALYSIS
 MONTAGE: COMMUNITY ANALYSIS
 ECOLOGICAL MODELLING
 FIELD INVESTIGATIONS IN ECOLOGY
 COSMOLOGY (5-college)
 INTRO. TO ASTRONOMY AND ASTROPHYSICS
 DEVELOPMENT OF ASTRONOMY
 TECHNIQUES OF RADIO ASTRONOMY
 ASTROPHYSICS II

Division III: (all Natural Science faculty members are available for Div. III Integrative Seminars if there is student interest)

INTEGRATIVE SEMINAR
 THE WORLD OF MATH
 NEUROBIOLOGY
 MONTAGE: COMMUNITY ANALYSIS

Bernstein
 Bruno
 Coppinger
 Gaddard
 Gaddard
 Gordon, C. & K
 Ivory
 Kelly
 Kelly
 Krickhaus
 Krickhaus
 Krickhaus
 Lowry
 Sears
 Slakey
 Wilcox
 Woodhull, Al
 Harrison (U. Mass)

Bernstein, Hoffman
 Bruno, Woodhull
 Bruno
 Foster
 Gaddard
 Woodhull, Goldhor, Oyewole
 Gross
 Kelly
 Kelly
 Krickhaus
 Krickhaus
 Krickhaus
 Lowry
 Baird
 Baird
 Sears
 Slakey
 Sutherland
 Wilcox
 Wilcox
 Dennis (Mt. Holyoke)
 Harrison (U. Mass)
 Huguenin (U. Mass)
 Van Blerkom (U. Mass)



SCHOOL OF SOCIAL SCIENCE SPRING TERM 1975

DIVISION I

THE SELF AS A SOCIAL PRODUCT
 M. Faulkner
 PROBLEMS IN THE CONTROL AND PREDICTION OF BEHAVIOR: MODIFICATION VS. FORECASTING
 R. Birney
 ENCOUNTER WITH THE HOLOCAUST
 L. Glick
 MODERN AMERICAN RADICALISM
 E. Greer
 THE PROCESSES OF SOCIALIZATION OF CHILDREN
 T. Nolsen
 STUDIES IN HIGHER EDUCATION
 W. Grohmann
 HISTORY OF LIBERALISM
 A. Rabinbach
 ANTHROPOLOGICAL PERSPECTIVES ON DEATH AND CULTURE
 P. McKean
 BIOLOGICAL AND CULTURAL BASES OF SEX DIFFERENCES
 L. Parham and N. Gaddard
 ADULT SOCIALIZATION
 R. von der Lippe
 U. S. IN LATIN AMERICA: STRUCTURAL AND SUPERSTRUCTURAL ASPECTS OF IMPERIALISM
 C. Bengeladorf
 THE FORGOTTEN PEOPLE: LAW AND THE STATE MYTHAL INSTITUTION
 O. Fowlkes
 INEQUALITY
 B. Linden

DIVISION II

ECONOMIC THEORIES OF IMPERIALISM
 F. Weaver
 DEVIANT ATTITUDES TOWARD HOMOSEXUALITY
 M. Gross and M. Warner
 PROBLEMS IN EUROPEAN INTELLECTUAL HISTORY
 A. Rabinbach
 THE MYTHS AND MYTH: AN INTERDISCIPLINARY APPROACH
 C. Hubbs, J. Hubbs and P. McKean
 TOPICS IN MEDICAL SOCIOLOGY
 R. von der Lippe
 CAPITALISM AND EMPIRE: SEMESTER II
 History Group (C. Bengeladorf, P. Glazer, L. Naxor, A. Rabinbach, F. Weaver)
 SEMINAR IN PSYCHOTHERAPY
 L. Farnham
 EMERGING INTERNATIONAL PROBLEMS
 B. Turlington
 PLAIN OLD AND NEW SOCIOLOGY
 B. Linden
 ADVANCED TOPICS IN DATA ANALYSIS
 M. Sutherland
 POLITICS AND EDUCATION
 R. Alpert
 ALTERNATIVE SCHOOLS: THEIR ROLE IN THE AMERICAN EDUCATIONAL SYSTEM
 G. Joseph
 FROM LEGAL AID TO LEGAL SERVICES: CHANGING CONCEPTS OF LEGAL REPRESENTATION FOR THE POOR
 O. Fowlkes

DIVISION III

WHAT REALLY HAPPENED?
 L. Glick
 LITERATURE AND POLITICS
 R. Rardin, F. Sokol, J. Tallman, and S. Warner
 INTEGRATIVE SEMINAR
 G. Joseph

PRELIMINARY LISTING

SPRING TERM 1975 COURSES

SCHOOL OF LANGUAGE AND COMMUNICATION

Division I

LECTURES ON LANGUAGE
 LC 149
 R. Rardin
 MINDS, BRAINS, AND MACHINES
 LC 184
 A. Hanson
 M. Radetsky
 W. Stillings

NEW JOURNALISM: A WRITING WORKSHOP
 LC 185
 N. Shiester

Division II

MUCKRAKING
 LC 209
 D. Kerr
 PERCEPTUAL DEVELOPMENT
 LC 223
 Y. Tenney
 ARTIST AND AUDIENCE
 LC 244
 R. Lyon
 AESTHETICS
 LC 245
 C. Witherspoon
 PERCEPTION AND COGNITION
 LC 246
 Y. Tenney
 N. Stillings
 CONVERSATION ANALYSIS II
 LC 247
 J. Tallman
 MATHEMATICAL STUDY OF TRANSFORMATIONAL GRAMMAR
 LC 249
 E. Bach
 W. Marsh
 HIGHER LEVEL LANGUAGES
 LC 250
 A. Hanson
 HOLLYWOOD: THE RISE AND FALL OF THE AMERICAN NARRATIVE FILM
 LC 251
 N. Shiester
 TUTORIALS IN PHILOSOPHY
 LC 274
 M. Radetsky
 TELEVISION STUDIO
 LC 283
 R. Miller

Division III

INTEGRATIVE SEMINAR: EXPLANATION
 M. Radetsky and others
 INTEGRATIVE SEMINAR: LITERATURE AND POLITICS
 J. Tallman
 R. Rardin
 and others



FACULTY

SCHOOL OF HUMANITIES AND ARTS

Michael Bandick, associate professor of writing and literature, is an accomplished poet, translator, and critic. Among his published works are poetry collections *My, The Body, and The Stone*. He is also a regular contributor to *Art News*. He holds a B.A. from New York University and an M.A. from Columbia. He has taught at Bemington College and Sarah Lawrence College.

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

Raymond Kenyon Bradis, associate professor of philosophy, is the main scholar of the western philosophical tradition, is also outstanding in Eastern Studies scholarship. He holds a B.A. in philosophy and an M.A. in theology from Notre Dame as well as an M.A. in philosophical theology from Yale University where he is currently a candidate for a Ph.D. in Yale University.

Van E. Halsey, Jr., director of admissions and associate professor of American Studies, was associate director of admissions at Amherst College from 1956 to 1969. His special interests include teacher training and the production of new history materials for secondary schools. His B.A. is from Rutgers University and his M.A. from the University of Pennsylvania. Professor Halsey will be on leave for Fall Term 1974.

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

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

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

Gary Hudson, assistant professor of art, is an accomplished painter, having had several one-man shows and participated in numerous group shows throughout the United States, France, and Germany. Several museums carry collections of his work including the Whitney Museum in New York. Mr. Hudson holds B.F.A. and M.F.A. degrees earned at the Yale University School of Art and Architecture.

Norton Juxter, associate professor of design, is a practicing architect, designer, and writer whose books include *The Phantom Tollbooth*, a children's fantasy, and *The Plot and the Line*, a mathematical treatise on an Academy Award-winning animated film. His B.Arch. is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship. Professor Juxter will be on leave for Fall Term 1974.

Louise Korman, assistant professor of literature, is

city of New York. He holds a Ph.D. from the University of Minnesota and is editor of *Santavara on America*. He has a joint appointment with the School of Language and Communication.

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

Maile Mayes, assistant professor of film, has a B.A. in art from Stanford. She did graduate study in painting and photography at the San Francisco Art Institute and taught film and photography at the University of Minnesota. Her photographs have appeared in many exhibitions and publications. She will be on leave from Hampshire for Fall Term 1974.

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

B. Randall McGlellan, assistant professor of music, received his B.M. and M.M. from the University of Cincinnati and his Ph.D. from the University of Rochester. He has taught music theory and composition at West Chester State College, Pennsylvania, where he was also director of the electronic music studio. An active composer and performer in electronic music, he is an originator of "sound awareness" training and is a recognized authority in the use of music to induce mystical states. His current studies include music in Non-Western cultures with emphasis on the music of India.

James McElwaine, assistant professor of music, has a B.M. from North Texas State University at Denton and an M.M. from Yale University, where he has been assistant conductor of the Yale Band and the Yale Symphony Orchestra. His interests include both performance and composition; he has played in many symphonies, orchestras, laboratory and jazz bands, and chamber music ensembles, and is setting to music the poetry of Richard Brautigan. Professor McElwaine will be on leave for Fall Term 1974.

Robert Meagher, assistant professor of the philosophy of religion, has a B.A. from the University of Notre Dame and a M.A. from Chicago. He has published articles in *Religion and Philosophy*, *Religion and Theology*, and *Religion and Literature*. He has taught at the University of Notre Dame and at Indiana University.

William O'Brien, assistant professor of theatre arts, has had considerable experience in acting and directing. He received his B.S. from Fairfield University, his M.A. from the University of Rhode Island, and his M.F.A. from the Goodman Theatre and School of Drama.

Valerio Pichot, assistant professor of music, is the founder and conductor of the Hampshire College Chorus. He holds a B.A. from Seton College and an M.A.T. in music from the Harvard Graduate School of Education.

Lawrence Pickett, assistant professor of history, has been a political writer and commentator for the BBC for whom he wrote and narrated several documentaries. He earned a B.A. at London University and an M.Sc. at the London School of Economics where he is currently studying for his Ph.D. Besides specializing in Hegelian-Marxian philosophy and the history of political ideas, he is an accomplished poet, translator, and filmmaker.

Earl Pope, associate professor of design, holds a B.Arch. degree from North Carolina State College at Raleigh and has been design and construction critic for *Pratt Institute* in New York City. He has been engaged in private practice since 1962. Professor Pope will be on leave for Fall Term 1974.

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

Claydon Schock, assistant professor of theatre, graduated from Hampshire College in Indiana and received an M.F.A. from the School of Drama at Yale University, where he was in the theatre program in Indiana. He founded the professional summer stock company in Indiana, the Exhorted Hills Playhouse, and helped to establish the Long Wharf Theatre in New Haven, where he has acted, directed, and had a play produced.

David E. Smith, professor of English, holds a B.A. from Middlebury College and a Ph.D. from the University of Minnesota. He has taught at Indiana University, and his interests include colonial American writing, nineteenth century American literature, and American intellectual and religious history. Professor Smith will be on leave for Fall Term 1974.

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

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

SCHOOL OF LANGUAGE AND COMMUNICATION

Emmon Bach, professor of linguistics, holds a joint appointment with the University of Massachusetts. His B.A., M.A., and Ph.D. are from the University of Chicago. He is the author of *An Introduction to Linguistic Theory*, the co-editor of *Universals in Linguistic Theory*, and has published numerous articles on linguistics over the last ten years.

Ian Hanson, assistant professor of computer science, has a B.S. from Clarkson College of Technology. His M.S. and Ph.D. in electrical engineering are from Cornell University. From 1969-1973, Mr. Hanson has taught in the Computer, Information and Control Sciences Department at the University of Minnesota. He has particular interests in the areas of undergraduate computer curriculum development and the application of computer technology to nontechnical areas.

Ida W. Kerr, assistant professor of mass communications, has a B.A. from Miami University in Ohio and is completing his M.B. at Indiana University. His teaching experience includes courses in radio-TV, Journalism, and English. Mr. Kerr is coordinator of the School of Language and Communication.

James H. Koplin, associate professor of psychology, received his B.A., M.A., and Ph.D. from the University of Minnesota, and taught at Vanderbilt University before coming to Hampshire. His special interests are psycholinguistics and cognitive psychology. He has a joint appointment with the School of Social Science. Professor Koplin will be on leave for the academic year 1974-75.

John J. LeTourneau, associate professor of logic, came to Hampshire from Park University. He has received his Ph.D. and was a mathematics consultant to the Berkeley public schools. His B.A. is from the University of Washington.

Richard C. Lyon holds a joint appointment with the School of Humanities and Arts.

William E. Marsh, associate professor of mathematics, was chairman of the mathematics department at Talladega College in Alabama. His B.A., M.A., and Ph.D. are from Dartmouth, and his special interests include the foundations of mathematics and linguistics.

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

Richard L. Miller is director of educational technology and assistant professor of communication science. He was formerly director of instructional communications at the State University of New York at Albany and at Syracuse. He holds a B.A. from Amherst College and a Ph.D. from Syracuse University.

Michael Radetsky, assistant professor of philosophy, received a B.A. from Cornell University, an M.A. from the University of California at Berkeley, and a Ph.D. from the University of Berkeley. A Woodrow Wilson Fellow, his special interests are philosophy of action and philosophy of psychology.

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

Neil Shister, assistant professor of mass media and American studies, has a B.A. in sociology from the University of Michigan, an M.Phil. in American Studies from Yale University, and expects to get his Ph.D. from Yale in 1974. His teaching interests include 20th century American mass media, and the laborers as a Peace Corps volunteer and has published numerous articles and movie reviews.

Neil Spillings is assistant professor of psychology. He has a B.A. from Amherst College and a Ph.D. in psychology from Stanford. His current research involves the semantics of natural language.

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

Yvette Tenney, assistant professor of cognitive psychology, holds a B.A. and a Ph.D. from Cornell. Her primary interest is cognitive development. She has done research on the development of cognitive strategies for memory.

Christopher Witherspoon, assistant professor of philosophy, has a B.A. from Arkansas Polytechnic College and is currently completing his Ph.D. at the University of California at Berkeley. He was a Danforth Graduate Fellow and at Berkeley was a teaching assistant and fellow. He has taught at Knoxville College and at Berkeley. Professor Witherspoon is on leave for the fall term 1974.

SCHOOL OF NATURAL SCIENCE

Herbert J. Bernstein, assistant professor of physics, has been a visiting scientist at Brookhaven National Laboratory, a member of the Institute for Advanced Studies at Princeton, and a visiting professor at the Institute for Theoretical Physics in Louvain, Belgium. His B.A. is from Columbia University, and his Ph.D. from the University of California at San Diego. Prof. Bernstein will be on leave during Fall semester, 1974.

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

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

John M. Foster, professor of biology, taught biochemistry at the Boston University Medical Center and was a member of the National Science Foundation. He holds a B.A. from Smith College and a Ph.D. in biochemistry from Harvard. Prof. Foster will be on leave during Fall semester, 1974.

David L. Gay, associate professor of chemistry, holds a B.Sc. from the University of London in chemistry, and a Ph.D. in physical inorganic chemistry from the University of the West Indies. His special interest is in the mechanism of chemical reactions. He formerly taught at Xavier College in Sydney, Nova Scotia.

Nancy P. Goldard, associate professor of biology, was previously chairman of the department of natural science and mathematics at West Virginia State College. She obtained her B.A. from West Virginia State College, and her M.Sc. and Ph.D. degrees from Ohio State University.

Donald Goldberg, faculty associate in mathematics, received his B.A. from New College and his M.A. from Dartmouth. He has taught at Hampshire College for three summers in the Summer Session in Mathematics Program, and will be co-director of this year's summer program. His interests lie in the areas of modern algebra and number theory.

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

Russell Goldner, Dean of the School of Natural Science and associate professor of biology, obtained her B.A. from Brandeis and her M.S. and Ph.D. degrees from Yale University. She has held positions at Yale's biology department, Macettepe University in Ankara, Turkey, and Stanford University.

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

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

Michael Gross, assistant professor in the history of science, received his B.S. in chemistry from Brooklyn College. He is currently completing his Ph.D. dissertation on 19th century physiology, at Princeton University.

Beverett M. Hafner, professor of physics, was an associate physicist with the Brookhaven National Laboratory, a National Science Foundation Fellow at Cambridge University and a faculty member at the University of Rochester, from which he received his Ph.D. His B.S. is from Union College and his special interest is the physics of electronic music. He served as the first Dean of the School of Natural Science and Mathematics at Hampshire College. Professor Hafner will be on leave during Fall and Spring semesters 1974-1975.

Kenneth R. Hoffman, associate professor of mathematics, has a B.A. from the College of Wooster and an M.A. from Harvard, where he also served as a teaching fellow. He was chairman of the mathematics department at Talladega College in Alabama during 1969-1970.

David C. Kelly, assistant professor of mathematics, has taught at New College in Florida, at Oberlin, at Talladega College, and at Boston University. He holds a B.A. from Princeton, an M.S. from M.I.T., and his Ph.D. is in progress at Dartmouth. He directed an NSF summer program in math for the past three years and this year will co-direct the program with Don Goldberg. Professor Kelly will be on leave during Fall semester, 1974.

Allen S. Krass, associate professor of physics and science policy assessment, was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He has been on leave for the past year at the Open University in England. Previously he taught at Princeton, U.C. at Santa Barbara, and the University of Iowa.

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

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

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

Sandra Lynne, assistant professor of microbiology, holds a B.S. from Howard University, M.S. from the University of Chicago, and a Ph.D. from the University of Massachusetts. Her major research interests involve membrane development, structure and function, which she will be continuing at the University.

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

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

Linda L. Slinko, adjunct assistant professor of biochemistry, has a B.S. from Stens Heights College and a Ph.D. in biochemistry from the University of Michigan. She taught at Saint Dominic College, and did postdoctoral research at Argonne National Laboratory and at the University of Wisconsin. Her research interest is in the control of lipid metabolism. She holds a faculty appointment in the Department of Biochemistry at the University of Massachusetts.

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

Louis V. Wilcox, Jr., associate professor of biology, holds an A.B. degree from Colgate University and a Ph.D. from Cornell in plant pathology. He has held faculty positions at Bryn Mawr College and at Earlham College, and was director and professor of biology at the Falkenbach Environmental Studies Center in Goodland, Florida. His special interest is in tropical ecology, particularly the ecology of mangrove swamps. He was responsible for planning and directing the program in human ecology at Earlham College.

Albert Woodhull, faculty associate in biology, received his B.S. from M.I.T. and his Ph.D. from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological bases of behavior.

Ann Woodhull, assistant professor of biology, holds a Ph.D. from the University of Washington. Her teaching experience includes high school math in Nigeria as a Peace Corps volunteer. She is especially interested in physiology and neurobiology.

Michael Wolff, (proposed) visiting assistant professor of physics, obtained his A.B. from Harvard and his Ph.D. from the University of California at Berkeley. He has previously worked at Bell Labs, as a research physicist at U.C.L.A. and as assistant professor of physics at U.C.L.A.

SCHOOL OF SOCIAL SCIENCE

Richard M. Albert, assistant dean of the college and assistant professor of political science, has served on the research staff of the Urban Institute in Washington, D.C. His B.A. is from Robert College and his Ph.D. from Harvard.

Cecilia Benedikt, assistant professor of political science, holds an A.B. from Cornell, studied Russian history at Harvard, and is working on a doctorate in political science from MIT. She is interested in political development in Southern Africa and in other Third World areas. She has conducted research in Algeria, Cuba, and Peru, and has been a school teacher in Kenya and Honduras.

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

B. Bruce Carroll, associate professor of political science, has taught at Middlebury and Smith Colleges, where he also directed Washington summer internship programs. His B.A. is from the University of Vermont and his Ph.D. from the University of Chicago.

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

Louise Farnham, associate professor of psychology, has worked in child guidance and mental hygiene clinics in Minnesota and California, and has taught psychology at Yale, Stanford, and San Francisco State College. She holds a B.A. and Ph.D. from San Francisco State College. She will be on leave from Hampshire College for Fall Term 1974.

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

E. Oliver Fowlkes, assistant professor of law, received a B.A. from Southwestern College, Memphis, and a J.D. from Memphis State University School of Law. He has been engaged in a variety of legal projects involving civil liberties, welfare recipients, housing legislation, and mental hospitals.

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

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

Edward Greer, assistant professor of political science, received a B.A. from Columbia College and a J.D. from Yale Law School. He has been engaged in urban politics in Gary and directed the urban affairs program at Wheaton College. In addition to articles on urban politics, he is the author of *Big Steel, Little Steel* and editor of a reader, *Black Liberation Politics*.

William Grohmann, assistant professor of education and Master of House III, has a B.A. from Cornell and an M.A. from Columbia and is preparing a doctoral dissertation for Union Graduate School. He has been a Peace Corps teacher in Micronesia and an assistant dean of students at Columbia. His area of special interest is non-traditional alternatives in higher education.

Caryle D. Hollander, assistant professor of political science, holds a B.A. from Syracuse University, an M.A. from Harvard, and a Ph.D. from MIT. She has recently published a book entitled *Soviet Political Indoctrination: Developments in Mass Media and Propaganda Since Stalin*, and is currently doing research on political communications and dissent in the Soviet Union, and women in the Soviet and East European political systems. She will be on leave for Academic Year 1974-75.

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

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

James Koplin holds a joint appointment with the School of Language and Communication.

Barbara Harrison Linden, assistant professor of sociology, has a B.A. from Syracuse University and a Ph.D. from Columbia, where she also taught and served as architectural consultant for projects in college housing at the University. Her academic interests include urban blight and the sociology of education.

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

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

Anson Rabinovitch, assistant professor of history, holds a B.A. from Hofstra University and an M.A. from the University of Wisconsin, where he has taught European history and from which he anticipated a Ph.D. in 1973. He is interested in modern and social and intellectual history with special emphasis on Central Europe.

Miriam Slater, assistant professor of history and Master of Datin House until 1974, received a Ph.D. from Princeton University where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half-time. Her undergraduate work was completed at Douglass College. She will be on leave from Hampshire College for the Academic Year 1974-75.

Michael Sutherland holds a joint appointment with the School of Natural Science.

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

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

Mary Warner, assistant professor of folklore and Master of Prescott House, has a B.A. from the University of Delaware and an M.A. from the University of Pennsylvania where she is now a doctoral candidate. Her interests center on Afro-American folk history and expressive culture.

Stanley Warner, associate professor of economics and Master of Merrill House, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell.

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

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



EDUCATION STUDIES

John Kortcamp, faculty associate in the Education Studies Program, has a B.A. from Gordon State College, N.H., from the University of Maine, and has concluded his first year's study for a Doctorate of Education from the University of Massachusetts. His area of interest and studies as a graduate student has been alternate structures in higher education and teacher preparation.

Kathleen Krass, faculty associate in the Education Studies Program, has a B.A. from Alma College and an M.A.T. from the University of Massachusetts. As a graduate student she worked in areas relating to teacher training. Ms. Krass also taught for seven years in the area of foreign language and social studies at the secondary level.



FIVE COLLEGE COOPERATION. The participating institutions are Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts. A major aim is to plan programs, courses and faculty selection to complement rather than duplicate existing ones. Academic and social opportunities are promoted through the sharing of classes, concerts, library resources, lectures and discussion groups. Students may take courses on a free exchange basis at any of the other four institutions, if the courses are significantly different from those available on their own campus.

BUS SYSTEM. A Five College bus service (D2) provides free transportation among the Five Colleges. During the school year buses run at least once every hour on three different routes Monday through Friday. The buses also operate seven evenings a week. For details, contact the Central Records Office or the Five College Information Center, Amherst College, Tel. (413) 256-8316.

AMHERST. Founded in 1759, Amherst still has many apple orchards, dairy, poultry, and tobacco farms that are pleasant reminders of its days as an agricultural community. Now the town's principal concern is educating men and women. Amherst College, Hampshire College, and the University of Massachusetts are located here. Amherst was also the home of Emily Dickinson, Noah Webster and Robert Frost. It is a town rich in cultural, recreational and educational resources.

ACCOMMODATIONS. The Amherst Chamber of Commerce will supply a list of local facilities upon request. Tel. (413) 253-9666.

CULTURAL OPPORTUNITIES. The *Five College Calendar*, distributed ten times a year, is a daily listing of activities at the Five Colleges. The *Amherst Record*, the town's bi-weekly newspaper, also lists public

events. Activities range from film series, lectures and exhibits to music, dance and theatre performances. Local radio stations and WFCR-FM, the Five College station, present special programs and music from classical to rock. WGBY-TV, Western Massachusetts' public television station, broadcasts locally-originated programs and ones from its parent station, WGBH-TV, Boston. Various exhibits are regularly featured in the Hampshire Gallery.

RECREATIONAL OPPORTUNITIES. Kayaking, snowshoeing, hiking and rock climbing are a few of the College's Outdoor Program student activities. Students have unlimited use of the campus tennis courts. Four are covered for winter use. Cross country ski trails and Hampshire Pond. An enclosed recreational center is now under construction. Amherst has several golf courses, well-stocked fishing streams, riding stables and hiking trails.

HOUSE CONCEPT. The College's residential system consists of five self-governing Houses. Physically, a House is composed of student residences and a House Master's home. The Master guides the House toward becoming an intellectual unit, a community of cooperating, interacting individuals. Both students and faculty are House members. Academic and residential life are further integrated by House-sponsored lectures, films and courses.

LIBRARY CENTER. Named in honor of the Amherst College alumnus who served as one of the founding trustees and as the first chairman of the board of Hampshire, the Harold F. Johnson Library Center (G2) is a multi-level, multi-purpose structure. The Library Center has a total capacity of 150,000 volumes. Hours during the academic year are 9 AM to midnight Monday through Thursday, 9 AM to 9 PM Friday, 9 AM to 5 PM Saturday, and 10 AM to midnight Sunday. Summer hours are 8:30 AM to 5 PM Monday through Friday.

ADMISSIONS. Application information and forms are available at the Admissions Office in Stiles House (G2) or may be obtained by writing the College. Prospective applicants are encouraged to visit the campus. Interviews and appointments may be arranged through the Admissions Office.

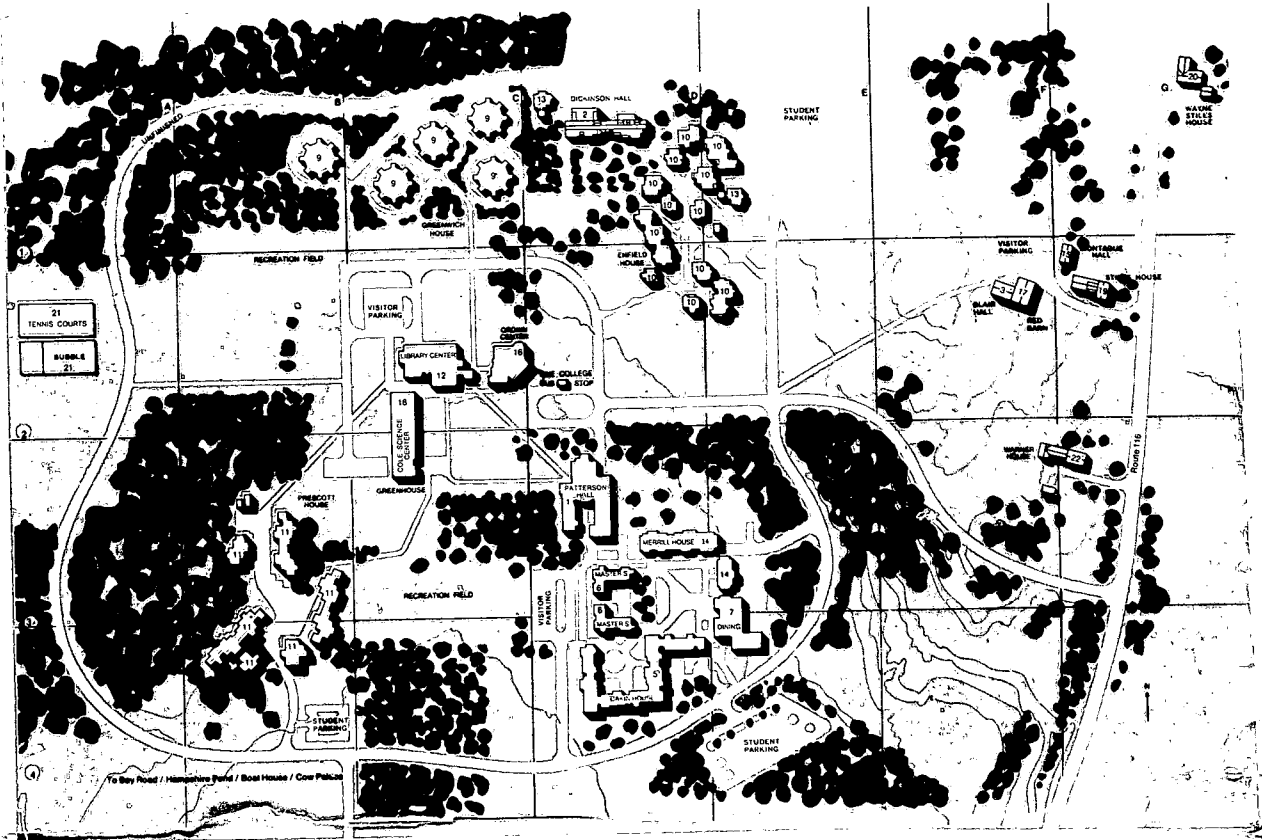
TOURS. The Admissions Office (G2) arranges campus tours for prospective applicants and their families. Other interested persons should contact the Public Relations Office.

DIRECTORY

Admissions	Stiles House. Hours: 8:30-4:30 M-F, Sat. hours (academic year only) 8:30-noon
Bookshop (Uroboros)	Johnson Library Center. Hours: 9-5 M-F, 10-5 Sat.
Business	Blair Hall
Central Records	Cole Science Center
Dean of the College	Cole Science Center
Financial Aid	Stiles House
Hampshire Gallery	Johnson Library Center. Hours: 9-5 M-F, 10-5 Sat.
Health Services	Montague Hall
Outdoors Program	Dickinson Hall
Parking (Visitor)	Dickinson and Patterson Halls, Johnson Library Center, Blair Hall
Personnel	Blair Hall
Physical Plant	Cow Palace
Post Office	Johnson Library Center. Hours: 9-noon & 1-4:30 M-F, 9-noon Sat.
President	Cole Science Center
Public Relations	Cole Science Center
Treasurer	Blair Hall
SWITCHBOARD	(413) 542-4600



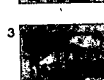
campus guide



FRANKLIN PATTERSON HALL. As a part of the Merrill-Dakin Houses complex, this building contains a large lecture hall, two large classrooms, eight seminar rooms and thirty-two faculty offices. D3



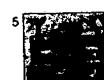
EMILY DICKINSON HALL. In close proximity to Greenwich and Enfield Houses, this building helps integrate residential and academic life. It has a student-run food facility, a performance space, classrooms, and faculty offices. D1



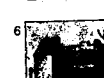
BLAIR HALL. Although it blends with its New England farmhouse setting, Blair Hall was built by the College in 1937 to house several administrative offices. F2



COW PALACE. Just past the Amherst town line into Hadley via West Bay Road, this renovated barn serves as headquarters for the College's Physical Plant staff. B4



WINTHROP S. DAKIN HOUSE. Named in honor of the College's first treasurer and founding trustee, Dakin House consists of seven interconnected "cottages" housing 296 students. D4



DAKIN AND MERRILL MASTERS' HOUSES. These buildings serve as homes for the Dakin and Merrill House Masters and their families. In addition, they contain offices for the Masters' staffs and accommodations for guests of the College. D3 D4



DINING COMMONS. Located on the east side of the quadrangle, the Dining Commons primarily serves Merrill and Dakin House residents for meals and snacks. E4



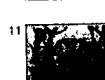
HAMPSHIRE BOATHOUSE. Located less than a mile off Route 116 toward Hadley on West Bay Road, the Boathouse is a workshop and storage area for students' kayaks and canoes. G1



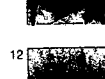
GREENWICH HOUSE. Five modular facilities comprise Greenwich House. Each structure houses 44 people and is divided into apartments encircling an enclosed common core for recreation and workshop space. BC1



ENFIELD HOUSE. Modular townhouses form Enfield House. Each townhouse has four to six bedrooms on two or three levels. Students share cooking and housekeeping duties. The townhouses are arranged in clusters near Greenwich House. D1



PRESCOTT HOUSE. This latest House accommodates 270 students in suites of four to 14 people. Also included in the modern complex are 16 faculty offices, four conference rooms, an 80-seat dining hall, and a separate Master's residence. B3



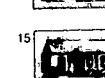
HAROLD F. JOHNSON LIBRARY CENTER. This multi-purpose facility houses: print and non-print collections; TV, film, graphics and photography studios; experimental classrooms; INTRAN center; bookshop; post office; duplication services and a display gallery for student and faculty art work. C2



GREENWICH AND ENFIELD MASTERS' HOUSES. These new Masters' Houses each contain four bedrooms, a master bedroom, dining, living and guest rooms, a study, three baths and a kitchen. Both are on two levels. D1 E1



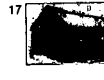
CHARLES E. MERRILL HOUSE. The College's first residence is named in honor of the late investment pioneer. Three "cottages", forming two sides of a quadrangle, house 251 students. Rooms are mostly singles arranged in suites. D3



MONTAGUE HALL. Originally a farm equipment shed, Montague Hall now houses the College's Health Services for out-patient care. C2



ROBERT CROWN CENTER. This recreation facility contains a 25-yard swimming pool, games area, gym floor, saunas, lounges, climbing wall, and offices for both the Athletic and Recreation Coordinator and the Outdoors Program. C2



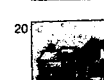
RED BARN. This large barn is being converted into a student center by members of the College community—students, faculty, staff and administrators. F2



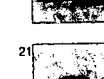
CHARLES W. COLE SCIENCE CENTER. Natural science and mathematics facilities include computer terminals, seminar rooms, offices and three floors of open laboratories with research quality equipment. Special facilities for all the major sciences are available. In addition, a number of administrative offices are located here. C2



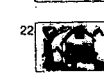
STILES HOUSE. One of the College's original buildings, Stiles House served as Hampshire's planning headquarters from 1966 until the College opened its doors in 1970. It now houses the Admissions and Financial Aid Offices. G2



WAYNE STILES HOUSE. The first floor of the Wayne Stiles House is an arts and crafts workshop for individual student projects. Students provide their own equipment. A student caretaker and his family live on the second floor. G1



TENNIS COURTS AND SPORTS BUBBLE. The Hampshire community has unlimited use of 6 all-weather tennis courts located at the end of a field west of Cole Center. During winter months, four courts are covered by an air-supported fabric "bubble" to provide space for indoor recreation. A2



WARNER HOUSE. An old New England farmhouse, Warner House is presently being used as faculty offices. G3