

# Hampshire College

CENTRAL

RECORDS

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Course  
Descriptions

Spring Term 1974  
Amherst,  
Massachusetts

HAMPSHIRE COLLEGE

Spring Term 1974

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FIVE-COLLEGE STUDENTS: PLEASE SEE

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## REGISTRATION DATES AND CALENDAR

Registration Period for Spring Term*	Monday, November 26 - Friday, December 14
Discussion with Advisers	Monday, November 26 - Friday, November 30
Selection Period	Monday, December 3 - Thursday, December 6
Registration	Monday, December 10 - Friday, December 14
January Term	Wednesday, January 2 - Wednesday, January 30
Spring Term courses begin	Monday, February 4
Drop-Add Period for Hampshire courses	Monday, February 4 - Friday, February 15
Last day to register for Five College Interchange	Friday, February 15
Spring Recess	Saturday, March 23 - Wednesday, April 3
Pre-registration for Fall Term	Monday, April 22 - Friday, May 10
Last day of classes	Saturday, May 11
Reading Period	Monday, May 13 - Sunday, May 19
Examination Period	Monday, May 20 - Friday, May 31
Commencement	June 2

## 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 December 3 and December 6.

## 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: SPRING 1974

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

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

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

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

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

We have kept the course descriptions as simple and honest as possible. Where it says "seminar" it means regular discussion group meetings in a class no larger than twenty students. Where it says "workshop" the size of the group should be the same, but

the style of work will involve more moving away from the discussion table to some hands-on experience in the studio or out with field problems.

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

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

## SCHOOL OF HUMANITIES AND ARTS

DIVISION I

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IMPROVISING MUSIC HA 114 (HA 214)	McElwaine
STUDIO EXPERIENCE IN DANCE HA 115 (HA 215)	F. McClellan
THE ART AND SCIENCE OF ELECTRONIC MUSIC HA 126 (HA 226) (NS 115/215)	R. McClellan, Hafner
HOW DOES A NOVEL WORK? HA 140 (HA 240)	Roberts
POETRY: READING, WRITING, RECITING HA 143 (HA 243)	D. Smith
THE TRUCK HA 146 (HA 246)	O'Brien



THEATRE IN PROCESS: A SYMBIOTIC WORKSHOP HA 148 (HA 248)	O'Brien, Schrock
PLAYWRITING WORKSHOP HA 198 (HA 298)	Schrock

DIVISION II

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DANTE AND AQUINAS HA 283	Bradt
THE POLITICAL NOVEL: THE POLITICS OF ART HA 296 (SS 296)	Lunine

HA 102

## AMERICAN BLACK AUTOBIOGRAPHY

Eugene Terry

An examination of major autobiographies of the nineteenth and twentieth centuries noting the classic form that these works take with their recurrent movement from despair to insight through attention to self, race, and humanity.

Examples of works to be read:

Frederick Douglass, Narrative of the Life of Frederick Douglass  
 Booker T. Washington, Up from Slavery  
 W. E. B. DuBois, The Autobiography of W. E. B. DuBois  
 James Baldwin, "Notes of a Native Son"  
 Eldridge Cleaver, Soul on Ice  
 Malcolm X, The Autobiography of Malcolm X  
 Claude Brown, Manchild in the Promised Land  
 and others

Enrollment is open. The class will meet twice weekly for 1½-hour sessions.

HA 104

## THE EIGHTEENTH CENTURY

Stephen Mitchell

This is a comprehensive survey of eighteenth-century thought, particularly as represented by British and French authors. Our concern will be to trace the significance of writers such as Locke or the influence of terms such as "correctness" both on the period itself and on later thinkers.

Special attention will be paid to Pope, Johnson, Voltaire, and Hume whose work encompasses religion, the sciences, political thought, morals, and the arts.

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

HA 110

## FILM WORKSHOP I

To be announced

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

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

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

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

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

HA 112

## KITSCH: BAD ART?

James McElwaine

"Good taste is the worst enemy of art."  
--George Bernard Shaw

"The nation that controls magnetism will  
control the universe."  
--Diet Smith

In a time of too many qualifications, even our art has been assaulted with the goods-and-bads to an extent never before witnessed. We are all obsessed with defining taste and beauty and logic all within peculiar cultural or ethnic or social parameters, at any cost; and the result has been an exaltation of the sublime and the profound to the point of buffoonery and charlatanism and isolation.

In order to recover the rather obscure meanings of modern art from the miasmas of our modern minds, we will approach art from its own best friend, according to Shaw, the realm of kitsch--bad taste in art. This will require the discarding of the myths of immediacy and relevance in modern art and, perhaps, the disavowal of all that is Christian in contemporary art. Proceeding from these rather Cartesian precepts, we will explore bad taste in depth, or is that bad depth in taste? For kitsch has not been overwhelmed by the scores of committed, serious artists, but has indeed flourished so that even today we live in the golden age of questionable art. But maybe what I term questionable art is the least questionable of all in its sincerity and frankness and craft. And perhaps we have all been led far and wide by the legions and legions of creative people we seem to have spawned along our way.

To reach decisions, or at least to get around to asking these questions, is the object of this course. We will meet three times weekly for 1½ hours each time to speak and dawdle and philosophize and prate over all the kitsch we can find--no one is immune to it. And we will criticize this art on its own merits and demerits, not from within the bounds of our own prejudices and propagandizations, seeking to understand the tremendous implications behind it. Why do we require this art as a society? What about nostalgia? What about camp? There will be kitsch festivals (kitsch-ins) where we can proudly share our prize possessions and thoughts, the real treasures of the 20th century, and maybe our deliberations will gain us a glimpse of when and why it all went away and how it's coming back at us this time.

There will be a joint class project of collage assembly toward the end of the term. The class is open to all interesting people.

HA 113

## DESIGN PERSPECTIVES

Robert Mansfield

This course has been developed as a means of introducing the student to a wide variety of design attitudes both theoretical and practical.

The course will be organized around a series of presentations and projects concerned with design perspectives.

As a studio course in the visual arts, students will be expected to work on independent and collective projects outside of class. Class time will be used for presentation, field trips, and critiques.

Classes will meet twice weekly for two hour sessions.

Students will be expected to purchase their own materials and a camera will be necessary. Enrollment is limited to 15 students. Admission to the class by approval of the instructor only.

HA 116

## MUSIC OF OUR TIMES

James McElwaine

A study of the history and style of popular music in America since 1900, particularly its revolutionary concepts of structure and improvisation. We will listen to, discuss, and criticize:

- Spirituals
- Ragtime
- Blues
- Swing
- Bebop
- Rock

Although all ethnic musics of America will be discussed, the innovations and imaginations of America's black musicians will serve as our primary critical basis. The ability to listen critically to popular music will be developed by several written and/or oral analyses of selected works by such composers and performers as King Oliver, Louis Armstrong, Johnny Dodds, Ma Rainey, Blind Blake, Bessie Smith, and their successors. A working knowledge of the structural and harmonic forms of popular music, its social and artistic implications, and its modern reliance on media will be acquired in this course. We will end the term with projections of our ideas about popular music into the remaining decades of this century. The ascension and triumph of MUZAK and the artistic merit of music in bad taste will grace our final attentions.

Enrollment is open. The class will meet twice weekly for 1½-hour sessions.

GODS, BEASTS, AND MEN:  
THE BEGINNINGS AND THE END OF POLITICAL THEORY

Robert Meagher

In order to situate ourselves politically in a thoughtful manner, it is well to realize that, as historical mappings go, both the emergence and the demise of political theory lie behind us. Political philosophy begins with the city, the Greek polis, a place for neither gods nor beasts but for men. According to Plato and Aristotle, a man who is little more than an animal is unsuited for life in the city; whereas the man who is little less than a god has no need of the life of the city. It is men whose lives fall with modesty and moderation between the madness of passion and the madness of thought who require the city as a place of light and speech to illuminate and to articulate their lives and to bring them into being.

From there our political path leads eventually to the denial of the primacy of the possibility of thought, and it remains for man only to calculate his power and his own immediate benefit. We will follow the rough outline of that path from wisdom to power, the path from the fundamental in-commonness of the human to the radical privacy of the human.

Our principal readings will be: Plato, The Republic; Thomas More, Utopia; Machiavelli, The Prince; Thomas Hobbes, Leviathan; Karl Marx, Economic and Philosophical Manuscripts; and Toothing Stones: Rethinking the Political, ed. Robert Meagher. Our final aim will be to question both in theory and in practice whether it is responsible to speak of the end of political theory, or to let others speak of it, or to live as if the only appropriate or possible objects of political thought and speech are privately calculated and fully practicable benefits. However, this aim, if reached, will be the fruit of an arduous route through rewarding but wearying works.

This course will meet twice weekly for two-hour sessions and is limited to 16 students.

HA 122

## BEGINNING STUDIO PRACTICES

Gary Hudson

Content of this course will be determined at the first class meeting with students.

HA 123

CRITICAL PERSPECTIVES:  
THE LIFE AND WRITINGS OF STEPHEN CRANE

Richard Lyon

Stephen Crane's short life (1871-1900) ran its melodramatic, sometimes sensational, finally tragic course during a time in American history often called "the watershed." The last decades of the nineteenth century brought an end to the agrarian small-town democracy and the confused beginnings of the U.S. leviathan, this century's urban industrial technocracy. Crane as artist, realist, and ironist illuminates--by his life and in his writings--the nature of the time: its problems and preoccupations, its popular culture, its disorder and tensions, its compensations.

We will read Crane's fiction, newspaper reports, letters, and poems, together with biographies and critical essays about him, in order first of all to respond to the writer, and then to understand through him something about the condition of America. The aim of the course is thus to discover some of the alternative perspectives and methods of interpretation (literary, cultural, psychological) which can yield diverse kinds of meaning, variable readings of the significance of a man's life and words.

The class will meet once weekly as a whole, and once weekly in small groups. Enrollment is limited to 24 students.



John R. Boettiger

Freud's comment that "the interpretation of dreams is the royal road to a knowledge of the unconscious activities of the mind" is now part of our conventional wisdom. Similarly commonplace is the understanding that such unconscious activities significantly impact our conscious feelings, thoughts, and daily pursuits. Why, then, do so many of us have little or no conscious access to our dreaming and its meaning - to what, in just this sense, Erich Fromm called "the forgotten language"? Why, indeed, do we tend to assume that a serious preoccupation with dreams belongs rather to the realm of psychopathology and its therapeutic redress?

Beginning with these questions, the seminar will explore the nature and meaning of dreams: how, and why, we dream; the senses in which our dreams constitute a significant form of communication with ourselves, and the ways such communication is changed in different modes of therapeutic encounter; the relationship of dreaming to our development, to critical tasks of the various stages of the life cycle; the principal ways in which dreams have been understood as symbolic; and connections between the symbolic language of dreaming and the presence of symbol in myth, folklore, and religious experience. We shall devote some particular attention to the phenomena of nightmares.

Reading will be drawn chiefly from Freud, Jung, and their interpreters and successors in various psychotherapeutic veins, including Rollo May's and F. Perl's contrasting existential approaches to dream experience. Some brief attention will be devoted to psychophysiological research on sleep and dreams and to dream experience and its uses in other - non-European - cultures.

Each person will be asked to maintain a careful dream journal throughout her or his experience of the course. In addition, members of the seminar may choose to participate in a one-week intensive experiential dream workshop midway through the term. The experiential workshop will offer participants a chance to reawaken, reinhabit, and rework their own dream experience, and in doing so come more alive to neglected aspects of themselves. The workshop is intended as correlative with the seminar, available as a personal option to seminar members; it is not in any sense a necessary or required part of the course.

The seminar will meet twice weekly for two-hour sessions, and is limited to sixteen students.

HA 134

## 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 basic 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 136

## THE MAN-MADE ENVIRONMENT: STRUCTURE AND FORM

Norton Juster and Earl Pope

The Division I course offered in the Fall Term (HA 145) dealt with the processes and approaches to design. This Spring Term course will be concerned with structure and form--that is, the external determinants which give form to our environment. More specifically, it will deal with intuitive approaches to structure, the nature of building materials, and environmental systems. The material will be structured around design projects within a studio format.

Visual presentations, both two-dimensional and three-dimensional models, will be required but no prior technical knowledge or drawing skills are necessary.

Although this course is complementary to the Fall Term course, there is no prerequisite.

The class will be limited to 24 students and will meet twice a week for three-hour sessions.

HA 137

## SONG

James McElwaine

The writing and singing of songs in whichever style you choose. The more recent structural innovations in song will be discussed along with traditional composition. We will examine some songs of Schubert, Debussy, Bessie Smith, Robert Johnson, Billie Holiday, Gershwin, Cole Porter, Gilbert and Sullivan, the Carter family, Jerome Kern, Irving Berlin, Rodgers and Hart and Hammerstein, Kurt Weill, and those of the more recent minstrels such as Lennon and McCartney, John Sebastian, Carole King, Randy Newman, and many others.

The course is not primarily historical, however, and most of our time will be devoted to the composition and performance of songs by the various class members. Performance on at least one accompanimental instrument (piano, guitar, etc.) and a voice accustomed to singing are required for admission. You will be required to sing and play your own and possibly other composers' songs, so a reading knowledge of musical notation will help.

The class will meet twice weekly for 1½-hour sessions. Enrollment is open.

HA 147

MARK TWAIN: SOCIAL REFORMER  
THROUGH LITERATURE OR LITERARY OPPORTUNIST?

Eugene Terry

This course consists of reading selected works by Mark Twain with particular emphasis on what they reveal about his social attitudes. Twain's private convictions regarding society will be measured against the pronouncements in his literary works to determine whether he used his art to suggest the reforms that he privately desired or whether his concern for success led him to abandon his principles--that is, assuming that he had principles. The reading will include works published during his lifetime and posthumously.

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

HA 150

## STILL PHOTOGRAPHY WORKSHOP

Elaine Mayes

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

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

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

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

The class will meet once a week for four hours plus lab time to be arranged. Enrollment is limited to 15 students.

HA 152

## ART IN THE AMERICAS

Simon Gouverneur

This course will examine the aesthetic development of Mexican, Caribbean, Central and South American Art. It will analyze the ancient Indian art, colonial art, and contemporary art with its present-day struggle to integrate the Indian, African, and European aesthetic contributions into an autochthonous American form.

The class will meet once a week for two hours. Enrollment is limited to 20 students.

John R. Boettiger

The primary word I - Thou can be spoken only with the whole being. Concentration and fusion into the whole being can never take place through my agency, nor can it ever take place without me. I become through my relation to the Thou; as I become I, I say Thou. All real living is meeting.

--Martin Buber

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

Mothers and fathers and their children  
Husbands and wives and lovers  
Friends

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

Our principal interest will be in developing individual awareness of the manifold experiences of intimacy - the sorts of sensory, intuitive, affective, and conceptual awarenesses that constitute understanding of oneself and others in relationships. Put another way, we shall be inquiring into the arts of intimacy and their spoilation: the nurturant and the toxic ways we may be with another in love, in friendship, in family; the sorts of human energy that incline one relationship to fruitfulness, another to distraction and stagnation, and another to self-destruction.

In selecting the course's membership, an effort will be made to bring together a variety of perspectives, including those of women and men of different ages. Similarly, materials for the course will be drawn from a variety of sources, including the work of R.D. Laing, Rollo May, Clark Moustakas, and Carl Rogers, and the literature of women's liberation. Some special attention will be given to two or more of the films of Ingmar Bergman and to one or two contemporary plays.

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

HA 169

## IDEAS OF ORDER

L. Brown Kennedy

Francis Bacon asserts that "the human understanding is of its own nature prone to suppose the existence of more order and regularity in the world than it finds"; the texts proposed for discussion during this course might allow us to examine Bacon's hypothesis. We will consider the kinds of order that works of art create as well as the differing personal and social orders they reflect. The focus of the course, however, will not be narrowly thematic nor, though the pairing of Renaissance and modern works allows possibilities for drawing comparisons between them, will it be specifically historical.

Since a book and its reader can be said to affect or "to order" each other in some way, the primary purpose of the course will be to read and discuss a group of texts with close attention to methodology, to what it is we do when we read.

## Readings:

Shakespeare, King LearJonson, VolponeShakespeare, The Tempest

selected poems of John Donne and Wallace Stevens

Beckett, Waiting for GodotFaulkner, As I Lay DyingVirginia Woolf, Mrs. Dalloway

Enrollment is limited to 18.

POETRY TODAY: THE TECHNICAL AND PHILOSOPHICAL  
RE-EVALUATIONS OF THE 1960'S AND 1970'S

Michael Benedikt

The emergence of new styles and the consequent obliteration of older approaches is and has been an issue (sometimes a life-and-death issue, quite literally and materially) for practically every poet who has ever written. That the history of poetry is often a history of extraordinary--even scandalously convulsive--upheavals of style is with equal frequency obscured by an approach tempered by the safety of decades or even centuries of hindsight. As writers either reflecting American reality or (as oftentimes happens) attempting to invoke an American anti-reality, our poets have always been particularly at pains to create visions adequate to connect energetically to their time and place. This course is designed to acquaint the reader and writer of contemporary poetry with the recent and current directions of the art, especially with respect to the tremendous changes which have occurred in the past decade--a period which, even from the point of view of the most skeptical literary historians, seems rightfully destined to appear remarkable.

During the 1960's a transformation occurred in American poetry which is virtually unique--although in this course some comparison can (and will) be made to discoveries at the beginning of another era of passionate poetic activity, the Romantic. Among the tendencies today to be discussed are the use of a more adequately contemporary diction; the employment of "open" forms and organic structures; the fresh emphasis on the visual image in mind and eye; the de-emphasis of rhyme and meter and other mechanically measurable methods of organizing the line; the welcoming of analogies with exactly contemporary painting, sculpture, and film; the discovery of kinships with certain non-English-speaking writers, particularly the French Surrealists and Latin-Americans; the re-evaluation of the place of the English tradition in American poetry; as well as the apparent paradox of the relationship of what we conventionally identify and divide as "Art" and "Life." Though the general result of this approach is a personally responsible, existential, and "inward" outlook indeed, the apparent paradox of its public appeal, and the poetic "Renaissance" in which it has culminated, will be considered--as will the frequently surprising philosophical implications of its technical changes. Among the established writers to be examined are Bly, Wright, Roethke, Simpson, Merwin, Dickey, Levertov, Ginsberg, O'Hara, Koch, Sexton, and Plath, and the outstanding writers in the younger generations of the tradition. Where first-rate translations exist, readings will be offered in chief extra-English influences.

Although this course is intended to be useful to the practicing writer, it is also planned as a broadly based course engaging the issues and perspectives of the Humanist (or perhaps extra-Humanist? supra-Humanist?) literary tradition as a whole.

The class will meet each Wednesday from 1:00 to 3:00 p.m.

HA 181

## DRAWING AND PAINTING WORKSHOP

Simon Gouverneur

This workshop is designed to expose students to the techniques involved in understanding the art of painting transcending the subject matter or its narrativeness. Specifically, the workshop will prepare the students to understand the language of painting as determined by its intrinsic values - those of composition and proportions, light, space, time, etc. and other elements of expression that essentially comprise the language of painting.

In this workshop, the process by which the student will work towards this level of comprehension will include actual drawing and painting, collective criticism, plastic analysis, and the chronological study of the different forms of pictorial movement and tendencies, with major reference to modern art and its non-Western influences such as African art, pre-Colombian art and Oriental art.

Figure drawing will be one of the activities of this workshop.

The students will be responsible for all their art supplies. The class will meet for three hours per week. Course enrollment is limited to 18 students. Permission of the instructor is required.

HA 182

## THE PRACTICAL MUSICIAN

Randall McClellan

This course is organized into three one month modules and is designed for those students who want a basic introduction to musical notation and theory.

Module I will include notation, intervals and scales.  
Prerequisite: none

Module II will include triads, functional harmony, cadences.  
Prerequisite: Module I or equivalent.

Module III will concentrate on modulation, altered chords, and seventh chords.  
Prerequisite: Module II or equivalent.

Class will meet three times a week, one hour sessions. Students may register for one, two or all three modules.

Enrollment is unlimited.



Joanna Hubbs

This is intended as a follow-up course for those Division I students who have taken Russia on Film, Dostoevsky, or a course in Russian history or literature in the other colleges. Students will be given a bibliography from which to pick a topic to be researched and then presented in class. The first four weeks will be devoted to readings and independent tutorials. Thereafter we will meet as a group once weekly for presentation of specific topics. (For example, the development of the myth of the tsar; the plight of the peasant in nineteenth century Russia; the emergence of the intelligentsia, etc.)

Enrollment is limited to 10 students. Class times to be arranged.

HA 199

## THE DIVINE COMEDY OF MAN

Raymond Kenyon Bradt

This life of ours, for some it is a time of despair, for others it is a time of suffering and of hope, and for yet others it is a time of joy. Indeed, insofar as life is not a somewhat jaded rendition of each, it is perhaps a partaking alike of despair, of suffering and of hope, and of joy. An embracing image for such a life would be Dante's image of the divine comedy transformed into an encompassing image of the hell of man's despair, the purgatory of his suffering, and the heaven of his joy. Indeed, this image has dwelt as a conscious thematic background for such modern writers as Samuel Beckett and T.S. Eliot, serving as the image of the passage both of their lives and of their thoughts. It would be possible, I believe, to take this image as the abiding theme for a story of the passage through life of modern Man as he has himself told it, told it as a descent into the hell of life, a struggle through the purgatory of life, and an uplifting into the heaven of life. It is such a passage that we will attempt to make in this course. We will attempt to pass into and through the hell, the purgatory, and the heaven of modern Man. Our projected passageway of readings will take us through:

Thomas Mann, The Magic Mountain and Doctor Faustus  
 Elie Wiesel, Night  
 Albert Camus, The Fall  
 Arthur Miller, After the Fall  
 Samuel Beckett, Stories and Texts for Nothing and  
                   The Lost Ones  
 Jean-Paul Sartre, Being and Nothingness  
 Albert Camus, The Myth of Sisyphus and The Rebel  
 William Faulkner, As I Lay Dying  
 Dylan Thomas, Poems  
 William McNaughton, The Taoist Vision  
 Martin Heidegger, On Time and Being  
 Rainer Maria Rilke, The Notebooks of Malte Laurids Brigge  
The Ten Principle Upanishads  
 W.B. Yeats, Poems  
 Martin Buber, I and Thou  
 Soren Kierkegaard, The Sickness unto Death  
 Graham Greene, The Power and the Glory  
 T.S. Eliot, The Four Quartets  
 Paul Claudel, The Tidings Brought to Mary

The class will meet twice a week for 1½ hour sessions. Enrollment is limited to 30 students.

## HA 109 (HA 209) HAMPSHIRE GRAPHIC DESIGN

Glenn Toscano\*

This course will deal with the problems of the commercial artist on two levels. On the first and most immediate level, we will concern ourselves with running a Graphic Design Service. We will print and design posters for clients in the valley; and in so doing we will deal with the problems of financial organization, production schedules, and most importantly, successful graphic design. The students will design each poster and then print it.

We will explore the possibilities and flexibility of our press, using methods such as letterpress, paper printing, photographic plates, woodcuts, and silkscreen. On a more abstract level, we will look at and discuss the work of well known graphic designers and commercial artists. We will read and discuss material concerning the subject of graphic design today.

Through this course we hope to achieve an understanding of successful graphic design and the situation of the graphic designer today.

The class will meet once a week for an hour, but students will be expected to spend large amounts of time working out of class with the instructor and with each other.

Composed primarily of upper division students, the Graphic Design Service incorporates a system of apprenticeship for Division I students. The course is therefore open to Division I and Division II students plus some Division III concentrators.

Enrollment is limited to 15 students.

\*Glenn Toscano is the Art Studio Supervisor. He has a B.F.A. from the Rhode Island School of Design and an M.A.T. in Art Education from the University of Massachusetts.

## HA 114 (HA 214) IMPROVISING MUSIC

James McElwaine

Instruction in harmonic, melodic, and rhythmic improvisations. HA 114 will begin with basic chordal theory and the reading and writing of leadsheets. A fakebook of progressively more difficult tunes will be accumulated and used for improvisation during the playing sessions.

HA 214 will be a section for those musicians who have had considerable experience improvising. We will begin theoretical studies with substitute chords and chordscales, and modal-melodic relationships in recent jazz. The notation and performance of other artists' solos will be required, as will the composition of a number of original tunes in varying styles.

HA 114 enrollment is unlimited. It will meet twice weekly for 1½-hour playing sessions and once weekly for a 1-hour theory class.

HA 214 enrollment is limited to 10, admission by audition with the instructor. It will meet separately from HA 114, twice weekly for 1½-hour playing sessions and once weekly for a 1-hour theory class.

## HA 115 (HA 215) STUDIO EXPERIENCE IN DANCE

Francia McClellan\*

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 - a one-hour and a 1½-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 126  
(HA 226)

THE ART AND SCIENCE OF ELECTRONIC MUSIC

Randall McClellan and Everett Hafner

We both share an active involvement with electronic music but with very different philosophical and aesthetic attitudes toward it.

We will discuss the physical aspects of electronic music, show you how to operate the equipment of our studio, give you a little history of the art, and involve you in some lively discussions about the state of the art. Some of the questions we'll discuss might be: Is there such a thing as beautiful electronic music? Does electronic music have a future? Will it replace conventional instruments? Is there good and bad electronic music? Who decides? Does listening to and composing electronically necessarily require a new attitude toward what is or is not music?

The class will meet twice weekly for 1½ hour sessions plus tutorials. Guest speakers will appear from time to time.

Enrollment is limited to 10 students. Interviews are required by both instructors.

For those who wish to learn about electronic music but not necessarily from a compositional aspect, the course will be supplemented by Friday evening sessions which are open to the College at large.

## HA 140 (HA 240) HOW DOES A NOVEL WORK?

David Roberts

This course will study intensively four contemporary novels in English, paying particular attention to structure, style, and technique. The emphasis will be on the writer's strategy: why he tells us only so much, not more; where he begins and ends; the manner in which he leads us to the discoveries he wants us to make; his persuasion of us to like or dislike his characters; and similar questions. The four novels have in common a central concern for human love and its failures; but in other respects, they are so different from one another as to preclude any easy generalizations about how a writer ought to deal with that perennial theme.

Students will be expected to read each book twice, the second time with an eye out for technique and strategy; to be willing to engage in close analysis in class; and to make one major writing effort of their own during the term. The last should take the form either of a serious attempt at a novel of the student's own (for Division II students), or a critical paper comparing one of the authors' other novels to the one studied in class, or (possibly) a paper about some other contemporary novelist.

The novels to be studied (in the following order) are:

Philip Roth, Goodbye, Columbus  
Graham Greene, The End of the Affair  
Vladimir Nabokov, Lolita  
Doris Lessing, The Golden Notebook

Enrollment is open. The class will meet twice a week for 1½-hour sessions.

HA 143 POETRY: READING, WRITING, RECITING  
(HA 243)

David Smith

As the title implies, this course will approach the study and appreciation of poetry primarily through those three modes, and only secondarily through the use of criticism.

Emphasis will be upon what can be learned together by perfecting our abilities to read a poem well, to write poems in the style and manner of the poet we're reading (imitation and parody), and to memorize poems for formal recitation and/or dramatization.

If you enroll in the course, expect to write a poem a week in the style of the poet being studied and to memorize a substantial number of lines of that person's work weekly for recitation. Additional writing will be required of Division II students.

Classroom meetings (thrice weekly) will attend to an understanding of the poets and their poetry, through concentration on how to read the poems, what can be learned from the writing exercises, and what can be enjoyed and understood through the sound. Recordings will be used when helpful.

Class members will come to some agreement on the poets taken up, but initially the instructor has the following poets in mind:

John Donne, Alexander Pope, possibly John Dryden,  
Emily Dickinson, Sylvia Plath, Robert Frost,  
James Dickey.

To repeat: this is not a poetry-writing class. It is an approach to the understanding and appreciation of poetry.

Enrollment is by interview and permission of the instructor and is limited to 20, including up to 10 Division I students.

HA 146 (HA 246)

## THE TRUCK

William O'Brien

Once upon a time there was a truck, not just an ordinary truck, but one leased to Hampshire in the Spring of 1974 upon which good people formed a street theatre company which toured the back roads, small towns, and whistle stops of New England, its city streets, shopping centers, and town fairs.

In a course designed to formulate a living educational experience in the theatre, we will create a scripted piece, a workable set and technical support; and relying on our communal ingenuity and imagination, we will take to the road.

Because of the variety of tasks involved and the various levels of competence required, this course is open to Division I and Division II students plus some Division III concentrators in theatre. Admission to the course will be by interview with the instructor.

Enrollment is unlimited.

HA 148 (HA 248)

THEATRE IN PROCESS:  
A SYMBIOTIC WORKSHOP

William O'Brien and Gladden Schrock

A coordination of acting, directing, and playwrighting crafts, centering entirely upon original work; that is, upon original/experimental techniques in acting and directing and new material written for, counter-evolved, and seen through to production.

The class will be broken into sections (acting, directing, playwrighting) as need and occasion arise. The purpose is to confront the evolution of a theatrical event, starting from zero, getting material written, and then applying acting and directing techniques to that material. To have each craft affected by the reality of the others. Some activity will be simply experimental scenework, some will result in full production of short and longer plays, and some will devolve solely upon the technique(s) applicable to newly created material.

The focus will be onstage, in action, in process. Student written, student acted, student directed. Theory entertained as it relates to tangible situations. We expect to engender plural activity and multiple fronts, with, however, a single design: to create from zip the theatrical event.

The class will meet consistently for three two-hour sessions each week, plus whatever ad hoc rehearsal time may be required for productions going toward performance.

Because of the variety of tasks involved and the various levels of competence required, this course is open to Division I and Division II students plus some Division III concentrators in theatre.

Enrollment is unlimited.



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 week on campus (once a month) with personal contact by mail between sessions.

Since much of our work will necessarily be 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 201 THE AMERICAN LITERARY LANDSCAPE

David Smith

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

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

Format of the course will be weekly lectures. The class will meet twice weekly for two-hour sessions. Enrollment is limited to 40 Hampshire College students.

HA 202      MUSIC HISTORY: A CHRONICLE OF CHANGING STYLES  
PART 2

Randall McClellan

A continuation of the Fall semester music history course, our study will encompass the seventeenth century to the twentieth. As in part I, an integral part of this course will be an emphasis upon an analytical approach to the music under consideration. For this purpose selected compositions representative of each style period will be carefully analyzed in order to follow the development of compositional techniques, the emergence of the triad as the principle component of Western harmony and the establishment and disintegration of functional harmony. Thus the student will develop effective analytical techniques with which to approach the music of any style period as well as an understanding of the process by which Western music has evolved over the past two thousand years.

A knowledge of musical notation is essential; a knowledge of basic theory is helpful. It is not essential to have taken the Fall semester in order to register for the Spring.

Class will meet twice weekly for 1½ hour sessions.

Enrollment is unlimited.

FIVE WRITERS  
ISOLATION, HUMOR, A SENSE OF PLACE?

Louise B. Kennedy

This is a working seminar on the fiction of Eudora Welty, James Agee, 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 principally 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 my conclusion about these writers are 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 once, looking 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 principal isolation mean as a symbol of a psychological state? What can one make of the insistence one finds in many of their works on loneliness and on the physically and psychologically grotesque -- on dwarfs, deaf-mutes, or madmen. Taking another approach, what is the effect of using as 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?

Students interested in the course should see the instructor prior to registration. Enrollment is limited to 12. The class will meet twice weekly for 2-hour sessions.

HA 205

## MILTON IN THE SEVENTEENTH CENTURY

L. Brown Kennedy

Paradise Lost is an epic, designed to move its readers, to create an emotional as well as an intellectual impact in them. We'll spend the first half of the term simply reading this poem and talking about questions intrinsic to it as a poem--its language, its major themes, the characters of Satan, Adam, and Eve.

But Milton as poet will not be our only interest. A diverse and amazingly learned man, Milton was an important intellectual and political figure whose active life spans the period from the earliest rumblings of civil war in the 1620's to his death fourteen years after the Restoration in 1660. His writings show how one man sifted, reconciled, and held in balance changing and conflicting beliefs in science, political theory, social structures, and theology. In the second half of the course, therefore, we'll look back at specific problems in Paradise Lost in the light of other writings by Milton and his contemporaries, asking how one mind organizes its perceptions and commitments over a period of radical change. How did new theories on dreaming and notions on the psychic structure of reason and will shape Milton's understanding of the story of the temptation of Adam and Eve? Why did Milton, who knew and visited Galileo, choose to build his epic around a pre-Copernican cosmology? How did contemporary ideas on women shape his attitude toward the tension among man, woman, and God? How did Milton's own involvement in the events of the Civil War, as well as contemporary debates on the form of government and radical politics, affect his picture of the rebellion in heaven and the democracy in hell?

This course will include writing--several working papers and at least one that is more conclusive.

Enrollment is open. The class will meet twice weekly for 1½-hour sessions.

## HA 208 APPROACHES TO MODERN DRAMATIC THEORY AND PRACTICE

Clay Hubbs

A course in dramatic literature, not stage production. The principal subject matter will be the individual play. But in order to give some surface coherence to a study of a large body of works by playwrights ranging from Euripides to Pinter, we will focus on two important figures, Chekhov and Artaud, who share similar goals but differ greatly in their techniques for realizing them. Briefly, one wanted to present life as we see it in our dreams; the other, "life as it is." Taken together (or separately) they give us a critical perspective and allow us to grasp the essentials of the two main lines of Western dramatic development.

Our double aim will be to arrive at an informed appreciation of modern and contemporary drama--the theory and tradition behind it--and to obtain a reading performance of each play.

Students will be expected to keep a notebook on their readings, write two medium-length papers, and participate in a class project.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 20 students. Division I students who wish to enroll must have the instructor's permission.

## HA 210

## FILM WORKSHOP II

To be announced

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

## Specific areas of concern:

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

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

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

HA 216

## MYTH, STORY, AND TRUTH

Robert Meagher

This course will be a student colloquium in the philosophy of religion and may be sketched as follows:

Endemic is the quarrel between the storyteller and the philosopher, between the celebration of and the flight from the passing moment. If, as Plato and Aristotle would say, there can be no theoretical wisdom with respect to "accidents," to particulars, to beings which pass into and out of existence once for all, then perhaps so much the worse for particulars. But, one might say, so much the worse for theoretical wisdom or philosophy. Can the good, the true, and the beautiful finally be mirrored and glimpsed only in stories, only in the flashing and crusted eyes of men who live and die only once, men who tell their stories to be retold but never to be relived? Can only the truth of the gods' lives be relived as it is retold; and is this the only truth that endures, the only beauty that shines through death, the only goodness that survives the denial of the city, which Plato likens to a great beast?

Six guest speakers will address public lectures to this theme on six Sunday evenings during the term. These lectures will form the core of the seminars held throughout the term.

Students enrolled in the course, limited to 16 in number, will be given at the outset a set of readings for each lecture, suggested by each lecturer. On Monday mornings following each lecture there will be a seminar with the lecturer to discuss both the lecture of the previous evening and the suggested readings. Following each seminar there will be an informal luncheon. Students should expect to prepare at least one essay of seriousness and stature. Enrollment will be by instructor selection. The guest lecturers for this colloquium will be:

March 3	Germaine Bree
March 10	John S. Dunne
March 17	M. Elizabeth Sewell
April 7	David Bailey Harned
April 14	Julian N. Hartt
April 21	John C. Meagher

Robert Meagher

In this class we will work toward a reading knowledge of classical Greek as well as toward a thoughtful encounter with some of the finest writings of classical Greece. Both endeavors are necessarily long ranged; and, consequently, we must begin with the anticipation of at least one year's work. There is little sense in less than a year's study of Greek. However, after one year of formal study, it is quite likely that one could read some important texts in the Greek and that one could also continue rather well on one's own from there.

Two class meetings each week will focus on learning the language; and the third class will consist in our reading and discussing major Greek literature by Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Herodotus, and Thucydides. In the beginning, these readings will be in translation, but we will work toward a fuller and fuller use of Greek in this section of the class.

Enrollment limited to ten students.

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

Elaine Mayes

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 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; a 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 221

LANGUAGE OF MOVEMENT  
AND OBSERVATION

Francia McClellan and Didi Levy\*

This course will be divided into two parts: a one-month core section based on Rudolph Laban's research in movement analysis, Effort/Shape; and one of the following three\*\* workshops:

The Self That Moves  
Movement Observation  
Movement in the Classroom

"Movement is a reciprocal link between man's mental, spiritual, and physical life....(It) is more than a component of the chain that links man's inner activity and the world around him, for it is the medium through which he actualizes his responses. It is through the movement of other people and objects that man refines and expands his knowledge of the world....Thus the study of movement is essentially concerned with a person in relation to the world and the people around him."

--Thornton on Laban

In this class we are attempting to bring together students from varied disciplines. We will combine theoretical research and experiential work and the immediate application of this knowledge in an area of relevance to the students participating in this course.

EFFORT/SHAPE analysis - is a technique for describing, measuring, and classifying human movement.  
- describes patterns of movement which are constant for an individual and which distinguish him from others.  
- delineates a behavioral dimension related to neurophysiological and psychological processes.

LANGUAGE OF MOVEMENT (Core section) - limited to 25 students

This core section will meet for a four week period, beginning with an all-day session to provide an overview of the basic material. The month's work will allow students to begin to work with the elements of movement and will also provide the class with basic tools of movement analysis, observation, and notation. In addition to becoming familiar with basic parameters of movement, students will also be able to discover their personal movement preferences with the potential for expanding their own repertoire. Throughout the term readings and observation projects will be assigned.

The class will meet three times per week for 1½-hour sessions.



WORKSHOPSTHE SELF THAT MOVES

In this workshop we hope to explore in depth the work begun in the core section as it relates to the life of each individual in the class. Our work will involve experiencing and examining individual movement repertoires (by moving and discussing) through contacting oneself and the group. The workshop is limited to ten students and will meet twice a week for 1½-hour sessions.

MOVEMENT OBSERVATION

This workshop will focus on the observation, analysis, and notation of non-verbal behavior. Part of the student's research will be to discover what parameters of movement are important for understanding a particular communication-transaction. Students in this workshop will have the opportunity to choose to observe everyday movement behavior, dance or theatre movement; or they may choose to direct their research toward discovering what various movement patterns might be present in our culture among different age groups, class groups, ethnic groups, etc. The workshop is limited to ten students and will meet two hours per week with occasional tutorials.

MOVEMENT IN THE CLASSROOM

This workshop will involve two processes: (1) we will investigate and discuss concepts of movement education as it applies to child development and affective experience; and (2) we will put theories of creative movement education to practice in pre-school and elementary classroom situations, working closely with the curriculum presented in the classrooms in which we participate. Enrollment is limited to six; meeting times will be announced.

Discussion with the instructors is suggested for all workshops.

\*Didi Levy is a Division III student at Hampshire.

\*\*A possible fourth workshop in improvisation as a creative artistic process will be offered if there is sufficient student interest.

HA 231

## WRITING POETRY

Michael Benedikt

This will be a flexible course where feasible, but entailing a highly concentrated examination of poetry by students. A line-by-line consideration will be complemented by reference to general overview, and overall philosophical consistency. It will definitely not be the intention to change the direction of the students' work, but rather, in the spirit of experiment, to reinforce it. With the intention of further offering to the writer a technical arsenal likely to be useful, readings will be suggested in a wide variety of contemporary literary magazines.

Meetings will be structured according to individual achievements and needs and will take a multiplicity of forms: (1) general workshops, (2) group meetings, and (3) individual, particularized conferences--the core of the program, especially at first, as writers and instructor get to know each other. In other words, the instructor will attempt to carpenter the course according to the psychological and technical development of each student poet. Admission by permission of the instructor only.

The class will meet each Tuesday for two hours during the afternoon. Additional meetings may be arranged as the need arises.

HA 232

## BEGINNING WORKSHOP IN ART CRITICISM

Gary Hudson

A beginning investigation of critical studies and language, this workshop will include exposure to very contemporary art ideas, a discussion of the students' work in relation to those ideas (that is, space, color, tactility, objectness, and documentation), an attempt to create a critical point of view, and an application of that in the individual's work and working habits. Students will be expected to view personally the work discussed and give account of the experience.

Visiting artists and critics will be invited to talk with the students about their work and ideas. Students will be expected to work in studios regularly as well as read extensively, view slides, and attend exhibitions. A reading list will be provided.

The class will meet twice weekly for one-hour sessions plus tutorials to be arranged. Enrollment is limited to 12 students.

## POETICS:

HA 233 SOME THEORIES OF POETRY AND TRANSLATION

Lawrence Pitkethly

Although the philosophy of Art is a familiar mode of classical discussion, Poetics or the philosophy of poetry is not. This situation is slowly being rectified on various levels--History of Poetics, theories of poetic language, epistemology, metaphysics, etc. Obviously, we cannot cover all these fields in one semester. The most we can explore is one region that indicates in some way or other wider territory.

This Spring we'll concentrate on theories of poetry and the uses of translation, the former stretching from the Romantics through French Symbolism, Imagism, Russian Formalism, Surrealism to Projectivism and beyond; the latter touching on the specific influence of foreign poetic theories and forms on English poetry from Symbolism to modern poets like Voznesensky, Seferis, Holub, Herbert, and many others. In this latter capacity, we'll try and mount a translation weekend at Hampshire College in early March to illustrate the debt modern English poetry owes to translation and where to go from there.

The class is limited to 20 students. There will be two meetings weekly, one for two hours and one for one hour.

Raymond Kenyon Bradt

The Cartesian *cogito*, the famous "I think, therefore I am" of Descartes, signalled at once the culmination of and the overturning of the medieval tradition of western philosophy, and it ushered in the modern period of philosophical development. But more than that, according to Hegel some two centuries later, the *cogito* established the firm ground upon which philosophy could for the first time stand on its own. This ground, the principle of subjectivity established by the *cogito*, served for Hegel as it did for Descartes as the true beginning of philosophy, the necessary first principle constitutive of the very science of first principles itself. There was an inherent ambiguity in the Cartesian formula, however, in so far as the first principle of philosophy, the *cogito*, was for Descartes the constitutive first principle neither of existence nor of knowledge, nor of the self. The question remained as to the manner in which subjectivity itself becomes constituted and of the range of possible answers we can select three as determinative. These are the option of Hegel for whom subjectivity becomes constituted in the act of knowing, the option of Kant for whom subjectivity becomes constituted in the act of freedom, and the option of Kierkegaard for whom subjectivity becomes constituted in the act of faith. According to Hegel, the modern development of philosophy amounted to the full development of the principle of subjectivity as the beginning of philosophy. The development of this course will be a movement from Descartes, who first formulated subjectivity as the first principle, through those three great thinkers who perhaps most profoundly concerned themselves with the constitution of the principle itself, in knowing, in freedom, and in faith: Hegel, Kant, and Kierkegaard.

The readings for the course will be a select group of primary philosophical texts by Descartes, Hegel, Kant, and Kierkegaard. The class will meet once a week for a three hour session. Enrollment is limited to fifteen.

HA 241 (SS 204)

THE MYTHS AND MYTH:  
AN INTERDISCIPLINARY APPROACH

Stephen Crary\*, Clay Hubbs, Joanna Hubbs, and Philip McKean

A vast body of literature, as well as oral tradition and film, makes dozens of myths available to us, and we intend to pay close attention to a number of them, especially those from eastern Europe, Greece, and Asia. There are likewise a confusing welter of methods of understanding these myths, from the psychological to the historical, from the literary to the anthropological. We expect to learn what these major methods are, who the proponents and critics are, and what kind of synthetic effort we can make to come to grip with mythic reality. Myths we will read include myths of creation and re-creation, myths on the origin of cities and agriculture, on the relations between sexes and generations, on war and love, as well as quest myths. Interpreters will include Jung, Neumann, Graves, Levi-Strauss, Campbell, Cassirer, Malinowski, Radin, Eliade, Bultmann, etc.

The class will divide into groups for discussion of particular areas and aspects of myth. The myth and literature section, for example, will consider some of the relationships of myth, symbolic language, poetry, and prose fiction.

The course will consist of one class meeting, 1½ hours and one tutorial 1½ hours. Enrollment is unlimited.

\* Professor Emeritus of Religion, Williams College

HA 242

THE LANGUAGE OF ART CRITICISM

Gary Hudson

This course will undertake the study of critical and analytical language toward contemporary painting and sculpture. A reading list will be provided at the first class meeting.

The class will meet once a week for two hours.

HA 245

## THE IRRATIONAL ENLIGHTENMENT

Joanna Hubbs

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

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

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

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

Lawrence Pitkethly

The fundamental problem of Western Marxist philosophy in this century is this: How to reconcile a materialism with idealist philosophical traditions. (The fact that this materialism has not yet been reconciled with liberal positivism is an ancillary problem.) Broadly speaking, a number of Marxist theorists have appeared since the 1920's to re-define a Marxist philosophy vis-a-vis Socialist society and also within the framework of bourgeois humanism. These theorists have explored such question as:

What sort of epistemology do we need to understand man in his concreteness?  
 What sort of epistemology do we need to understand society or societies in their totality?  
 What is a Marxist theory of history?  
 What is a Marxist theory of revolution or at least of resistance?  
 What is the nature of the good society?  
 What is the role of art (poetry, film, etc.) before and after the realization of such a society?

All of this debate has taken place in a political background of change. Several models have presented themselves at different times--if only to be quickly suppressed--of what a Marxist society could be like (Cf. Czechoslovakia, Chile, etc.). This course would take account of many of these developments and try to site thought within a complete political context.

Suggested readings would include Korsch, Lukacs, Bloch, Marcuse, Adorno, Sartre, Merleau-Ponty, Kolakowski, etc.

Enrollment is limited to 30 students. The class will meet twice weekly for one two-hour session and one one-hour session.

## HA 250 PROBLEMS IN ENVIRONMENTAL DESIGN - DESIGN WORKSHOP

Norton Juster and Earl Pope

A continuation of the advanced design studio concentrating on extending the design experience and ways of thinking about environmental problems, with particular emphasis on the relation of designer and society. Work will be organized on a project basis with individually developed problems encouraged.

Admission to the course will be by instructor approval only. Enrollment is limited to 12 students.

## HA 256 THE CHILD'S METAPHOR: A DOCUMENTARY FILM

Lawrence Pitkethly

Five students will read Kenneth Koch's work on children's poetry. Each student will then find a child (between ages four and eight) in a neighborhood and work with the child on some agreed metaphors over a period of six weeks.

Each student will then write a film script independently (with space for four other children). When all agree on a common film script, we will shoot the film over 7-8 days late in the term. We will then edit the film, change the running title, etc.

Except for the first meeting, class times will be arranged by the instructor and the students.



HA 280

## CRITIQUE

Robert Mansfield

The primary concern of this course will be to develop a critical aesthetic to reinforce the work produced in the studio. The students will develop their own course of study in areas of sculpture, painting, drawing and graphics. As a group we will meet twice a week for critique sessions.

The course will expect strong participation of the students in the critique sessions and will further expect real studio productivity.

Although the essence of the course will be of the student and his/her work, guest artists and field trips will also be an important aspect of the course.

The class will be limited to 15 students to be determined by the instructor.

HA 283

## DANTE AND AQUINAS

Raymond Kenyon Bradt

For both Dante Alighieri and Thomas Aquinas, human being can be conceived of as a capacity and even as a desire for entering into relationship with reality. The capacity and the desire are not tantamount, however, to the choice, so that the capacity is a freedom and the choice an expression of that freedom, the freedom either to withdraw into the gulf of isolation from reality or to undertake the passage from the horror of isolation into the grace of relationship with reality. Dante's Divine Comedy is the story of such a passage from the hell of isolation through the purgatory of retribution into the heaven of communion. Not long before Dante was telling this story, the greatest story of man to arise from the Christian Middle Ages, Thomas Aquinas, the greatest philosopher and theologian of those same Middle Ages, was formulating a corresponding conceptual expression of the nature of Man and of his place in reality. For Aquinas as for Dante Man's sin lies in his rejection of reality and Man's salvation lies in his passage into reality. Indeed, it has been said that what Dante expressed in Image Aquinas formulated in Idea. We will not assume that to be the case, but will read through the Divine Comedy of Dante and selected writings of Aquinas, in these to discover, in Image and in Idea, the grandest expressions of the poetry and of the philosophy to arise from that great Age.

The class will meet once a week for three hours. Enrollment is limited to fifteen students.

## SCHOOL OF LANGUAGE AND COMMUNICATION

Curriculum Statement: Spring 1974

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 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.

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 includes faculty members whose specialties are 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. The faculty in this area are specialists in anthropology, psychology, mass communications, American studies, and television production.

Division I courses in L & C emphasize the practice of inquiry rather than its results. Division II courses are devoted both to the practice of inquiry and to systematic treatment of the work in the field being covered. Division I/II courses are those in which the teacher would like both beginning and experienced students and which both introduce a mode of inquiry and survey results.

We list below the disciplines that make up L & C, followed by the faculty members in the discipline and the courses offered this spring.

Linguistics. Bob Rardin and Emmon Bach, who is visiting professor of linguistics, are the two linguists in L & C. Rardin is on leave this spring so he is not offering any courses. Bach is offering Approaches to Language with three other faculty members, Bill Marsh, Neil Stillings, and Chris Witherspoon. This course is a study of language for experienced students in linguistics, philosophy, cognitive psychology, computer science, and logic. Other courses related to linguistics are Jim Koplin and Yvette Tenney's Introduction to Perception and Perceptual Development, which will cover speech perception, and Richard Lyon's Language and Culture: The Use and Misuse of Words in a Mass Society.

Cognitive Psychology. Jim Koplin, Yvette Tenney, and Neil Stillings are the School's cognitive psychologists. Koplin and Tenney are offering the Division II course Introduction to Perception and Perceptual Development, and Tenney is continuing the Fall Term Research Apprenticeship in Cognitive Development, which has a few openings for new students. Stillings is one of the four teachers offering the Division II course Approaches to Language, in which he will discuss the cognitive psychologist's approach to meaning.

Interpersonal Communication. Janet Tallman and Neil Stillings are the L & C faculty members interested in this area. David Sudnow of the School of Social Science also works in the area. The courses in this area are devoted to the detailed analysis of the social organization of face-to-face interaction. Tallman, Stillings, and Elizabeth Eastwood, a Division III student, are offering the Division II course Goffman and Laing: Two Theories, and Tallman is offering the Division II course Early Communication Patterns in New England: Research in Social Reconstruction.

Philosophy. The philosophers in L & C are Richard Lyon, Michael Radetsky, and Chris Witherspoon. The philosophy courses in the School are devoted largely to the methods and work of analytical philosophy, although related areas in the history of philosophy and 20th century continental philosophy are also treated. Witherspoon is offering the Division I course Introduction to Philosophy: Theory of Knowledge and Metaphysics, which is composed of a seven-week core course followed by a choice between two short seminars on a philosophical problem. Radetsky is offering the Division I/II course Action, Intentions, and Reasons, and is also offering students a chance to do independent study in philosophy with careful tutorial attention. Witherspoon is also helping to teach the Division II course Approaches to Language, in which he will discuss the analytical philosopher's approach to meaning.

Mathematical Logic. Jack LeTourneau and Bill Marsh are the logicians in L & C. LeTourneau is on leave this spring so he is not teaching any courses. Marsh is teaching the Division I/II course Strings, Trees, and Languages which is both an introduction to mathematics and an introduction to the mathematical foundations of the L & C disciplines. He is also one of the four teachers offering the Division II course Approaches to Language, in which he will discuss the logician's approach to meaning.

Computer Science. Allen Hanson is responsible for computer science, and Jack LeTourneau and Steve Mitchell have strong interests in the area. Hanson supervises the computer laboratory course, which provides self-instruction in computer programming, and he and Barbara Manchester who works in the Management Systems office and has taught several L & C courses, are teaching A Potpourri of Computer Languages, a Division I/II course that systematically covers the types of languages and introduces the discipline of computer science.

Public Communications. David Kerr, Richard Muller, Neil Shister, Steve Gilford, and John Gray are the faculty members in this area. Kerr is teaching the Division I/II course Research Methods in Public Communication, and the Division II course Special Problems in Reporting. He is also the faculty sponsor of the Division I course in Media Awareness taught by two students, Diane Pierce and Carl Goldman. Shister is teaching two Division I courses, A First Course on Film: Learning to Look and Listen at the Movies, and Culture and Communication: What Message? What Medium? Muller is teaching the Division I/II course Public Communication and Public Policy. Also of interest to students in this area is Richard Lyon's course Language and Culture: The Use and Misuse of Words in a Mass Society.

L & C is offering two television production courses this spring under the direction of professional producers. John Gray is teaching the beginning course and Steve Gilford is teaching the advanced course with the assistance of Richard Muller. The advanced class will produce shows for cable-casting on Amherst community television.

#### Divisions I and II in Language and Communication

Division II courses in the School of Language and Communication will as a rule be fully comparable in difficulty and sophistication to moderately advanced courses for majors offered at traditional universities and liberal arts colleges in this country. They will range from comprehensive survey courses of the type offered elsewhere for prospective majors at a sophomore level to intensive seminars of a type usually intended for senior majors and graduate students.

In the Division I examinations a student establishes his or her ability to participate significantly in Division II courses, and to do independent work of the same quality she or he does in such courses. In their Division I examinations, students need not demonstrate familiarity with the subject matters of whatever Division II courses (if any) they plan to take. Rather, they are expected to show the following: (a) that they are reasonably familiar with a body of material which belongs in a Language and Communication area; (b) that they have an awareness of, and some degree of critical understanding of, the intellectual techniques exemplified in that body of material for which they are responsible; (c) that they are capable, at least at an elementary level, of using and applying those techniques to problems other than those of primary concern in the material they are responsible for. All this goes for students who don't intend to do further work in L & C just as much as for those who do.

What we're looking for is a certain degree of development of a student's abilities at formulating and solving problems together with a rudimentary understanding of what's going on when such abilities are exercised by oneself or others; and this of course with respect to both L & C subject matter and "methods of inquiry" more or less specific to the L & C disciplines. We're not looking for "mastery of a body of knowledge"; or for abilities and skills at performance and/or creative activity which might seem germane to the areas included in the School; or for evidence of students having had "peak experiences" or profound and unexpressible insights into deep, dark matters; or for solid course term papers which don't provide evidence of the kinds of abilities and knowledge indicated above in (b) and (c).

All this perhaps sounds more formidable than it ought to. Many of our best students in the past have expected too much of themselves in their L & C Division I examinations. They've waited around for results or theories which properly belong in a Ph.D. dissertation, or important scholarly monographs; a number of them have done excellent work in Division II courses while continuing to view themselves as totally unprepared to do their Division I examination. Some of these people could have easily passed their Division I examination on entering Hampshire, and if they had, their lives would have been a lot easier.

An average Hampshire student should anticipate study preparatory to the Division I examination equivalent to what would be done in the course of roughly one and a half Division I seminars or courses. Some students may well need more preparation, others much less.

There is no need whatsoever to have One Big Exam Task for one's L & C Division I examination. It is at least as acceptable to have a number of tasks which turn out to be unrelated to each other; in light of current misconception, this point cannot be emphasized enough. Each student should have one Language and Communication faculty member designated as (overall) supervisor of his or her committee; but the supervisor need not be an examiner on each of the tasks undertaken. One's examination committee consists of her or his supervisor together with all examiners; it is required that committees include at least one qualified examiner other than the examination supervisor. All tasks, criteria of satisfactory performance, understandings about material the student is responsible for, etc., are negotiated with one's supervisor and members of the relevant subset of one's examination committee. These should be negotiated prior to beginning work on the examination; otherwise students may do a lot of work for virtually nothing as a result of misunderstanding what the School and their committees require.

In many other colleges, seniors must pass comprehensive examinations in their major fields of study in order to graduate. Although Division II concentrations at Hampshire may be quite unlike traditional majors (for example, in being interdisciplinary, sometimes involving advanced work in two or more Schools; or in covering areas much narrower than traditional major fields, areas such as the foundations of mathematics, cognitive psychology, sociology of communication; or in comprising fewer courses and more independent study than would be allowed in most other colleges), what is expected of students in their L & C Division II examinations is comparable to what is expected elsewhere of students in their senior comprehensive examinations, or in their examinations taken prior to beginning honors projects. We're looking for a certain breadth of knowledge which contrasts with the more specialized knowledge and skills directly involved in Division III work. Equally important, we want to see a knowledgeability and level of intellectual maturity which contrast fairly sharply both with what can be reasonably expected of Division I students and with what students can expect to attain by their work in Division I courses, however many.

## SCHOOL OF LANGUAGE AND COMMUNICATION

STRINGS, TREES, AND LANGUAGES LC 106 (LC 206)	W. Marsh
TELEVISION PRODUCTION LC 121	J. Gray
COMPUTER LABORATORY LC 153	Self-instruction
INTRODUCTION TO PHILOSOPHY: THEORY OF KNOWLEDGE AND METAPHYSICS LC 161	C. Witherspoon
PHILOSOPHICAL PROBLEMS LC 162 (A seminar following LC 161)	
PHILOSOPHICAL PROBLEMS LC 163 (A seminar following LC 161)	
A FIRST COURSE ON FILM: LEARNING TO LOOK AND LISTEN AT THE MOVIES LC 164	N. Shister J. Brandeau
CULTURE AND COMMUNICATION: WHAT MESSAGE? WHAT MEDIUM? LC 166	N. Shister
LANGUAGE AND CULTURE: THE USE AND MISUSE OF WORDS IN A MASS SOCIETY LC 167	R. Lyon
MEDIA AWARENESS LC 168	D. Pierce C. Goldman D. Kerr, sponsor
A POTPOURRI OF COMPUTER LANGUAGES LC 169 (LC 269)	A. Hanson B. Manchester
RESEARCH METHODS IN PUBLIC COMMUNICATIONS LC 171 (LC 271)	D. Kerr
ACTION, INTENTIONS, AND REASONS LC 173 (LC 273)	M. Radetsky
INDEPENDENT STUDY IN PHILOSOPHY LC 174 (LC 274)	M. Radetsky
PUBLIC COMMUNICATION AND PUBLIC POLICY LC 176 (LC 276)	R. Muller

RESEARCH APPRENTICESHIP IN COGNITIVE DEVELOPMENT  
LC 216

Y. Tenney

INTRODUCTION TO PERCEPTION AND PERCEPTUAL  
DEVELOPMENT  
LC 223 (SS 273)

J. Koplin  
Y. Tenney

GOFFMAN AND LAING: TWO THEORIES  
LC 229 (SS 280)

J. Tallman  
E. Eastwood  
N. Stillings

APPROACHES TO A THEORY OF LANGUAGE  
LC 231

E. Bach  
W. Marsh  
N. Stillings  
C. Witherspoon

SPECIAL PROBLEMS IN REPORTING  
LC 232

D. Kerr

EARLY COMMUNICATION PATTERNS IN NEW ENGLAND:  
RESEARCH IN SOCIAL RECONSTRUCTION  
LC 234

J. Tallman

ADVANCED TELEVISION PRODUCTION WORKSHOP  
LC 235

S. Gilford

THE ACADEMIC DISCIPLINES: INTEGRATIVE SEMINAR  
LC 301

W. Marsh

## LC 106 (LC 206)      STRINGS, TREES, AND LANGUAGES

William Marsh

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

In the past this course has been taken successfully both by students who want to get most of the material down pat and by those who want to see how mathematics gets done; both modes of taking the course seem to require regular attendance and an adequate amount of outside work.

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

Enrollment limit: none

## LC 121      TELEVISION PRODUCTION

John B. Gray

The course will be geared for those with no previous television experience at Hampshire. Our immediate goal will be proficiency in the use of the basic tools of television so that we will be able to produce materials for INTRAN and eventually the Amherst cablevision facility. As we learn production techniques we will also be learning basics of television writing, developing ideas into scripts, into shows, and basics of producing television materials. Work will be done on remote locations as well as in the studio.

Only those who are ready to make a strong commitment need apply. Studio sessions will take place on Sundays and/or Mondays with production meetings on Sunday evenings.

Enrollment limit: 15



## 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 some 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. Skills in programming can be used as part of (and in some cases as all of) an L & C examination. Students who are interested in doing Language and Communication examinations in programming should talk to Allen Hanson about their ideas.

The laboratory does not run like a course. The scheduled activities and hours of the lab assistant are posted at the laboratory room in the Cole Science Center. Most of the activities are modular and are repeated several times each term. Self-study materials are also kept in the lab room and on reserve in the Library.

Enrollment limit: 30

LC 161

INTRODUCTION TO PHILOSOPHY:  
THEORY OF KNOWLEDGE AND METAPHYSICS

Christopher Witherspoon

This is a seven-week course for people with some interest in philosophy who have done no previous work in the field. It will end at the beginning of the Spring Recess. People who want to do further study at a more advanced level and who will have time for this in the weeks preceding the examination period may take either LC 162 or LC 163 in the last five weeks of the term.

We will be concerned with several philosophical problems having to do with what we know (really know), what it is to know, and what's there to be known. We will try to come to a better understanding of certain very general features of scientific theory and practice; of some skeptical possibilities (or apparent possibilities) which seem to show that we can't have knowledge of certain phenomena, and of various ways of responding to those "possibilities"; of some metaphysical views, intimately related to those skeptical possibilities, to the effect that the world is furnished quite differently from the way common sense imagines it; and of certain philosophically important features of concepts which we all use in our spontaneous, everyday talking and thinking about what we know, think, remember, see, infer--features which we may pay a price for disregarding or implicitly denying.

The texts are: Pears, What is Knowledge?

Anscombe & Geach, eds., Descartes: Philosophical Writings

Russell, My Philosophical Development

Quine & Ullian, The Web of Belief

The course will meet three times a week, each session being roughly 45 minutes lecture, 45 minutes class discussion. Two short papers will be required.

Enrollment limit: 30

LC 162

## PHILOSOPHICAL PROBLEMS

A seminar on Gilbert Harman's book Thought

LC 163

## PHILOSOPHICAL PROBLEMS

A seminar on Maurice Natanson's book

The Journeying Self: a study in philosophy and social role

These seminars will meet sometimes once, sometimes twice a week for two-hour sessions. The instructor will not lecture but will discuss the material, trying both to provide background material needed to appreciate the points being made and to criticize the authors' positions in illuminating ways.

LC 162 is a continuation of LC 161 at a more advanced level. We will read Harman's Thought and several articles from Roth & Galis, eds., Knowing: Essays in the Analysis of Knowledge. Topics to be discussed include definitions of knowledge, explanation, psychological states and how they are to be explained, meaning, intentionality.

LC 163 can be thought of as an intensive introduction to philosophy from an existential phenomenological standpoint. We will read The Journeying Self and many selections from Solomon, ed., Phenomenology and Existentialism. Topics to be discussed include subjectivity and intersubjectivity; conventional behavior, roles and problems about the underpinnings of "social reality"; self-knowledge and identity; how to understand our abilities to "step back from" the mundane world and our everyday attitudes, as well as what we do and "see" when thus disengaged.

Students considering these seminars should look carefully at the books before enrolling.

Enrollment limits: 12 people in each seminar

LC 164

A FIRST COURSE ON FILM:  
LEARNING TO LOOK AND LISTEN AT THE MOVIES

Neil Shister and John Brandeau\*

This course is intended as an introduction to the art and technique of cinema. It is directed to students with little or no previous experience in the study of film. It is a course in film appreciation and criticism, not in film making.

The course will be divided into three segments. In the first we shall consider fundamental film techniques and trace their development through the silent cinema and early talkies. We shall be particularly concerned with D. W. Griffith, Eisenstein, and Robert Weine ("The Cabinet of Dr. Caligari"). The second part of the course will examine examples of the major "genre" films: gangster, musical, horror, western, extravaganza-spectacular. We will be interested in how movie makers exercised their talents as the medium matured and its popularity grew. The third part of the course will examine the "New Wave" cinema which came largely from France in the late 1950's and 1960's and the possibilities it presented to expand the medium.

A film will be screened every week. Related readings will be assigned in conjunction with the week's movie and appraised in a discussion session supplementing the screening. Certain key books, such as André Bazin's What is Cinema?, Pauline Kael's study of "Citizen Kane," and Lillian Ross's detailed biography of the making of "The Red Badge of Courage" in Picture will figure prominently in the reading list.

We shall be concerned with these principal questions throughout the course: What are the elements of cinema language? How does this language communicate? What kinds of conventional forms, images, and narrative structures do movies employ in depicting characters and situations? How does the movie's status as a mass medium affect the character of its communication?

The course will meet twice a week, once to view the week's film and once to discuss the film and readings.

Enrollment limit: none

\*John Brandeau is the Nonprint Media Librarian in Hampshire College's Film Information Center.

CULTURE AND COMMUNICATION:  
WHAT MESSAGE? WHAT MEDIUM?

Neil Shister

This course seeks to examine the ways in which cultures generate "significant messages" and then manage to transmit them over time.

We will be interested first in trying to understand the different ideas conveyed by the term culture as it is used in the social sciences and humanities. After examining several theoretical approaches, we will focus on the distinctive messages produced by particular cultures and the attempts to communicate them. Image, symbol, and icon--nominal and visual constructs which encapsulate a broad array of experience and ideas in a simplified, economic form--figure prominently in the communication process and will be a subject of inquiry in this course.

Works by Marshall McLuhan, Harold Innis, Lewis Mumford, Thomas Pynchon, and Robert Jay Lifton will be read.

The student will be expected, as the major project in the course, to do a lengthy "cultural analysis" on some aspect of the world surrounding him/her, employing the information and modes of analysis discussed in class.

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

Enrollment limit: 16

LC 167

LANGUAGE AND CULTURE:  
THE USE AND MISUSE OF WORDS IN A MASS SOCIETY

Richard C. Lyon

"The Emperor Augustus would sometimes say to his Senate: 'Words fail me, my Lords; nothing I can say would possibly indicate the depth of my feelings in this matter.' But I am speaking about this matter of mass culture not as an Emperor but as a fool, as a suffering, complaining, helplessly nonconforming poet-or-artist-of-a-sort far off at the obsolescent rear of things."

Randall Jarrell  
"A Sad Heart at the Supermarket"

Caustic wit, invective, despair, and a good deal of intelligent analysis have gone into recent indictments of a mass culture's abuse of language. Poet Jarrell's lament is repeated in various ways by Dwight Macdonald, George Steiner, Jacques Barzun. After hearing their observations concerning the decline and fall of English at the hands of the media-ridden technocratic democracy, we will examine the grounds for their conclusions, asking questions about

- . the nature and tempo of language and change
- . the place of judgments of "correct" usage
- . the bases for gauging such qualities as precision, vitality, and intensity in the use of a language
- . the relation of literature and high culture to society

We will find contexts for these questions in the reflections of a variety of contemporary critics, and also in essays by Walt Whitman, Matthew Arnold's Culture and Anarchy, Ortega y Gasset's The Revolt of the Masses, and Raymond Williams' The Long Revolution.

The class will meet twice weekly, once as a whole, once in small groups-- Wednesday and Friday, 12:00-2:00.

Enrollment limit: 16

Diane Pierce\* and Carl Goldman\*

By the time a child graduates from high school s/he will have spent more time in front of a television set than in front of a teacher. But, although s/he has learned how to read a book with some critical acuity, s/he has never learned to watch TV as a critical consumer.

This course is designed to develop skills of media literacy. We will develop skills in identifying elements such as racism, sexism, commercialism, and political slants in the news and entertainment media, and in educational aids such as filmstrips. We will also explore the problem of developing standards for such judgments. In our quest for awareness we will make use of films, television tapes, and other media materials.

After developing our own awareness we will explore ways of raising the public's consciousness of the media by means of films, videotapes, educational materials, and workshops with educators and students in the primary and secondary grades.

Among the readings for the course will be:

The Hidden Persuaders  
Dick & Jane as Victims: Sex Stereotyping in Children's Readers  
Race and the News Media  
Understanding Media  
Responsibility in Mass Communication  
Free Press Free People  
 "Eye of the Storm"  
 "The Little Rascals"  
 "TV Commercials"  
 "Black History, Lost, Stolen, or Strayed"  
 "Eye of the Beholder"

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

Enrollment limit: none

\*Ms. Pierce and Mr. Goldman are fourth-year students at Hampshire College  
 The faculty sponsor is David Kerr.

## LC 169 (LC 269) A POTPOURRI OF COMPUTER LANGUAGES

Allen Hanson and Barbara Manchester\*

"When I use a word," Humpty Dumpty said, in a rather scornful tone, "it means just what I choose it to mean--neither more nor less."

"The question is," said Alice, "whether you can make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be master--that's all."

In the realm of fantasy, imprecision is a remarkable literary device. It allows flights of imagination limited only by the ability of the reader and in some instances offers an insane kind of communication. Unfortunately, this type of imprecision is not tolerable when dealing with an abstract computing device. The emotional response of most people when initially confronted with an unemotional computer (are there emotional computers?) is akin to Alice's when she walks away from Humpty Dumpty in disgust: "The damn thing doesn't understand what I'm trying to say" or "I don't understand it." In both cases there is a serious breakdown in communication.

We will attempt to examine some of the more popular languages available for interacting with a computer (such as APL, FORTRAN, ALGOL, SNOBOL, and perhaps a simulation language such as SIMULA).<sup>1</sup> Each of these languages has certain characteristics which make it ideal for solving a particular class of problems and less than ideal for others. These characteristics are related to the method by which the language is defined, the structural and implementation differences among the languages and the types of objects which are representable within the framework of the language.<sup>2</sup> The implications of these characteristics for the user will be discussed in some depth, particularly the types of problems suitable for solution in each of the languages. Efforts will be made to allow course participants to program in as many languages as possible as time permits.

While no background is required, it would be helpful if you had some experience, however slight, with programming. A course such as LC 156 or LC 153 would be ideal. If you are interested or unsure of your background and/or abilities, contact the instructor. This course will be useful for students whose concentration involves computer science.

<sup>1</sup> Social responsibility requires that I point out that the study of computer languages and programming may be addictive. Medical evidence is rare but the periods of addiction have been known to last from two weeks to years.

<sup>2</sup> A vicious rumor has it that the study of computers and languages requires a solid mathematics background. This is unfounded and totally without substance.

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

Enrollment limit: 16

\*Ms. Manchester is assistant to the director of Management Systems.



LC 171 (LC 271)

RESEARCH METHODS IN  
PUBLIC COMMUNICATIONS

David Kerr

This will be an intensive basic course and will be applicable to the social sciences in general, as well as to the more narrow area of public communications research.

By the end of this course, the student should

- . be familiar with information sources related to public communications;
- . develop a working vocabulary of terms and concepts relating to research and the scientific method;
- . be familiar with the range of applicable research techniques such as survey, experiment, case study, historical analysis, content analysis;
- . be able to examine the relationship between research and theory;
- . be able to interpret and criticize a wide variety of research in the area of public communications.

No prior experience in research or mathematics is necessary. A relatively painless introduction to statistical methods will be part of the course.

This course should prove useful to students who plan to use research methods as a component in a Division III project. Students will practice designing research utilizing the various techniques we study, and will be expected to design a detailed research project.

Readings: Ernest Bormann, Theory and Research in the Communicative Arts  
Fred Kerlinger, Foundations of Behavioral Research  
Blalock and Blalock, Methodology and Social Research

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

Enrollment limit: 32

## LC 173 (LC 273) ACTION, INTENTIONS, AND REASONS

Michael Radetsky

"A genuine philosophical problem is essentially related to other philosophical problems; or what amounts to the same thing, a genuine philosophical problem is not bound by the traditional categories of metaphysics, epistemology, ethics, logic, and so on. On this criterion, problems about human action are genuinely philosophical."

Myles Brand

Or, put somewhat differently,

"What is action? What is inaction? Even the wise are puzzled by these questions."

Bhagavad-Gita

There are some things that people do, and other things that "merely" happen to them. What's the difference? Is there a difference which accounts for the feeling of difference that we have, that human beings can act upon the world? Does accounting for this difference mean we have to remove human action from the sphere of causal interaction? And if so, how could we do this with the movements of flesh and blood, nerve and brain, complicated animals?

I want to examine these and related questions, with particular reference to the notion that actions are done with "intentions" and for "reasons," and that explanations of actions are most appropriate or, perhaps, only possible in these terms. We will read and discuss contemporary philosophical writings on these questions, with occasional forays in search of insight into the works of such major philosophers as Aristotle and Descartes, but with an eye toward formulating these problems in our own terms.

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

Enrollment limit: 16

## LC 174 (LC 274) INDEPENDENT STUDY IN PHILOSOPHY

Michael Radetsky

I want to experiment with the possibility of giving individual, tutorial-type courses in philosophy which demand as much from the student, in terms of intellectual commitment and progress, as would a regular course. Since, obviously, I cannot do as much preparation for each person separately as I could for one group together, this will require a good deal more work, and independent work on the student's part. We will devise a set of readings before the beginning of the term, with the possible inclusion of preliminary readings to be done prior to the start of the course. We will then meet once a week for the entire term to discuss these readings, and to follow out related questions as they develop. As an essential part of such a course, the student will prepare a short paper--about five pages--for every second meeting that we have, which will be handed in at least one day ahead of our meeting and will provide the basis for that discussion.

Possible areas of study include philosophy of mind, free will and responsibility, certain topics in ethics and philosophy of history and social science, and the detailed study of individual modern philosophers in their bearing on these and other questions. Responsibility for the general outline of a tutorial will rest with the student.

Admission only by interview with the instructor.

Enrollment limit: 8

LC 176 (LC 276)

PUBLIC COMMUNICATION  
AND PUBLIC POLICY

Richard L. Muller

"Congress shall make no law...abridging the freedom of speech, or of the Press...."

First Amendment to the Constitution

"In short, we expect broadcast licensees to ascertain, before broadcast, the words or lyrics of recorded musical or spoken selections played on their stations."

FCC Public Notice 71-205

Nowhere is the conflict of content and process more apparent than in the mass of governmental regulation surrounding radio and television broadcasting. This course will focus on the history of broadcast licensing and regulation in this country, on the constitutional issues inherent in making law and regulations which affect communications, and on the difficulties of adapting existing principles to rapidly developing technologies. Particular attention will be paid to problems attending the broadcast of controversial opinion and political matter.

Students will be encouraged to undertake research in the field and/or the library, and to present reports summarizing their findings. Readings will be from a number of sources, including Barnouw's History of Broadcasting in the United States, Emery's Broadcasting and Government, FCC regulations, and current journal articles.

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

Enrollment limit: 30

LC 216 RESEARCH APPRENTICESHIP IN COGNITIVE DEVELOPMENT

Yvette Tenney

The research apprenticeship begun by a small number of students in the fall will continue with room for a few additional Division II students who are planning to do research in cognitive psychology, cognitive development, or developmental psychology for their Division III projects.

The aim again is to provide students with experience in all phases of research in cognitive psychology including the design, execution, statistical analysis, and interpretation of experiments, and the relationship of experiments to psychological theories.

The course will be geared to the needs and interests of the students. Students may continue with the research started by the class in the fall, or may concentrate on designing their Division III research with feedback from the class, or may branch out in other ways. Topics in experimental design and statistical techniques will be considered in connection with ongoing research or as topics in themselves.

The course will meet once a week for two hours with additional sessions to be scheduled as needed. Permission of the instructor is required for students not previously enrolled.

Enrollment limit: 10

LC 223 (SS 273)

INTRODUCTION TO PERCEPTION  
AND PERCEPTUAL DEVELOPMENT

James Koplin and Yvette Tenney

This course will introduce students to the study of visual and auditory perception by focusing on topics of research which seem to be particularly promising. These include the perception of pictures and the nature of visual imagery (the primary responsibility of Yvette Tenney) and perception of speech (the primary responsibility of Jim Koplin). These developments will be examined in light of J. J. Gibson's theory of perception, which will serve as a framework and will be studied in detail at the outset. Gibson's book, The Visual World, and some of his famous "purple perils" will serve as the basis for discussion. Some students may also wish to read his more comprehensive book, The Senses Considered as Perceptual Systems.

In discussion pictorial perception we will consider the question of how information can be represented in a drawing, whether young children and whether adults from other cultures perceive pictures as we do, and what a psychologist might have to say about representation in various art forms. Recent articles by two former students of Gibson will be read.

Several fine articles by Ulric Neisser will serve as the basis for the discussion of visual imagery. Neisser has redefined imagery in terms of Gibson's theory and has challenged the popular notion that visualizing is like looking at a picture in the head.

Our study of speech perception will consist of a general review of the nature of the speech code in order to define what the ear and the mouth seem to be doing, followed by an account of attempts to "decode" the speech stream. The findings will be related to more general problems in the field such as reading acquisition and the nature of English orthography. Readings will consist of articles largely from the Haskins Laboratory of New Haven.

Lectures and discussion will be combined with class demonstrations and laboratory exercises. Laboratory reports and short papers will be required on several occasions during the term.

There will be two 1 1/2 hour meetings each week.

Enrollment limit: none

## LC 229 (SS 280) GOFFMAN AND LAING: TWO THEORIES

Janet Tallman, Elizabeth Eastwood,\* Neil Stillings

"Whether the character that is being presented is sober or carefree, of high station or low, the individual who performs the character will be seen for what he largely is, a solitary player involved in a harried concern for his production. Behind many masks and many characters, each performer tends to wear a single look, a naked, unsocialized look, a look of concentration, a look of one who is privately engaged in a difficult, treacherous task."

Erving Goffman

"In the last fifty years, we human beings have slaughtered by our own hands coming on for one hundred million of our species. We all live under constant threat of our total annihilation. We seem to seek death and destruction as much as life and happiness. We are as driven to kill and be killed as we are to let live and live. Only by the most outrageous violation of ourselves have we achieved our capacity to live in relative adjustment to a civilization apparently driven to its own destruction. Perhaps to a limited extent we can undo what has been done to us and what we have done to ourselves. Perhaps men and women were born to love one another, simply and genuinely, rather than to this travesty that we call love. If we can stop destroying ourselves we may stop destroying others. We have to begin by admitting and even accepting our violence, rather than by blindly destroying ourselves with it, and therewith we have to realize that we are as deeply afraid to live and love as we are to die."

R. D. Laing

Both Goffman and Laing are developing theories about the nature of the individual and of society. The two men draw from different intellectual traditions, and often come to different conclusions in their theories. Goffman examines the world from a structuralist view, using the observable ritual behavior of people to define their humanness and social interaction. Laing approaches people through psychiatry, and projects what he sees in people's thoughts to the world outside. Goffman describes the rules of "normal" ritualized action, while Laing concentrates on the breakdown of those rules. We would like to examine critically and compare the theories of these men, looking at their ideas of normal and abnormal behavior, their visions of what is human, their characterizations of the interactive process, their concepts of society, and their descriptions of socialization. We will read all or part of their major works: from Goffman, Presentation of Self in Everyday Life, Asylums, Behavior in Public Places, Interaction Ritual, and Relations in Public; and from Laing, Self and Other, Politics of the Family, Politics of Experience, and Sanity, Madness and the Family. The course is open to those who have done previous work with Goffman's or Laing's ideas.

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

Admission by instructor selection.

Enrollment limit: 20

\*Elizabeth Eastwood is a Division III student working in clinical psychological research.

Emmon Bach, William Marsh, Neil Stillings, Christopher Witherspoon

This course is a study of semantics, using four disciplines: linguistics, philosophy, logic, and cognitive psychology. The course is also a study of the study of semantics in the four disciplines. We will take up a series of topics, reading and discussing the key papers on each topic. The topics have been chosen to provide a selection of important recent work in semantics, to illustrate the distinctive approaches of the four disciplines, and to investigate the prospects for productive interdisciplinary work. Each of the four disciplines is represented by one teacher, and students whose primary training is in any one of the disciplines are invited to attend. Five-College faculty members are also invited to attend.

The topics are:

- . Introduction to first-order languages.
- . The logical form of English sentences.
- . Various proposals for a formal system relating surface strings in English to meanings.
- . Recent models of natural language processing proposed in computer science and psychology.
- . Gricean theory of conversation.

The class meetings will be devoted about equally to lectures and discussion. The course will be conducted at a level that allows people sophisticated in one of the disciplines to talk to people in the other disciplines.

The course will meet twice a week for two hours each session. Tutorial work in the disciplines will be available for those who need it.

Admission is by permission of an instructor.

Enrollment limit: none

LC 232

## SPECIAL PROBLEMS IN REPORTING

David Kerr

This course is designed for students who have experience in newswriting and who want to tackle some of the more challenging aspects of journalism.

The emphasis will be on depth reporting, interviewing techniques, methods of using resource material, and learning to edit one's own copy effectively. These skills will be sharpened in the classroom and put into practice in actual reporting situations.

Among the special areas of reporting problems to be covered are: science news, local government activities, court reporting, environmental activities and conflicts, and the college experience. In each case, persons knowledgeable in the field will work with the class in preparation for the reporting projects. Whenever possible we will be writing for publication.

This course will involve a great deal of work outside of class time, some of it at odd times, so be prepared to be flexible. Daily newspapers (local and national) and books and essays by working journalists about their craft will make up the bulk of the reading for the course.

The course is open to Division II students who have taken a reporting course or who have had some experience with newswriting or television production.

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

Admission by instructor selection.

Enrollment limit: 16



LC 234 EARLY COMMUNICATION PATTERNS IN NEW ENGLAND:  
RESEARCH IN SOCIAL RECONSTRUCTION

Janet Tallman

This course has two ideas which will be developed simultaneously. The first has to do with a specific question: What were communication patterns like in late 18th century and early 19th century New England? The second has to do with researching that question.

To explore communication patterns, we first have to develop a framework. We need to know what the general social life in New England at that time was like, what the structures of the towns and villages were, what the basic living units of the people were. We need to know the nature of the roads and the postal systems, the ways and means of transportation. More specific to communication patterns, we must find out what kinds of people were most likely to make contacts with others, through visits, letters, or by some other means. We need to look at age, sex, religion, education, social status, kinship, and other characteristics to see which factors constrained and which gave freedom to communication. We need to find out why people got in touch, whether the seasons influenced kind, frequency, or distance of contacts, and what other reasons besides business interests and need for social contact were at work. I think we will find many other areas to explore as we examine the question in class.

The second focus of the course will be on how we do research. Given that we have a question, how do we go about answering it? One suggestion is that we go to the libraries in the area, visit Sturbridge, Deerfield, and other reconstructed villages to find primary sources such as diaries, letters, town records. Also, we will need to turn to magazines, newspapers, paintings, etiquette books, and novels of that time to get both general social information and specifics on patterns of communication. We can invite to the class people who have done social reconstruction to understand problems and methods in that area.

As we explore these two ideas, we can keep records of our own communication patterns, both to recognize what might be important questions in looking at other patterns, and to highlight through comparison the changes from and similarities to earlier New England. By the end of the term I suspect we will not have found all of the answers, but we will have learned how to begin finding answers, and how to ask questions which are answerable.

The class will meet twice a week, Mondays from 3:00 to 5:00, and Thursdays from 1:00 to 5:00. Thursday afternoons will frequently be used for field trips to libraries, villages, and cemeteries.

Admission by instructor selection.

Enrollment limit: 16

LC 235

## ADVANCED TELEVISION PRODUCTION WORKSHOP

Stephen A. Gilford

The course will center on the production of a weekly magazine-format television program on the Amherst cable television system. Participants will write, direct, and produce the program, using a variety of television techniques and equipment. The program will constitute a continuation of the program developed in the Fall Term course LC 217.

Fifteen participants must have successfully completed a previous course in television production; Hampshire College courses which meet this requirement are Mr. Gilford's courses in January and Spring Terms of 1973, and John Gray's and Richard Muller's production courses in the Fall Term of this year. Five-College participants or transfer students should consult with Mr. Muller about the adequacy of their preparation before enrollment.

Five participants will be selected, first-come-first-served, from people with no previous experience who expect their interest in television to continue for more than this course.

The program will air Thursday evenings at 9:00; participants should reserve Thursday afternoons and evenings for production, and should expect to spend at least ten hours per week in addition on production, discussion, and critique. Group meetings will be held on Wednesdays and Fridays, with times to be arranged.

Enrollment limit: 20

LC 301

THE ACADEMIC DISCIPLINES:  
INTEGRATIVE SEMINAR

William Marsh

After an introductory period in which each student will read up on the history prior to 1850 of a different university and in which everyone will read F. Paulsen's The German Universities and the first half of L. R. Veysey's The Emergence of the American University, the class will hear reports on the history of particular disciplines of interest to members of the class. The instructor, for example, is interested in the histories of philosophy, mathematics, linguistics, and cognitive psychology, and he will lecture on some of these while the students are preparing their talks. Toward the end of the course each student will study the curriculum of a particular university or college in this century, and the class will move to more general and speculative questions on the role, value, and nature of the disciplines, particularly with respect to the general education of undergraduates. Hopefully, the participants in this seminar will come out of it with some overview of the history, sociology, and philosophy of science (construed broadly) in which they can place their own past or future work.

The seminar will meet one evening a week for two to three hours.

Enrollment limit: 16

## SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Curriculum Statement: Spring 1974

The School of Natural Science and Mathematics 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 in 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, co-operating 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 (NS 101, 120, 130, etc); if on the other hand their interest is in some specific unit within that program they may register for the specific course number of that unit (eg. NS 109, Waves, rather than NS 101). 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 its 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.

Finally, we would like to emphasize our special concern for students who have had weak or 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 office for help in planning their program. In addition we will try to have student advisors available during registration.

## SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Programs and CoursesNS 260 BIOLOGY OF MEN AND WOMEN - John Foster, Director

NS 261, SS 209	<u>Human Biology</u>	Foster
NS 263, SS 292	<u>Deviant Attitudes Toward Homosexuality</u>	Gross, Warner
NS 264, SS 209	<u>Health Care Delivery for Women (mini)</u>	Goddard
NS 265	<u>Public Health in Developing Countries (mini)</u>	Oyewole

NS 190/290 CABAL - Ann Woodhull, Director

NS 291	<u>Theoretical Biophysics</u>	Bernstein Woodhull (Ann)
NS 292	<u>The Rise and Fall of Experimental Embryology</u>	Goldhor Gross, Woodhull (Al)
NS 293	<u>Biochemical Theory</u>	Slakey
NS 294	<u>Experimental Botany</u>	Sears, Wilcox
NS 195/295	<u>Evolution of Proteins (mini)</u>	Woodhull (Ann)
NS 296	<u>Microbes and Man (mini)</u>	Oyewole
NS 197/297	<u>Enzymes: Units of Biological Function (mini)</u>	Foster
NS 296	<u>Microorganisms and their Environment (mini)</u>	Oyewole

NS 120 ENVIRONMENTAL EDUCATION PROGRAM - Joan Martin, Director

NS 221	<u>Spreading Environmental Values</u>	Martin
NS 222	<u>Elementary Science Workshop</u>	Bruno
NS 122, Outdoors Program	<u>Nature Counsellor's Workshop</u>	Lutts

NS 110/210 ENVIRONMENTAL QUALITY PROGRAM - Lou Wilcox, Joan Martin, Directors

Project:	Environmental Analysis of Martha's Vineyard	Coleman, Wilcox
Project:	Holyoke Range Land Use Project	Berkowitz
Project:	Forestry Management	Coppinger, Hale
Project:	Wild Canids of New England	Coppinger, Lorenz

## SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Programs and Courses (cont):NS 110/210 ENVIRONMENTAL QUALITY PROGRAM (cont.):

NS 113/213	<u>Ecology</u>	Coppinger
NS 211	<u>Ecological Modelling</u>	Wilcox, Sutherland, Coppinger

NS 105/205/305 HISTORY OF SCIENCE - Stanley Goldberg, Director

NS 307	<u>Science, Technology and Cultural Change</u>	Goldberg, Gross, Ivory
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NS 130/230 PHYSICAL AND EARTH SCIENCES - Kurt Gordon, Director

ASTFC 20	<u>Cosmology</u> (at Mt. Holyoke)	Greenstein
ASTFC 32	<u>Introduction to Astronomy and Astrophysics</u> (at U.Mass)	Manchester
ASTFC 34	<u>Development of Astronomy</u> (at Smith)	Seitter
ASTFC 38	<u>Techniques of Modern Astronomy</u> (at U.Mass)	Huguenin
ASTFC 44	<u>Astrophysics II</u> (at U.Mass)	Harrison
NS 132	<u>Extraterrestrial Communication</u>	Gordons
NS 131	<u>Evolution of the Earth</u>	Reid

NS 135/235	<u>Basic Physics: Quantum Mechanics for the Million</u>	Bernstein
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NS 231	<u>Vector Mechanics: An Introduction to Statistical Mechanics</u>	Bernstein
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NS 237	<u>Electronics for Instrumentation</u>	Hafner, Woodhull(Al
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NS 137/239	<u>Spectroscopy: Theory and Applications</u>	Gordon, Keskinen
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NS 133	<u>Special Relativity</u>	Gordons
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NS 180/280 SCIENCE IN THE PUBLIC INTEREST - Brian O'Leary, Director

SS 139/231	<u>Science in the Public Interest and Environmental Quality</u>	O'Leary
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NS 183/283	<u>Topics in Science Policy</u>	Ivory
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NS 289, SS 288	<u>Politics of Environmental Control</u>	Greer
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## SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

Programs and Courses (cont.):NS 123/223 WORLD OF MATHEMATICS - David Kelly, Director

NS 124/224	IMPLEMENTATION OF INNOVATIVE PROGRAMS IN PUBLIC SCHOOLS	Bruno
NS 119	CREATION OF MODERN CHEMISTRY	Goldberg, Gross
NS 128/228	CALCULUS WORKSHOP	Goldberg (Don)
NS 115/215	ELECTRONIC MUSIC	Hafner, McClellan
HA 126/226		
NS 188/288	SCIENCE IN 20th CENTURY CULTURE	Ivory
SS 113/281		
NS 227	ANALYSIS THROUGH PROBABILITY	Kelly
NS 157/257	CHEMISTRY LABORATORY	Keskinen
NS 245	COMPARATIVE NEUROPHENOMENOLOGY, Continued	Kriekhaus
HCNS 100/200	INDEPENDENT STUDY IN BEHAVIOR GENETICS	Farnham, Miller
SS 114/282		Sutherland
HCNS 100/200	INDEPENDENT STUDY	Miller
NS 193	BOTANICAL ASPECTS OF HORTICULTURE	Sears
NS 219	RESEARCH ON ATHEROSCLEROSIS AND CONTROL OF LIPID METABOLISM	Slakey
NS 225	SEMINAR ON PLANETARY SCIENCE	O'Leary
NS 155	SALAMANDERS, ETC. OF SPRING	Woodhull (Al)
NS 311	INTEGRATIVE SEMINAR--BIOLOGICAL AND PSYCHOLOGICAL	Farnham, Miller
SS 307	PERSPECTIVES ON HUMAN NATURE	

NS 260

## BIOLOGY OF MEN AND WOMEN

John Foster, Director

The courses listed in this program are essentially independent of each other. However they are grouped together because of their common concern with Homo sapiens as a species, as an organism and as a social animal interacting in important ways with others of the same species and with the surrounding environment. Although the courses are independent they will be scheduled so that once a week they will meet at the same hour. This will provide regular opportunity for joint meetings to discuss a common topic, to allow students from one course to attend special sessions of another, to discuss a common topic or hear a guest speaker, and in general to promote interaction among the courses.

NS 261

Human Biology II

SS 209 John Foster, Robert von der Lippe, Directors

In the fall semester Human Biology and the Sociology of Medicine and Health Care were examined more or less separately. In this semester we will move into the area where these fields overlap. The program will consist of a series of units, varying from the heavily biological to the heavily sociological and political. It will be done under the joint supervision of faculty and students with strong professional interests in biochemistry, medicine, sociology, and public health. Students will work in teams on these units. Each team will have a responsibility to 1) gather input data by interview, questionnaire, laboratory analysis or library research, 2) develop a bibliography of readings for the unit, 3) create a file of material suitable for continuing work by future students, 4) report the results of their efforts back to the rest of the students. Units will take a variety of forms, of which the following are illustrative:

Examination in detail of a local health care delivery system,

Case studies of significant public health problems or diseases,

Medical Mysteries.

Diagnostic screening projects, on campus or elsewhere,

Laboratory studies.

"Grand Rounds" will be held once a week to report on progress, present a case, listen to a speaker, or debate a topic of general interest. Detailed descriptions of units and procedures will be available shortly before the semester begins. Lecture/CPC one hour twice a week plus two hours twice a week tutorial/lab/project.



## BIOLOGY OF MEN AND WOMEN

NS 263                    Deviant Attitudes Towards Homosexuality  
 SS 292                    Michael Gross and Mary Warner

Popular attitudes towards and psychological characterizations of homosexuals are the subject of this course. It will involve isolating certain common themes about homosexuality and then subjecting them to critical examination in the light of literary and cinematic expressions of homosexual experiences and relationships; cross-cultural and cross-species studies of homosexuality; re-evaluations of psychotherapeutic approaches by sociologists of knowledge and by radical therapists; material from the press of the gay liberation movement. Themes to be discussed include: promiscuity in homosexual relationships; emotional stability of homosexuals; the reality of a "gay subculture"; woman-hating among gay men and vice-versa.

Readings will be supplemented by films, outside speakers, and fieldtrips. Enrollment limited to two sections of twenty students. In order that the course will have an equal number of men and women, permission of the instructors is required.

The course is open to students from all Divisions as well as the Five College community. The class will meet three hours once or twice a week.

NS 264                    Health Care Delivery for Women  
 SS 209                    Nancy Goddard

This unit will concentrate on aspects of obtaining health care for illnesses or conditions especially affecting women. We shall investigate the existing health care system and the ease (or lack of) with which women obtain adequate care. Alternate sources of care, such as midwifery and private clinics will also be investigated. Influence of the women's liberation movement will be considered, both from the standpoint of patients' attitudes and also those of trained medical persons.

This is a six week minicourse, open to Division II students.

NS 265                    Public Health in Developing Countries  
                              Sandra Oyewole

In the United States, cancer and heart ailments are the major killers. This is not so in many countries where infectious diseases still pose a real problem. In this course we will discuss basically microbial diseases of man, such as malaria and cholera, which still present major problems in other countries. We will concentrate on disease control, prevention and treatment. Some aspects of the mechanism of infection and transmission of these diseases will also be discussed. The economics and sociology of disease control will also be examined.

This is a six week minicourse, open to Division II students. The course will meet two times per week for 1½ hours.

NS 190/290

CABAL  
(Cellular And Biochemical Aspects of Life)

Ann Woodhull, director

The program CABAL consists of a number of Division I and Division II courses and minicourses and one central "core" of discussions for all students and faculty.

The courses in CABAL range over a variety of subjects: experimental botany, microbiology, enzymes, biophysics, and biochemistry. Also, the courses differ in their levels of difficulty and their methods (labs, readings, etc.).

At the weekly core meetings we will discuss research papers published in the last year or so in the general areas covered by the CABAL courses. Since these findings are so recent, it is sometimes hard to tell which of them will turn out to be of historic importance and which are trivial. Each week, a well-prepared panel of students and faculty will try to set one paper in perspective and will argue its significance. All students will read the papers and may join in the discussion. Background readings will be available for those who need them.

Note on registration: Students in the CABAL courses are expected to attend the core. Students can register either for individual courses and minicourses or for the core (if you don't know which courses you want). At an initial meeting of the core, faculty will describe their courses for students who have not yet chosen. Note that some courses are aimed at Div. I, some at Div. II, and some at both; choose accordingly. Students are free to take minicourses in CABAL in combination with any other natural science and math minis. (CABAL minis will run for two periods, six weeks each).

NS 291  
CABAL full course

Theoretical Biophysics

Herb Bernstein, Ann Woodhull

Theoretical biophysics is a growing new field of intellectual endeavor. Its practitioners, who will shortly include members of this course, attempt to apply mathematical models to biological problems, in analogy to theoretical physics.

Some of the current methods of biophysics which we may use are:

- simple physical models of biological systems;
- computer simulations of life processes, ecosystems, or aspects of such systems;
- discovery of approximate mathematical equations describing biophysical events.

The instructors are particularly interested in applying these methods to molecular biology, nerve cell function, and perhaps energy flow in biological systems.

A Div. II course (Div. I students may enroll with an instructor's permission). Class will meet two hours, twice a week. Open enrollment.

NS 292

The Rise and Fall of Experimental Embryology

CABAL full course

Susan Goldhor, Michael Gross, Albert Woodhull

Forty years ago it seemed as if we were on the verge of understanding the mysterious process by which a fertilized egg develops into a complete animal. A long line of rich and promising experiments led up to the discovery that certain cells in the embryo could act as "organizers," directing the differentiation of specialized tissue. Then the bubble burst. New experiments "brought chaos out of order," in the words of one who participated. A field that had attracted the attention of the best minds in biology was abandoned by many of these workers. What we have learned about development since that time has come largely from workers who were not equipped to tackle the questions raised by the classical experimental embryologists.

The conviction behind this course is that some of the old questions are important and potentially answerable. The beginnings of the answers may be lying buried in the many promising lines of research that were dropped when experimental embryology so suddenly went out of fashion. We will reconstruct the state of the science of experimental embryology as it was at that time, through gradual immersion in the original literature and more rapid immersion into the experimental techniques.

Div. II(advanced Div. I may enroll). Two 1½ hour discussions per week plus lab. Open enrollment.

NS 293                    Biochemical Theory and Real-World Problems  
 CABAL full course

Linda Slakey

What are the key concepts of a scientific discipline, biochemistry, and how can they be effectively stated so that they are accessible to non-scientists to use in working on real-world problems? Many NS/M courses at the Division I level are designed to communicate scientific knowledge to people who have little background. The purpose of this course is to involve science students in the process of designing such a presentation.

We will work together to tease out the conceptual framework of biochemistry; to discover the simplest set of concepts which can be used by a person not trained in science who needs to understand the biochemical issues involved in larger problems. We will also approach the task from the other direction, i.e., we will examine some major problem areas in society to discover their scientific content. Finally, we will work on preparing teaching materials, readings, and lab experiments appropriate to present the concepts we've examined.

It will be assumed that the students already know basic biochemistry or are willing to learn it concurrently, in addition to the work of the course.

This course can be considered as an advanced Division II course, or as a service to the college. Class will meet once a week, for two or three hours. Open enrollment, but please see instructor before registering.

NS 294                    Experimental Botany  
 CABAL full course

Jim Sears, Lou Wilcox

Growth is one of the most striking features of plant development. Most plants have more than one region where new tissues are produced, e.g. at the tips and sides of trees. Are these regions under some unifying influence by the entire plant? What influence does the shoot tip have over more basal regions of the plant? More generally, how does a plant control its development, growth, and ultimately, its form? (How are apples made?) Plant hormones are involved in these and other aspects of plant development. During the term we will learn and practice experimental methods to seek answers to some of the problems of plant growth and development and to raise further questions. The availability of a greenhouse at Hampshire will provide space and growing conditions to pursue these goals.

A Division II course. Some knowledge of general botany will be helpful. The class will meet three hours per week (two 1 hour sessions and one 3 hour). Enrollment limited to 20 (lottery).

NS 195/295

CABAL mini course  
(first module)Evolution of Proteins

Ann Woodhull

Evolution is believed to happen by the slow accumulation of tiny changes in DNA and the resulting changes in protein molecules. Hence, the evolution of proteins is the basis of evolution in the grand sense. The controversy about the evolution of proteins can be summarized thus: Is it possible to find a mutation, no matter how small, that has no effect on the protein's function or the animal's survival? If one species of animal has a hemoglobin that is just a little different from the hemoglobin of a related species, was that difference selected by evolution, or could it have happened by chance?

We will read papers by prominent figures on both sides of this controversy. No previous background is required; it will be acquired by reading Structure and Action of Proteins, by Dickerson and Geis. (Div. I and II). There will be two discussions per week, 1½ hours each. Open enrollment.

NS 196

CABAL mini course  
(first module)Microbes and Man

Saundra Oyewole

This course is designed to give students an appreciation of the ubiquity and variety of microorganisms. Emphasis will be placed on the dynamics of unicellular growth. In keeping with the theme of CABAL students should get a feel for the essential cellular and biochemical aspects of life.

In the laboratory students will study the microflora of various ecological niches of their own choice - be it the human body or the local sewer. During the course of the investigation students will learn basic techniques in culturing and identifying microorganisms.

No special background is necessary (Div. I). Class will meet two times a week (1 hour lecture and 3 hours of lab). Open enrollment.

NS 296

CABAL mini course  
(second module)Microorganisms and their Environment

Saundra Oyewole

The relationships, both beneficial and harmful, between microorganisms and their environment will be featured in these discussions. Industrial applications and implications will be discussed; for example, problems of contamination in the canning industry, problems of quality control, and the role of microorganisms in the production of various foods will be considered.

No formal lab will be offered, but any students interested in independent projects will be welcomed. No special background is necessary. A Div. II course. Class will meet two times per week for 1½ hours. Open enrollment. Div. I students are encouraged to apply.

197/297      Enzymes: Units of Biological Function  
 2AL mini courses  
 (first & second)      John Foster

Why all chemical changes in living material result from the activity of enzymes. What is an enzyme? How does it function? What does one look like and how do you know it? This 2-minicourse sequence will take a look at various aspects of enzymes and enzymology. Each minicourse will be more or less self-contained, so that it will not be essential to take the first to understand the second (but it would certainly be easier). The minicourses will be laboratory-based.

Enzymes as Catalysts (first module): An enzyme makes itself known to the biochemist by the reaction it catalyzes. Thus the starting point in any enzyme study is a good assay. This minicourse will focus on techniques of enzyme assay and the nature of enzyme catalysis. Using the assay one can then look at some of the properties of the enzyme (its kinetics, inhibition, binding constants, response to environmental factors, etc.) without actually seeing the enzyme itself.

Enzymes as Proteins (second module): An opportunity to purify your favorite enzyme from some suitable source, so that (with some luck) you can take a look at

As enzymes owe their neat properties to the fact that they are proteins, isolating them requires getting into some protein chemistry and into methods for separating large molecules from one another (gel filtration, electrophoresis, salt fractionation, etc.)

In addition to the properties of enzymes themselves we will also take a look at the way enzyme systems are organized. What organization is intrinsic to enzymes themselves and what requires structural organization as well? What factors control enzyme reactions in cells? How does stuff get in and out and shipped around?

Some special background is required. (Div. I and II). Course will meet one afternoon and one evening per week, plus conference time. Open enrollment.

NS 120/220

## ENVIRONMENTAL EDUCATION PROGRAM

This spring Ralph Lutz, Merle Bruno and Joan Martin are focusing their environmental education interests in three courses. The foci include elementary education, adult education, and summer counselling. There is considerable overlap of interests as well as diversity of interests. The three courses will be offered separately, but will meet together every two weeks for field trips, lectures, or discussions. A student may register for one, two, or all three courses.

NS 221  
SS 289Spreading Environmental Values  
Joan Martin

## Division I and II

The goal of environmental education is to initiate an education process that will develop a citizenry which is sensitive to its total environment, has a basic understanding of how the environment functions, has the attitudes and values to motivate it toward solutions to environmental problems, and can use problem solving skills to work toward the achievement of a higher quality environment. To initiate such a process, or to develop such a concerned citizenry, there must be an understanding of the relationship between environmental values and human behavior.

This course will examine the relationship between environmental values and human behavior in the context of environmental education. It will cover environmental education in the K-12 school system, but it will emphasize environmental education for adults, community organizations, etc.

Class time will be devoted to a mixture of lectures, discussions, games and simulations, and demonstrations of environmental education strategies. The course will meet twice a week for one and a half hour sessions. Students will also be expected to take part in some teaching experience such as taking over class for the day, designing a workshop for the town selectmen, giving a workshop in connection with the Martha's Vineyard project, working with elementary students at the Long Plain Nature Center, or giving a talk for a local organization.

## ENVIRONMENTAL EDUCATION PROGRAM

NS 122

Outdoors Program\*

Nature Counselors' Workshop

Ralph H. Lutts\*

Environmental Education centered around field experiences is becoming increasingly recognized as an important, effective, and dynamic approach to learning. More and more schools, recreation areas, and summer camps are incorporating such experiences into their programs. The strength of these programs lies largely in the effectiveness of their educational leadership.

This course is designed for people who want to prepare themselves for such a role. It is particularly designed for those planning to work in a summer camp or recreation area as a nature counselor. Attention will be directed to developing a foundation in both natural history and teaching skills. We will cover such things as the basic principles of ecology, identifying plants and animals, nature interpretation, the care and feeding of plants and animals, setting up a nature museum, collecting specimens, planning and conducting field trips, and rainy day activities. We will spend a good deal of time in the field.

Arrangements have been made with the Long Plain Nature Center which will allow students to gain practical teaching experience.

NS 222

Elementary Science Workshop

Merle Bruno

How is an innovative science program implemented in a public school system? What does it entail in terms of time, money, and new training? What attitudes do you find amongst school officials and teachers in these systems? What problems do these school people see with implementing the new program?

Students will participate in workshops which introduce a curriculum developed by the Elementary Science Study, with local teachers and some school administrators. The students will meet administrators and teachers and find out something about the structure of three local school systems, their budgeting structure, their academic priorities. They will meet people who have introduced programs (such as Follow-Through) into large school systems throughout the country, people who have worked with the administrators, and teachers who are working in such programs.

Each student will be responsible for preparing and organizing the materials for at least one workshop and will work as a teacher's aide for one of the participating school teachers when they are teaching science.

Students need not be concentrators in Natural Science and Mathematics. People with experience in teaching, curriculum planning or any other aspects of education are welcome. Class will have two formal meetings of two hours each plus part of two or three other days observing and helping in a classroom. We may also meet once a week with members of other courses who are working on aspects of science education to hear speakers and share our findings.



NS 110/210

## ENVIRONMENTAL QUALITY PROGRAM

Louis V. Wilcox, Jr., and Joan Martin, Coordinators

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 spring.

Environmental ProjectsEnvironmental Analysis of Martha's Vineyard

Linda Coleman\*, Lou Wilcox, Coordinators

This project will be a complete systems analysis of the Martha's Vineyard environment encompassing the following areas: government structure, energy sources, demography and geography, economy, land use, natural resources (geology, water, marine, etc.), behavior, and culture. Inputs from these areas will be used to construct a functional model of Martha's Vineyard so that the effects of proposed changes can be predicted.

Students enrolling in this project should reserve either Thursday/Friday or Monday/Tuesday for work on the vineyard.

Holyoke Range Land Use Project

Steve Berkowitz\*, Coordinator

Plans to protect the Holyoke Range have been numerous over the past thirty years, but as yet to no avail. A bill to make the upper portions of the range a state park, already having been passed in the Senate, is currently in the State House Ways and Means Committee and has a favorable outlook for passage in a limited form. This project will study in detail the ecology of the range from a variety of viewpoints; both by analyzing past studies and by participating in field work. It will also look at man's current use of and impact on the area. The main goal of this project will be to provide input into state and local governments for future development and management of the area. It is highly recommended that students take the January Term course on the Holyoke Range for background.

\*Linda Coleman and Steve Berkowitz are Hampshire College students.

## ENVIRONMENTAL QUALITY PROGRAM (cont.)

Environmental ProjectsForestry Management

Raymond Coppinger, Tom Hale,\* Coordinators

A semester-long project will concern itself with forest improvement and conservation practices of a natural resource (timber). The ecology course is strongly recommended to be taken simultaneously with this project.

The course will meet all day Fridays, in the woods.

Wild Canids of New England

Raymond Coppinger, Jay Lorenz,\* Coordinators

A as yet unclassified dog-like creature has appeared in New England in the past odd years and it seems that the numbers of this so-called "coy-dog" are increasing. Some work has been done with these animals in captivity involving both behavioral and hybridization studies, but little, if anything is known about the natural habitat of this critter. What type of cover do they live in? How large a territory do they have? What do they eat?

We will do some library research on this animal and try to collect all possible literature concerning it, enabling us to find out about the history of the "coy-dog" in New England. There will also be field work studying the habitat of the "coy-dog". The field work will involve both day and overnight outings, and for the more interested, one could possibly spend a longer time in the field during spring vacation. This will depend on our findings earlier in the term.

This project will not only give you some knowledge about a little-known animal but also supply you with many of the techniques necessary for studying the natural history of another animal. The ecology course is strongly recommended to be taken simultaneously with this project.

The course will meet all day Thursdays in the field.

Tom Hale is a Hampshire College student, Jay Lorenz is a Five-College graduate student.

## ENVIRONMENTAL QUALITY PROGRAM (cont.)

Environmental Courses

The courses listed below could be pertinent for background and supportive of studies of the environment. Some of the courses are described here, and some are described elsewhere in the catalog.

NS 113/213

Ecology

Raymond P. Coppinger

Wednesday morning lectures (10:30-12:00): There will be ten lectures from the personal research of R.P. Coppinger in the field of ecology. They will be structured in such a way that when associated with readings, they will give the student the basic fundamentals of ecology.

Wednesday evening lectures (7:30-8:30): There will be ten lectures given by members of the Hampshire faculty and Five College community centered on the theme of the History of Man's Use of the Connecticut River Valley. This lecture series, to be presented in the evening when the general public may attend, will provide an historical perspective of the environment and the diversity of studies that go on in the field of ecology.

Field trips (required by all students in the course): There will be ten field trips which will be illustrative of the material presented in class. 3 hrs/week.

NS 211

Ecological Modelling

Lou Wilcox, Mike Sutherland, Raymond Coppinger

What will happen if 200 more people move in next to the Hampshire campus? How many air conditioners can the environment of Amherst support? How much open space is required in Hampshire County? How does one go about answering such questions? To understand tomorrow's effects of today's actions, a number of people have proposed the use of environmental models. Ian McHarg has proposed one type of model in Design with Nature; and, Howard Odum has proposed a systems analysis approach to modelling in Environment, Power, and Society. This course will consider both of these approaches to modelling as well as others.

The first part of the course will focus upon learning the nature of modelling. The second part will consist of the development of models for actual situations and testing models by use of the computer.

Lecture on Wednesdays; tutorials TBA.

## ENVIRONMENTAL QUALITY PROGRAM

NS 221                    Spreading Environmental Values  
 SS 289

Joan Martin

(Described under NS Environmental Education Program, and under SS course descriptions)

SS 293                    Methods and Morals of Field Research

Phil McKean

(A one month module fully described under the Social Science listings)

SS 249                    Public Policy and Social Change:  
                           An Evaluation of the Holyoke Model Cities Program

Rich Alpert

(See listing under Social Science.)

SS 107                    Methodological Problems in Sociological Analysis

David Sudnow

(See listing under Social Science).

Environmental Resource Persons:

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

Raymond P. Coppinger: ecology, canids, natural history  
 R. Bruce Carroll: policy, politics, and government  
 Ed Greer: environmental law  
 Norton Juster and Earl Pope: architecture and ecology  
 Joan Martin: land use, environmental education  
 Lynn Miller: waste disposal  
 Phil McKean: tourism, anthropology  
 John Reid: geology, hydrology  
 Mike Sutherland: statistics, computers  
 Stan Warner: economics  
 Lou Wilcox: ecology, modelling, wetlands

Stanley Goldberg, Director

There are two general approaches to the study of the history of science which are not mutually exclusive. The so-called "internal" approach seeks to understand the intellectual development of ideas with a science or between sciences. Effort is concentrated on the development of ideas by individuals and how they are communicated. The "external" approach is an attempt to understand the development of scientific ideas within a cultural milieu. External history of science tends to view scientists as members of a social institution and in one way or another to understand the development of ideas in science as part of a larger historical process.

The history of science program at Hampshire reflects a desire to come to terms with both the internal and external routes to understanding the development of science and scientific institutions. Beyond Division I, the motivations for concentrating in the History of Science include (not in order of importance) a desire to pursue a profession in the field, a base from which a meaningful pre-med concentration may be constructed, or a core program within which one may study science and public policy. In addition studies in the history of science are often combined with studies in political science, social history, art history and science itself.

Division I: Courses in Division I are almost always in the form of case histories dealing with the historical development of a single concept or some aspect of the contributions of a single individual.

Division II: Offerings include 1) broad examinations of the development of a field of science or the development of one or more sciences in a particular epoch; 2) the development of ideas in science in relationship to significant periods in intellectual and social history; 3) the changing roles of science as a social institution, e.g. changing conceptions of science in relation to political processes or public policy.

Division III: Individual research projects in the history of science or in science and public policy depend on the interests and motivations of the student. Integrative seminars are also offered in which history of science serves as the matrix for the interaction of students from a wide variety of fields.

Courses offered this semester which relate to the history of science include:

The Creation of Modern Chemistry, NS 119 (see description under separate courses).

The Rise and Fall of Experimental Embryology, NS 292 (see description under CABAL).

Science in 20th Century Culture, NS 188/288 (see description under separate courses).

Science, Technology and Cultural Change, NS 307 (see description on following page).

## HISTORY OF SCIENCE (cont.)

NS 307

Science, Technology and Cultural ChangeStanley Goldberg, Michael Gross, Ming Ivory  
and 5-College Faculty

Faculty and students from all five colleges will meet weekly to discuss various topics under the general heading of science, technology and cultural change, from different disciplinary orientations (history, science, public policy, etc.). Papers from participants (students and faculty) will form the core of discussions, although outside reading will serve as points of comparison and debate. Advanced students may register with permission of a faculty member.

One three hour session per week.

The course offerings in this group are intended to appeal to students who have already developed a familiarity with scientific modes of inquiry, and whose continuing interest in the physical and earth sciences requires a more quantitative, content-oriented approach. Several of the 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.

Five-College Astronomy Courses

ASTFC 20

Cosmology

Division II

The course will examine the origin, evolution, and structure of the universe. The treatment assumes no background in astronomy, but does require the mathematical sophistication equivalent to a year of calculus.

Professor Greenstein - at Mt. Holyoke College

ASTFC 22

Introduction to Astronomy and Astrophysics

Division I or II

For astronomy majors and others interested in a quantitative introductory course. A description of our present knowledge of the universe and the means by which this knowledge has been obtained. The course considers the properties of the solar system, individual and multiple stars, interstellar matter, our galactic system and external galaxies. Two 90 minute lectures and one two hour lab per week. Requisite: some knowledge of physics and calculus is helpful.

This spring, ASTFC is taught as the second half of a full-year course. However, the content has been organized to make this course accessible to students who have not taken the fall term.

The course will meet Tuesday and Thursday 1:30-3:30; Thursday 7:30-9:30.

Professor Richard Manchester - at UMass.

## PHYSICAL AND EARTH SCIENCES

ASTFC 34

Development of Astronomy

Division I or II

The progress of astronomy is traced from prehistoric petroglyphs to the space age. Emphasis is placed upon the development of important ideas in the field and upon the relation of astronomy to other cultural trends. Supplemented by occasional use of the planetarium and the departmental telescopes. Two 90 minute lectures per week. Requisite: an introductory astronomy course or permission of the instructor.

The course will meet Monday and Wednesday 1:30-3:30 at Smith College.

Professor Seitter - at Smith College

ASTFC 38

Techniques of Modern Astronomy

Division II

An introduction to modern methods of astronomical observation and data reduction. Specific techniques of optical astronomy, radio astronomy, and space astronomy will be discussed and analyzed. Laboratory experiments and field observations will also be performed by students during the semester. Requisite: Knowledge of basic physics (especially electro-magnetism) and astronomy.

The course will meet Tuesday and Thursday 1:30-3:30 at UMass.

Professor Huguenin - at UMass.

ASTFC 44

Astrophysics II

Division II or III

Continuation of basic topics in astrophysics. Nuclear energy sources. Stellar atmospheres and limb darkening. Electron degenerate configurations. Star formation. Introduction to simple model building. Stellar evolution. Elementary plasma physics. Two 90 minute lectures per week. Requisite: ASTFC 43.

The course will meet Monday and Friday 1:30-3:30 at UMass.

Professor Harrison - at UMass.



NS 132

## PHYSICAL AND EARTH SCIENCES

Extra-Terrestrial Communication

Courtney and Kurtiss Gordon

## Division I

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

1. the origin of life--necessary conditions and the transfer of genetic information
2. the evolution of stars and how it affects life on surrounding planets.
3. sending messages using radio telescopes.
4. the meaning of "communication" itself--what forms can communication assume?

Examples will be drawn from nonhuman communication on the earth (such as among dolphins or other animal species). Shklovskii and Sagan's excellent book Intelligent Life in the Universe will be used extensively. Other readings will be taken from research articles in current journals.

The class will meet two hours, one time per week, and one hour one time per week.

NS 133

Special Relativity

Courtney and Kurtiss Gordon

The theory of relativity contains some fascinating surprises concerning:

- 1). Time -- the clock paradox; 2). mass and length at high speed; 3). inter-stellar travel. We will strive towards a working understanding of special relativity. No previous background is assumed.

A Division I, 6 week minicourse. Class will meet three hours per week (one 2 hr. session and one 3 hr. session).

NS 131

## PHYSICAL AND EARTH SCIENCES

Earth ScienceThe Evolution of the Earth

John Reid

## Division I

During the last six or eight years, the idea that the continents have slid about the earth's surface on thin plates of crust whose collisions and partings produce the earth's mountains, earthquakes, mineral deposits and volcanic activity has come to be accepted as "fact". Much of the geology of the Connecticut Valley is the result of the stretching of the continent which took place when Africa and North America parted company about 200 million years ago. The course will begin with a look at the plate tectonics theories and the possible mechanisms which may cause the plates to drift, and then with an emphasis on field investigations, examine the local geologic record for evidence not only of the most recent continental separation, but of earlier collisions as well.

One 1½ hour class plus one afternoon session per week.

Physics and ChemistryBasic Physics: Quantum Mechanics for the Million  
Herb Bernstein

## Division I or II

This is the first term in a revolutionary sequence of three elementary physics courses. The central concepts of quantum mechanics, in full mathematical glory, are exposed. Nevertheless, the mathematical background of students can be very disparate (as it in fact was in the first class, taught in Spring 1972). The most useful mathematical ideas are complex arithmetic, vector spaces and linear algebra, and calculus up to elementary differential equations. Students entering the physics sequence are expected to have contacted these ideas, either in the Calculus Workshop or in independent study.

The class will meet 2 hours 2 times per week, and 2 hours for a Math section 1 time per week. The course is only offered in the spring term.

NS 231 Vector Mechanics and Introduction to Statistical Mechanics  
Herb Bernstein

## Division II

The third term of Hampshire's revolutionary introduction to physics (following a term of work in the Fall on Electricity and Magnetism). Using a text yet to be chosen, we study advanced Newtonian mechanics, and we attempt to cover the kinetic theory of heat. Prerequisites are lots of mathematical background, two terms of college-level physics, and a willingness to work very hard. If sufficient interest fails to develop, one of the instructors (HB) will form an independent study group to cover this material. (Herbert Bernstein and Stanley Goldberg)

The course will meet two hours, two times per week.

## NS 237

Electronics for Instrumentation  
Everett Hafner and Al Woodhull

## Division II

The first module covers principles of circuits, properties of passive and active elements, and the theory and operation of test instruments. The second covers design, construction, analysis and repair of electronic systems. Students have opportunities to carry out projects involving instrumentation for purposes of their own choice, most probably in the sciences (behavioral, biological, chemical and physical), but possibly in non-scientific applications as well (electronic devices in the arts).

The course will have one two-hour lecture, and one two-hour lab.

NS 137/239

## PHYSICAL AND EARTH SCIENCES

Spectroscopy -- Theory and Applications  
Karen Keskinen and Kurtiss Gordon

## Division I or II

Spectroscopy deals with the interaction of electromagnetic radiation (X-rays, light, radio waves) with matter. It is a powerful tool for chemists, physicists, and astronomers, which has yielded (and continues to give) information on such diverse topics as the structure of atoms and molecules, the amount of lead in roadside dirt, the temperatures of stars, and the age of the universe.

After developing the theory, we will turn to the different techniques, both qualitative and quantitative, applied for the various regions of the spectrum both in the laboratory and at the telescope.

Requisite: some previous knowledge of chemistry, physics, and/or astronomy is helpful.

The course will meet for a two hour lecture/discussion once a week, and a 3 hour lab once a week.

NS 180/280

## SCIENCE IN THE PUBLIC INTEREST

SS 139/231

Brian O'Leary, Director

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 multibillion dollar 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 adversaries 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.

This term Science in the Public Interest will combine with Ed Greer's course The Politics of Environment (SS). We will investigate the political and legal decision-making aspects of air and water pollution and of NASA's space shuttle.

Science in the Public Interest and Environmental Quality  
Brian O'Leary

## Division I and II

Science in the Public Interest and the Environmental Quality programs combine this term to focus on the major law which is designed to protect the public interest from infringements on the environment - The National Environmental Policy Act. This will be an interdisciplinary study of the law and its application. The course will be divided into four three-week segments, which will result in critiques of existing environmental impact statements and in the preparation of statements on various components of Hampshire College.

3-4 hours, twice a week. Enrollment open.

## SCIENCE IN THE PUBLIC INTEREST

NS 183/283

Topics in Science Policy

Ming Ivory

Division I and II

This course has two goals:

1. To provide a research seminar for students already working on, or interested in beginning work on, topics in the many-faceted area of science policy (Physical, Natural, Social). The group would share progress reports (an excellent spur towards getting one's vast confusion of data in some kind of order), provide each other with critical feedback, new angles, suggestions by analogy, etc. and at the same time examine the inter-relationships among various disciplinary orientations.

2. To provide, for the student without a research project of his/her own, a basic exposure to research methods, and the subject matter covered. A student could expect to learn the preliminary aspects of science policy - the institutions, patterns of behavior and cultural or "rhetorical" understandings that surround this most important area of inquiry.

Readings will form a core of knowledge concerning the government mechanisms for science funding, the problem of setting priorities among sciences, criteria of scientific choice, the problem of relevancy, and the relationship between nuts and bolts policy and the historical-sociological traditions of scientific understanding.

Outsiders will be invited to share their particular orientations with the group. Possible research topics include: Environmental Policy, Pure Science Funding, Space Priorities, Ethics of Social Research, Historical Science Policy, Science and the Law and many others.

1½ hours twice a week. Enrollment open.

NS 289  
SS 288Politics of Environmental Control

Ed Greer

(see Social Science course description).

NS 123/223

## THE WORLD OF MATHEMATICS

David Kelly, Director

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

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

The following activities are planned for the spring 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:

Leawood: 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 Theorems

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, and
- .teaching and tutoring at Hampshire and elsewhere in the World of Mathematics.

## SEPARATE COURSES

NS 124/224

IMPLEMENTATION OF INNOVATIVE PROGRAMS  
IN PUBLIC SCHOOL SYSTEMS

Merle Bruno

## Division I and II

We now have a classroom in Goldman Hall which we have been using as a resource center, experimental classroom and teacher workshop. Last year's class began with that empty room and built inexpensive storage units and other classroom furniture. They also began a collection of recycled materials which they thought would be useful for elementary school science materials. Right now those materials are just sitting in the room. This class will collect additional recycled materials and work out possible uses for these materials in science, math, or other activities in elementary school classrooms.

Students will participate in workshops in which they will be introduced to materials developed by the Elementary Science Study. They will teach small groups of children in local elementary schools. Students should plan on spending two mornings per week in these schools. We may also meet once a week with members of other courses who are working on aspects of science education to hear speakers or share our findings.

Division I and II students may enroll in this course. The course will meet two hours, three times per week, plus two mornings per week in local classrooms.

NS 128/228

## CALCULUS WORKSHOP

Don Goldberg

## Division I and II

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

The Calculus Problem Seminars will enlist the assistance of experienced math students to help calculus students acquire proficiency with tools of the subject. The course will meet four hours per week.

## ANALYSIS THROUGH PROBABILITY

David Kelly

## Division II

Basic post-calculus analysis with motivation and examples coming from probability theory. No prior knowledge of probability theory is assumed but students should have had at least one course in college level mathematics.



## SEPARATE COURSES

NS 119

## THE CREATION OF MODERN CHEMISTRY

Stan Goldberg and Michael Cross

1. The invention of oxygen. Around 1770, chemists thought things burned by giving off a vaporous fluid called phlogiston. This traditional concept of burning dated from Ancient Greece. But by 1795, combustion meant the opposite and still does: things burn when oxygen, an atmospheric gas, combines with them. How did this sudden and radical change occur? The chemical revolution occurred mainly through the work of French scientists in Revolutionary Paris. Moreover, the leaders of the Terror had the leader of the chemical revolution, Lavoisier, executed. Was there a connection between the scientific and the political?

2. Matter as billiard balls. Between about 1800 and 1860, the modern chemical atomic theory was being worked out. How did atoms emerge from popular science for the British workingman? How did it triumph in the face of seemingly overwhelming theoretical and experimental counter-examples? And how, eventually, could the atomic theory have won acceptance and yet been judged a failure?

3. Chemical structure, technology, and biology. What related the origins of organic chemistry, the rise of the chemical dye industry and its impact on world economy and the balance of European power? What did structural chemistry have to do with the notion of spontaneous generation? How did wonder drugs emerge from the application of structural chemistry to molecular tailoring? How does molecular structure explain inheritance--and equip us to alter it?

Each section will be a separate module; they will be given in sequence, the three amounting to a full-term course. A student may enter when a new module begins. Three hours per week. The course is open to Division I students.

NS 115/215  
H&A 126/226

## ELECTRONIC MUSIC (I, II)\*

Everett Hafner and Randall McClellan

\*see Humanities and Arts description.

## SEPARATE COURSES

NS 188/288  
SS 113/281

## SCIENCE IN 20TH CENTURY CULTURE

Ming Ivory

A look at the intellectual, cultural and institutional interpretations of science in society, focusing on the question: How does Western Man in general and American Culture in particular understand science? What is a Scientific World View? We will examine various critical attempts to reveal the "essence" of science in its relation to society at large, and will discuss such descriptive "myths" as the pure - applied distinction, the relationship of science to technology, what impacts scientific objectivity, reduction, etc. have on culture, and the science-humanities gap.

Close attention will be paid to the image of science as expressed in various media--the artistic as well as the institutional. Hopefully the relation between the intellectual analyses of science and culture and the day to day conduct of the activity will come through in the discussion of science policy. We will also look at artistic attempts to bridge the gap between science and humanities.

Readings will be selected from among the following: C.P. Snow, H. Marcuse, J. Ellul, L. Mumford, Lynn White, M. Polanyi, R.K. Merton, T. S. Kuhn, J. D. Bernal, B. Fuller, M. McLuhan, A. Weinberg, and others.

The course is open to Division I and Division II students. Classes will meet three times per week, one hour per session.

NS 157/257

## CHEMISTRY LABORATORY

Karen Keskinen

This course is designed for those who are tired of only reading and hearing about chemistry and would like to get their hands dirty. Students will be encouraged to do experiments of particular interest to them. Some possibilities are pH and buffer solutions, chemical synthesis, chemical kinetics, thermodynamics, and spectroscopy.

The laboratory will meet two evenings per week; however it is expected that most students will attend only one session per week (3 hour sessions). Division I and II students may enroll in the course.

## SEPARATE COURSES

NS 209

## PHYSICAL ASPECTS OF CHEMISTRY

Karen Keskinen

It is important for all scientists to have some understanding of the physical aspects of chemical and biological processes. In this course we will attempt to do that by covering such fundamental topics as thermochemistry, chemical equilibria, kinetics, electrochemistry, and, perhaps, some photochemistry. Some laboratory work will be suggested.

The course is open to Division II students, and to Div. I. students with permission of the instructor. Three one hour sessions per week.

NS 245

## COMPARATIVE NEUROPHENOMENOLOGY CONT.

E. Kriekhaus

Rigorous, interdisciplinary investigations of the neurophysiological correlates of our perceptions; structure and experience (as opposed to behavior) compared. Is there a physical world independent of our perception of it? It's a working hypothesis. Let us join together in good seminar fashion to explore what we do and do not know and might yet hope to know of our lifelong fantasy and its possible neurophysiological counterparts. PEACE AND JOY.

NS 311  
SS 307INTEGRATIVE SEMINAR:  
BIOLOGICAL AND PSYCHOLOGICAL PERSPECTIVES ON HUMAN NATURE

Louise Farnham and Lynn Miller

This seminar will bring together Division III students who are interested in focussing on aspects of human nature and human behavior, and exploring them from different viewpoints and disciplines. Some topics that we will be concerned with are body and mind, psychotherapy, what is innate and what is learned or acquired behavior, culture and personality, heredity and environment, psychosomatic diseases.

This seminar will be a one month minicourse to be conducted in February. It will meet three times a week for 1-2 hours each meeting.

SEPARATE COURSES

107

HCNS 100/200  
SS 114/282

INDEPENDENT STUDY IN BEHAVIOR GENETICS

L. Farnham, L. Miller, M. Sutherland

Students will work on projects of their own choosing with help from Lou, Lynn and Mike. Laboratory, literature search, or field study projects by individuals or groups all are welcome. Students should be prepared to present the outcomes of these projects to each other and to the world at large as Division I or II efforts in the last four weeks of the term.

Students can meet with Lou, and/or Lynn, and/or Mike one hour per week throughout the long term, but our efforts will be concentrated in the last two "four-week" periods. The course is open to Division I and II students.

HCNS 100/200

INDEPENDENT STUDY

Lynn Miller

Individual students or groups of students are welcome to arrange independent studies with Lynn in the following areas:

Yeast Genetics Laboratory (Beanbags to Sterols)  
Human Genetics (Carvone Study and others)  
Stress and Disease (Acne to Ulcers)  
Nutrition (Acerola to Zea mays)  
Sewage and Solid Waste Disposal (Amherst to Martha's Vineyard)  
U.S. and Soviet Science Policies (especially Genetics and Agriculture).

Students will work with Lynn approximately 1 hour per week.

NS 193

BOTANICAL ASPECTS OF HORTICULTURE

Jim Sears and advanced students

This course is designed for students who are interested in plants but are otherwise hesitant about science courses. Based on practical aspects of horticulture, we will consider the botanical aspects of plant propagation, plant hormones, pruning and general plant requirements. Time will be divided about equally between working with plants in the greenhouse, lectures and discussions. Open to Division I students.

The course will run the full term and will meet four hours each week. Enrollment is limited to 20 students.

## SEPARATE COURSES

## 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. It is strongly suggested, but not required, that students participate in the CABAL core. Students will work 5-15 hours per week in this course; time will be scheduled individually. Admission by permission of the Instructor.

## NS 155 THE SALAMANDERS, ETC., OF SPRING

Al Woodhull

Even before the ice is off the ponds many frogs, toads, and salamanders have begun their mating rituals. We will try to observe all the common species of amphibians in their habitats, which range from the Connecticut River lowlands to small ponds and streams near the peaks of the Holyoke Range. We will also collect data on the relationships between the seasonally changing environment and migration, courting, and egg laying. An additional aim of the course will be to develop the ability to use the zoological literature to determine what is already known and to separate dubious anecdote from careful observation.

This is a six week module held in April and May. The course is open to Division I students.

NS 234

## SEMINAR IN PLANETARY SCIENCE

Cynthia Cattell, Virginia Ferrell, Brian O'Leary

Geologists, geophysicists, astronomers, meteorologists, chemists, and physicists alike are involved in the study of planets. In this seminar, we will focus on the Mariner Ten mission, Venus and Mercury. We will begin with a study of the meteorology of Venus which will be used to understand the first Mariner photographs that will be arriving in February. In the second half of the seminar, we will develop a geological and geophysical understanding of Mercury based on available literature, and then compare them with the first Mariner Ten photographs that will be arriving in April. We will discuss the technical capabilities of the satellite instrumentation, where Mariner Ten fits into the NASA program, and conclude with broader questions of our priorities in space exploration.

Cynthia Cattell and Virginia Ferrell are upper division students at Hampshire.

## SCHOOL OF SOCIAL SCIENCE

Curriculum Statement: Spring 1974

Faculty in the School of Social Science, representing a variety of disciplines and interests, are working toward an organized 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 commit themselves 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. We hope that this basic goal will be achieved whether you find yourself studying marriage or mental institutions, Fascism or radicalism, sociology, psychology, or political science. 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, environmental studies, 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.

\*See statement on Law Program, page 152

SCHOOL OF SOCIAL SCIENCE

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BEYOND THE COLD WAR: AMERICAN FOREIGN POLICY SINCE WORLD WAR II SS 102	C. Bengelsdorf and D. Kinley
COUPLES AND MARITAL CULTURES SS 103	M. Faulkner
HAITI SS 104	L. Glick
MODERN AMERICAN RADICALISM SS 105	E. Greer
STUDIES OF BEHAVIOR AND EXPERIENCE SS 106	R. Birney and M. Cole
METHODOLOGICAL PROBLEMS IN SOCIOLOGICAL ANALYSIS SS 107	D. Sudnow
ECONOMIC ANALYSIS AND MODERN CAPITALISM SS 108	F. Weaver
PRISON ABOLITION SS 109	W. Bullard with L. Mazor
WOMEN AND ECONOMICS SS 110	S. Woods
THE BIRTH AND REBIRTH OF MODERN AMERICA II SS 111	H. Wasserman
GERMAN FASCISM (NATIONAL SOCIALISM) SS 112	A. Rabinbach
SCIENCE IN 20TH CENTURY CULTURE SS 113/281 (NS 188/288)	M. Ivory
INDEPENDENT STUDY IN BEHAVIOR GENETICS SS 114/282 (HCNS 100/200)	L. Fernham, M. Sutherland and L. Miller
TOPICS IN EDUCATION SS 115/283	W. Grohmann and John Kortecamp, Coordinators



## SCHOOL OF SOCIAL SCIENCE

ENVIRONMENTAL QUALITY PROGRAM: FIELD STUDIES IN ENVIRONMENTAL RESEARCH (MARTHA'S VINEYARD)

SS 116/284 (NS 110/210)

B. Carroll, R. Coppinger,  
J. Martin, P. McKean,  
L. Miller, J. Reid, and  
M. Sutherland

LEARNING EXPERIENCES IN COUNSELING AND THERAPY: II  
SS 117 SS 120 SS 285 SS 311

T. Holman, Coordinator

POVERTY AND AMERICAN CAPITALISM  
SS 118

C. Sackrey

FAMINE AND THE SEAS: SHARING OR STARVATION  
SS 119

R. Bard

INEQUALITY  
SS 124

J. Koplin and B. Linden

SOCIOLOGY OF THE AFRICAN FAMILY  
SS 189/ 257

N. Nketsia

INTRODUCTION TO AFRICAN RELIGIONS AND PHILOSOPHY  
SS 192/258

N. Nketsia

THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION  
SS 199

O. Fowlkes

ISRAELI SOCIETY  
SS 201

D. Divine

LAW AND TECHNOLOGY  
SS 202 (NS 208)

E. Katsh

THE SOCIOLOGY OF PROFESSIONS  
SS 203

J. Dizard and L. Mazor

THE MYTHS AND MYTH: AN INTERDISCIPLINARY APPROACH  
SS 204 (HA 241)

S. Crery, C. Hubbs,  
J. Hubbs and P. McKean

HUMAN BIOLOGY II  
SS 209 (NS 261)

J. Foster and R. von der Lipp

## SCHOOL OF SOCIAL SCIENCE

- PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE  
SS 214 L. Mazor
- THE POLITICAL EXPERIENCE OF WOMAN IN AMERICA  
SS 235 G. Hollander and M. Slater
- PUBLIC POLICY AND SOCIAL CHANGE: AN EVALUATION OF THE HOLYOKE MODEL CITIES PROGRAM  
SS 249 R. Alpert
- ALTERNATIVE SCHOOLS: THEIR ROLE IN THE AMERICAN EDUCATIONAL SYSTEM  
SS 253 G. Joseph
- SOCIAL ORGANIZATION OF MUSIC MAKING  
SS 260 (HA 235) D. Sudnow
- INTRODUCTION TO PERCEPTION AND PERCEPTUAL DEVELOPMENT  
SS 273 (LC 223) J. Koplin and Y. Tenney
- GOFFMAN AND LAING: TWO THEORIES  
SS 280 (LC 229) E. Eastwood, N. Stillings  
and J. Tallman
- EMERGING INTERNATIONAL PROBLEMS  
SS 286 J. Slater and B. Turlington
- RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA  
SS 287 C. Bengelsdorf
- THE POLITICS OF ENVIRONMENTAL CONTROL: SCIENCE IN THE PUBLIC INTEREST  
SS 288 (NS 289) E. Greer
- SPREADING ENVIRONMENTAL VALUES  
SS 289 (NS 221) J. Martin
- THE DISCOVERY AND CONQUEST OF AMERICA  
SS 290 R. Rose and L. Binzen
- DEVIAANT ATTITUDES TOWARDS HOMOSEXUALITY  
SS 292 (NS 263) M. Gross and M. Warner
- METHODS AND MORALS  
SS 293 L. Farnham, B. Linden  
and P. McKean
- FROM LEGAL AID TO LEGAL SERVICES: CHANGING CONCEPTS OF LEGAL REPRESENTATION FOR  
THE POOR  
SS 294 O. Fowlkes and M. Goloff

## SCHOOL OF SOCIAL SCIENCE

INDIGENOUS PEOPLES AND ECONOMIC DEVELOPMENT  
SS 295

B. Tavakolian

THE POLITICAL NOVEL: THE POLITICS OF ART  
SS 296 (HA 296)

M. Lunine

WORK IN INDUSTRIAL SOCIETIES  
SS 297

S. Warner and S. Grambs

CONSTITUTIONAL LAW: CIVIL LIBERTIES IN AMERICA  
SS 298

R. B. Carroll

THEORIES OF MODERN SOCIETY  
SS 299

A. Rabinbach with  
L. Mazor and E. Greer

INTEGRATIVE SEMINAR: BIOLOGICAL AND PSYCHOLOGICAL PERSPECTIVES ON HUMAN NATURE  
SS 307 (NS 311)

L. Fernham and L. Miller

INTEGRATIVE SEMINAR  
SS 309

G. Joseph

SS 102

BEYOND THE COLD WAR:  
AMERICAN FOREIGN POLICY SINCE WORLD WAR II

Carol Bengelsdorf and David Kinley\*

Historians and political scientists, writing about American foreign policy since 1945, have overwhelmingly stressed the central and determining role played by the rivalry between the Soviet Union and the United States. In this course, we will examine an alternative thesis: that the major conflict, the major contradiction in world politics since 1945 has not been between Russia and the United States, but has been, and continues to be between the Western industrialized nations, and particularly the United States, and the peoples of Asia, Africa and Latin America. Thus, we will be trying to understand a reality pointed to, among others, by Gabriel Kolko: "the post-war experience, the formal cold peace between Russia and the United States notwithstanding, has been one of conflict, war, repression and ever-increasing violence."

We will begin with a brief historical survey of American involvement in the major conflict of the post World War II years: the war in Vietnam. We will then examine, historically, the period known as the "Cold War," attempting to get at the limitations, the inadequacies of the notion of the "Cold War" in explaining the expansion and interventions that characterized U.S. foreign policy in this period. We will look then at this pattern of expansion and intervention, focusing on specific examples drawn from Indochina, Africa and Latin America. We will proceed to examine the current period of American foreign policy formation: does the Kissingerian "balance of power" and effort to "prevent future Vietnams" represent a change in the pattern of American foreign policy, or is it simply an attempt to achieve the same ends by altered means? We will conclude with a study of how American foreign policy is made and who makes it: Is it, as is traditionally argued, the result of pragmatic forces? Is it determined by and for a "military industrial complex"? Is it largely the work of major financial groups in the U.S., designed by those groups to advance their own interests?

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

Enrollment is limited to 16. Students interested in the course should contact the instructor before the end of the Fall semester.

\*David Kinley is a Division II student.

SS 103

## COUPLES AND MARITAL CULTURES

Monica Faulkner

This course will focus on sociological conceptions of male-female couple relationships. We will discuss literary and historical analyses of love, sex and marriage. Then we will turn to an examination of the structure of contemporary marital cultures in the United States and, if possible, other societies. Case studies such as Tally's Corner, Sex and the Significant Americans, The Urban Villagers, Soulside, Blue Collar Marriage, The Affair, Open Marriage and others will provide a basis for comparative analysis. Students will be expected to learn how to read critically -- to analyze the readings for their theoretical content and methodological adequacy. Each student will present a report to the class as well as writing a paper based on reading or research. Students whose backgrounds include having lived in other countries or a reading knowledge of a foreign language are especially welcome; their knowledge and skills can add a cross-cultural dimension to the course.

Enrollment limited to 25, on a first-come, first-served basis. The course will meet twice a week for 1½ hours.

SS 104

## HAITI

Leonard B. Glick

Intensive study of a single nation: its history, culture, politics, social and economic problems and prospects.

Haiti, an Afro-American nation independent since 1804, has had a history marked by political instability and widespread poverty, but characterized also by creation of a vital cultural tradition and a complex religion (vodun, commonly called "voodoo") not wholly like any other in the Caribbean or elsewhere.

Our immediate goal will be learning as much about Haiti as possible, but it is anticipated that skills and perspectives developed in the course will be applicable to the systematic study of any nation. Students will be expected to assume responsibility for problems and topics, to conduct research, and to present their findings to the class. The class will meet for the first three or four weeks, during which time we'll be reading and discussing basic works on Haiti; by then students will have begun research, which will occupy the next several weeks. The class will reconvene to present and discuss the results of that work.

If possible, I would like to take five or six students from the class to Haiti in June for a three week visit. I intend to seek funding, but students will almost certainly have to pay part of their own expenses. The group would probably spend a few days in Port-au-Prince (the capital city), then move to a small town for about ten days of "participant observation", and end the visit with a few days of travel around the island.

Limit: 20 students. Enrollment by consent. Please come in to discuss the course with me before enrolling.

SS 105

## MODERN AMERICAN RADICALISM

Edward Greer

We will undertake an historical survey of radical movements in twentieth century America and develop a critique of their strategies for revolutionary change.

The course will concentrate on the I.W.W. and Socialist Party in the period through the First World War; the Communist Party in the 1930s and 1940s; the civil rights and pacifist groups in the 1950s; and the "new left" and black nationalist groups in the 1960s. Each of these groups will be examined with respect to several key policies: the role of racial, ethnic, sexual, and class factors in making a revolution; the road to the seizure of power under American conditions; the role of culture; and the problem of democracy.

To carry out this ambitious agenda, it will be necessary that we do a large amount of reading. Generally materials will be either of an historical or theoretical nature; or biographical or fictional. Whenever possible, participants will be invited as guests.

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

Enrollment is unlimited.

SS 106

## STUDIES OF BEHAVIOR AND EXPERIENCE

Robert Birney and Michael Cole

This course is designed to demonstrate major strategies for researching important psychological questions. Using the three topical areas of behavior modification, persuasion, and creative thinking, the literature addressed will be studied for the contrasting modes of inquiry they display. Residential field study during the semester (for a period of not less than 30 days) will be available in New York City where students will join an ongoing research project at Rockefeller University under the direction of Professor Michael Cole. There the student will participate in research, seminars and staff discussions. Other field projects may also be arranged for pursuit here in the Valley.

Interested students should plan to discuss the course with Professors Birney and Cole before the end of the fall term or during January Term.

The literature reviewed will emphasize experimental studies of creative thought in language development, problem-solving, and fantasy production; social influence on changes in expressed values and choice behaviors; and the effectiveness of control techniques in modifying operant behavior.

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

Enrollment is unlimited.

## SS 107                      METHODOLOGICAL PROBLEMS IN SOCIOLOGICAL ANALYSIS

David Sudnow

The course will survey and present critical approaches to various methodologies currently employed in both macroscopic and microscopic sociological research. We shall review the contributions and troubles of structural-functionalism, mathematical social science, positivism in general, ethnography, ethnomethodology and other epistemological positions. The course will involve fairly broad reading and extensive critical discussion, designed to equip students to evaluate the quality of social scientific thinking. Little topical coherence shall be attempted, the focus being instead on ways of thinking about and doing research on any aspect of social phenomena.

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

Enrollment is unlimited.

## SS 108                      ECONOMIC ANALYSIS AND MODERN CAPITALISM

Frederick Weaver

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

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

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

Enrollment is limited to 25.

SS 109

PRISON ABOLITION

Wendy Bullard\* with the assistance of Lester Mazor

"The degree of civilization in a society can be judged by entering its prisons."

Dostoevski

After a month of discussing core readings and background material on the present conditions of this country's "correctional system", emphasis will be placed on an exploration of alternatives to incarceration, including community-based correctional programs. While books will be an important resource, the resources within the class as well as field experiences and interaction with inmates and prison officials will also be utilized.

\*Wendy Bullard is a Division III student whose Division II concentration focused on Corrections and who has spent the fall semester of her Division III experience in field work related to prisons and alternatives.



The economic activity of women is influenced by the social conception of woman as childbearer and homemaker. Although there exist individual examples of women who have managed to separate themselves from the acknowledged woman's sphere in order to pursue a career in the market place, an economic theory of women cannot ignore woman's traditional definition if it is to lend understanding to the observable phenomenon of women in the market place.

Evidence that woman's position in the home (and the assumption of her inferior status) influences her position in the market economy is not hard to find. Skilled women who enter the labor force are often paid less than men for comparable work. Woman's participation in the labor force is limited by occupational segregation along sex lines; women are most often employed in jobs that can be interpreted as an extension of woman's activities in the home, for example domestic work, clerical jobs, and social service occupations.

The approach of this course will be to analyze the economics of woman's position in her traditional sphere of home and family. This analysis will then be extended to her participation in the traditionally male economic sphere, the market place.

The standard framework of marginalist economics is inadequate when applied to the family as a system of economic organization. In the family the allocation of resources, woman's labor and the payments in exchange for that labor, is conducted through some process other than the market place. Bargains are made according to some set of evaluations that differ from the rational maximization of utility, as that concept is understood in the context of the market place. The course will examine how the family functions as an economic unit, how it differs from the market place and what its existence implies for the economic status of women. Does the family put women in a position of economic dependence on men? If so, does this inferior position carry over to women's participation in the market place?

The second portion of the course will be concerned with the economic consequences of removing women from the traditional family arrangements. This can be accomplished by the redistribution of family labor responsibilities or by the industrialization of housework and childcare activities. Will changes in the traditional family lead to greater efficiency in resource use, to reduce consumption demands, to instability in the labor market? On a more general level, what kinds of change in the political-economic system are implied, if any, by the liberation of women?

The course will meet once a week for two hours.

Enrollment is limited to 16.

SS 111

## THE BIRTH AND REBIRTH OF MODERN AMERICA II

Harvey Wasserman

We'll cover in readings, lecture and discussion the complete scope of American history, concentrating on the period from 1920 to the year 2000 and beyond. We'll expand on the treatment of history as a cyclical phenomenon, and concentrate our efforts on written projects.

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

Enrollment is unlimited.

SS 112

## GERMAN FASCISM (NATIONAL SOCIALISM)

Anson Rabinbach

Hitler's rise to power has recently been the focus of a number of new books and movies. Films such as "The Last 10 Days of Adolph Hitler," "Cabaret," and "The Damned," have all attempted to portray German Fascism and the conditions leading to its success. By examining films, literary sources, memoirs, and historical writings this course will attempt to investigate German Fascism in order to deal with a number of questions. Was German Fascism the product of a madman with enormous charismatic powers? What are the historical causes of National Socialism? What was the relationship of the "average" German to Nazism? Is Fascism a part of German history or an aberration? This course will attempt to answer some of these questions or point to the directions from which answers might come.

The course will meet twice a week for 1½ hours.

Enrollment is limited to 20 students (additional and Division II by permission only).

SS 114/282 (HCNS 100/200)

INDEPENDENT STUDY IN  
BEHAVIOR GENETICS

Louise Farnham, Michael Sutherland, and Lynn Miller

Students will work on projects of their own choosing with help from Lou, Lynn, and Mike. Laboratory, literature search, or field study projects by individuals or groups are all welcome. Students should be prepared to present the outcomes of these projects to one another and to the world at large as Division I or II efforts in the last four weeks of the term.

Students can meet with Lou, and/or Lynn, and/or Mike one hour a week throughout the long term but our efforts will be concentrated in the last two "four week" periods.

Enrollment is unlimited.

SS 115/283

## TOPICS IN EDUCATION

William Grohmann and John Kortecamp, Coordinators

A collection of modular courses covering varied, specific subjects related to the study of education at all levels. Leaders include faculty, staff and advanced students; each instructor will determine the time and frequency of meetings and limits of enrollment, if any. Modules will be 3-4 weeks long.

Students who register for the course are expected to participate in at least 3 modules during the term. Sign-up for specific modules will take place in the House III-IV Office, AB II. Students who wish to enroll in one or more modules without officially registering for the course will in most cases be able to do so.

For Division I students, our intention is to provide a variety of specific, short-term learning situations to help students find particular areas of interest they may wish to pursue further.

Division II students in Social Science or Education should be able to structure a semester-long sequence appropriate to their interests.

Complete course descriptions, schedule details and information on additional modules will be available before registration (some will likely be in the areas of Third World perspectives and early childhood development).

Modules thus far:

People and Schools: Organizational and Interpersonal Behavior in Education  
What kind of meaning and pattern can I find in people's interactions -- especially those involving an educational organization? How can individual and organizational behavior be changed? These are two focal questions we'll address in this module, using model building to structure organizational theory and look at goals and purposes, communication, leadership and interpersonal relations, technology and structure, decision-making, control and evaluation, change and renewal.

Daniel Kegan

On Deschooling Society

Ivan Illich's radical critique of educational systems prompts a long view of what we're doing to kids and why and whether there are any alternatives, (i.e.: Can this society be deschooled?). We'll read Deschooling Society by Illich, School is Dead by Everett Reimer and a good many reviews/reactions/criticisms/analyses of those works. Meetings twice a week for four weeks.

William Grohmann

SS 115/283 (continued)

A Brief History of U.S. Higher Education

An introduction to how we got here from there: To include major developments, continuing trends, social/political bases, visions and revisions. Mostly short readings; individual or group projects. Meet twice weekly for 4 weeks.

William Grohmann

Black Mountain College -- At Its Best, At Its Worst  
Discussion of Martin Duberman's book, Black Mountain College: An Exploration in Community -- and some personal reminiscences.

Richard Spahn

The Theories and Practices of General Education

In this module, we will explore the development and evolution of the concept of general education in liberal arts colleges since the early part of this century. This concept is in large part responsible for the form and content of contemporary college education (and may in fact be blamed for many of the problems in higher education). Certainly innovative approaches to general education played a fundamental part in the making of Hampshire College. An understanding of the variations and implications of general education can help us further our experiments with alternatives to conventional college programs.

The readings will include Daniel Bell's The Reforming of General Education. The module will meet for 4 weeks, once each week, in seminar format.

Peter Bloch, Division III student

From Berkeley to Kent State: The Crisis in Higher Education

This module will examine the "crisis" in higher education during the 1960's by focusing on four institutional case studies: Berkeley, Columbia, Jackson State, and Kent State. Emphasis will be placed on determining the underlying causes of these crises as well as the changes, if any, which occurred in higher education as a consequence of the ferment of the 1960's.

There will be a continuous effort to compare and contrast the turbulence of the 1960's with the relative calm of 1973.

Allen Davis

SS 115/283 (continued)

The Hidden Curriculum: The Culture of Schools

More is learned in schools than the 3 R's; perhaps the most significant learning is that which takes place outside of the formal academic curriculum. Most of this learning is seldom discussed or interpreted but is a crucial conditioning agent for all of life. Each educational structure has a culture which encourages certain behavior and values and discourages others. The culture of schools students have or are attending will be examined in an attempt to understand the effect of the schools' hidden curriculum on the individual students. Of primary emphasis is how change in society is determined through schooling. Reading will include Henry's Culture Against Men, Sarason's The Culture of the Schools and the Problems of Change and Katz's Class, Bureaucracy and the School. Discussion will include exploration of our own experiences and will attempt to begin an understanding of the effect of the schools' hidden curriculum on individual students.

Joseph Marchese

Administrating in the Public High School or "It's not that the school's so bad, it's just the principal of the thing."

Includes readings and discussions of both first-hand and vicarious experiences with high school administrators, plus one real, live, high school principal. Three two hour meetings.

John Kortecamp

Alternatives to Traditional Means of Evaluating Student Learning

A series of discussions based on readings and films concerned with evaluation of students. Readings from Glaser, Mager, Hutchinson, Fortune, etc. Three two hour meetings.

John Kortecamp

Vouchers: Breaking the Monopoly of the Public School System

This module will examine alternatives to the public school system, principally the "voucher system". Under this system, parents would receive a voucher worth \$1,500 per child, for example, and the parent could choose to send the child to a private school, public school, or any school anywhere that is willing to accept the child. By placing the school in a competitive market, it may be possible to radically reform education in America.

We will discuss the following issues: 1) The public school system as a monopoly; and 2) The effect of the voucher system on the educational reform movement.

Allen Davis

Media and Education -- Uses and Abuses  
A series of non-technical discussions

Richard Muller

SS 115/283 (continued)

Communications Skills Workshops - Kathleen Kraus

An Introduction to the Psychology of Adolescence - Thomas Holman

Values Clarification Workshops - Sid Simon, Assistant Professor, U. Mass.  
School of Education

The First Year Experiences of College Students - Robert Wuerthner, Assistant  
Professor, U. Mass. School  
of Education

Teacher Preparation -- Alternative Approaches at U. Mass. - Richard Clark, Professor  
U. Mass. School of  
Education

Global Survival Program -- An Innovation in Higher Education

An integrating program in the area of global survival including major topics  
concerning global warfare, depletion of natural resources, over-population  
and group conflict.

David Schimmel, Professor of  
Education, U. Mass.

SS 117 SS 120  
SS 285 SS 311

LEARNING EXPERIENCES IN COUNSELING  
AND THERAPY: II

Thomas R. Holman, Coordinator

This last fall a series of-course offerings were made available under the rubric "learning experiences in counseling and therapy" in an effort to put into action the beginnings of a program in counseling and therapy. In addition, a student coordinated counseling and therapy studies group was formed. Both of these emphases had as their main concern learning to work with people on a one-to-one, group, or outreach basis. The courses listed below are a continuation of the attempt to develop this program orientation in counseling and therapy. A couple of people have arrived on campus as staff, whose primary interests are counseling and who will participate in the program. They are Joe Marchese, Assistant Master of Prescott Hoeze and Rochelle Chandler, Counselor for Third World students. In addition, Peter Johnson, Assistant Master of Enfield House and Faculty Associate in Humanities and Arts will join us this term for a couple of the offerings.

Listed below, then, are brief descriptions of the offerings, their divisional affiliation, and the persons functioning as primary facilitators.

SS 117 - Working with Children

An introductory course offered by Tom Holman devoted to learning to work with children. Emphasis will be on younger children, the meaning of play, social development and cognitive growth. Situations in which one would have contact with both so-called normally and abnormally developing children will be focused on, with the hope that each student in the course will have an opportunity to work with a child over the course of the term.

Limited to 12 students.

SS 120 - The Psychology of Oppressed People

Taught by Rochelle Chandler and Peter Johnson. "Since Europe is held to be the teacher and Africa is ripe: ripe for a faith, ripe for action, ripe for freedom. Europe is thought to know what is good for Africa, better than Africa herself."

Until the rise of ethnocentric militancy of the sixties, it can be said that this statement would be considered accurate not only relating to the peculiar African situation, but also in reference to African Americans and other minority (colonized groups.) It was a concept accepted by both those who held the power (Europeans) and those who were subject to the "power" (African's).

SS 117 SS 120 (continued)  
 SS 285 SS 311

SS 120 (continued)

This course will explore the process whereby this relationship is developed, maintained and destroyed in terms of its cultural and psychological ramifications upon the involved parties, as groups and as individuals.

The Wretched of the Earth - Fanon, Frantz  
The Freudian Left - Paul A. Robinson  
Blacker the Berry - Wallace Thurman  
The Colonized and the Colonizer - Albert Memmi  
One Day in the Life of Ivan Denisovich - Solzhenitsyn  
The Invisible Man - Ralph Ellison  
Things Fall Apart - Chinua Achebe

SS 285 - Relationships -- Interpersonal Dynamics in a Therapeutic Perspective

Offered by Joe Marchese. This course will explore psychological dynamics of human interaction. It will study a variety of relationships with an emphasis on person to person communication or miscommunication. It will likewise attempt to deal with the issue of what it means to directly understand the experience of the other and the difficulty of the therapist in doing so. Gaps between espoused theories and theories-in-use will be explored through students' own examples of behavior. A strong emphasis of the course will be a study of personal affirmation and personal change through relationship. This will all be in the context of the therapeutic agents' theories and techniques in creating a relationship with clients and in facilitating growth in the relationships in which the clients are involved.

limited to 12 students.

SS 311 - The Psychology of Revolutionary Personalities

An integrative seminar focusing on the psychology of revolution and revolutionary personalities. The first section of the seminar will be devoted to an understanding of the psychology of revolution, in general. The second section will focus on the work and personalities of Martin Luther, Karl Marx, Malcolm X and Mao Tse-Tung. The closing section will attempt to define the concept of revolutionary personality as we have seen it in the earlier sections of the seminar. The seminar will be coordinated by Tom Holman, assisted by Peter Johnson, Joe Marchese, Rochelle and Paul Chandler.



## POVERTY AND AMERICAN CAPITALISM

SS 118

Charles Sackrey

Three main questions surround the issue of poverty in American society: 1) what is poverty, both in absolute and relative terms?; 2) what are the main explanations given by economists -- and others -- for the causes of poverty; and 3) what kinds of public policies to eliminate poverty are possible in an industrialized, consumer oriented society like the United States?

This course studies all these questions, but special emphasis is placed on the differing explanations for the causes of poverty and how these are related to antipoverty politics. Since 1960, or so, there has emerged a radical, anti-capitalist challenge to the traditional explanation of poverty in America and the reform policies which flow from that explanation. Implicit in this challenge is the radical's contention that poverty cannot be abolished in a capitalist society like our own. This debate between radicals and their opponents sets the stage for the central overriding question that we will seek to answer in this course: can poverty, however defined, be abolished in a matured, capitalist system?

The course will meet twice a week in the evenings at Merrill House.

Enrollment is limited to 20.

SS 119

## FAMINE AND THE SEAS: SHARING OR STARVATION

Robert Bard\*

This course will explore the legal aspects of attempts to maximize the potential of the sea as a source of food. In order to adequately consider this problem it will be necessary to devote considerable time and attention to a number of "preliminary matters". These include the nature of existing international institutions, their aims and their capacity for reaching their aims. We will also consider some jurisprudential material relevant to the question of whether it is possible to have international law. The question of whether law is an appropriate tool for the solution of international problems in general and sea problems in particular will also get considerable attention.

Once the foundation has been laid, we shall commence considering the basic problem of food from the sea. We shall start by exploring the potential capacity of the seas through use of our most sophisticated technological and managerial capacities. Consideration of the technological problems will include a visit to Woods Hole which has been doing some fascinating work in this area. Consideration of the managerial problems will include a visit to the University of Rhode Island which has a well developed institution on ocean problems. Finally, the problems of developing acceptable legal regulation of the sea's food resources will include a 2½ day trip to Washington, D.C. and possibly a 1 day trip to the United Nations.

The reading list will clearly distinguish those readings designed for self-study by the student from those designed to back up classroom discussion.

Class will meet for 1½ hours every week and a 1 hour "tutorial" every other week.

\*Robert Bard is Associate Professor of Law at the University of Connecticut.

James Koplin and Barbara Linden

This seminar will address the major issues and problems in the area of social stratification. We will focus on descriptions and analyses of four major populations in the United States: the Rich, White Collar, Blue Collar and Everyone Else. Recent theoretical works in educational analyses and the effects of education on mobility will be stressed, along with writings on current labor problems. Readings include: Blaming the Victim, Who Rules America?, White Collar, Regulating the Poor, Capitalism and Freedom, "Perspectives on Poverty and Income Distribution", "Proletariat and Middle Class in Marx: Hegelian Chorography and the Capitalistic Dialectic", Blue-Collar World, Working Class Suburb, and Alienation and Freedom, among others.

The final section of the course will address the problems of the functions of inequality and the role of political ideology in supporting class systems. The conflict theory of social classes will also be discussed. Readings will include "Functional and Conflict Theories of Education" and "The Functionalist Theory of Stratification: Two Decades of Controversy".

Each week students will be responsible for summarizing the main arguments in the reading and for critically analyzing them. Students also will present orally a research project dealing with some aspect of stratification theory. The seminar will meet for two 1½ hour sessions per week.

Enrollment is limited to 20.

SS 189 (SS 257)

## SOCIOLOGY OF THE AFRICAN FAMILY

Nana Nketsia

This course deals with five representative African societies: the Akan of Ghana in West Africa, the Nuer of Southern Sudan, the Central Bantu of Central Africa, and the Swazi and Tswana of Southern Africa.

The course starts with an examination of marriage and the nuclear family as they operate in the African home and then proceeds to a detailed examination of the structure and organization of the clan and lineage systems of these societies. Particular attention will be paid to the communal nature of these societies -- common holding of property, collective responsibility, reciprocal obligations, and the social group as an undying collectivity consisting of the dead, the living, and the unborn.

Some of these societies are acephalous, while others are centrally organized politically; but in both emphasis will be placed on the importance of lineages in the maintenance of law and order, and the importance of ancestors as moral and spiritual sanction for social behavior.

Finally, we will discuss the question, "What is the African's conception of Man?" and why the family and its extensions are necessary for realization of human potential.

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

Enrollment is limited to 20.

SS 192 (SS 258) INTRODUCTION TO AFRICAN RELIGIONS AND PHILOSOPHY

Nana Nketsia

This course deals with African religious beliefs and practices. Particularly it examines the structure and nature of African society and the function of religion in it. The course will deal with five societies -- three in West Africa and two in East Africa. The West African societies are centrally organized and hierarchical while the East African ones are acephalous and egalitarian.

The course ends with a survey of African beliefs and practices in the New World, especially in Bahia, Brazil, Cuba, Haiti and Surinam where West African religions are practiced.

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

Enrollment is limited to 20.

SS 199

THE FORGOTTEN PEOPLE:  
LAW AND THE STATE MENTAL INSTITUTION

Oliver Fowlkes

Thomas Szasz has called residents of state mental institutions "the forgotten people". The following questions will be raised in the context of this course.

Why do mental institutions exist and whose interests do they serve?

What is the relationship between law and psychiatry?

Does a patient have a right to treatment and habilitation?

What impact will new legislation, litigation and patient liberation movements have on legal rights of residents in total institutions?

This course will utilize placements in neighboring mental institutions with the purpose of illuminating and supporting material dealt with in class such as, among other things, the following: Szasz, Law, Liberty and Psychiatry, Goffman, Asylums, Kesey, One Flew Over the Cuckoo's Nest; documentary films and actual cases arising in the institutions where the films were made; "progressive" mental health legislation.

The aim of this course is to acquaint students through reading and field work with the issues involved in mental institutionalization and to consider possible alternatives. It will also focus on developing "tools" for eventual participation in legal counselling and normalization programs which will require a thorough understanding of Massachusetts mental health laws, holdings in various important court cases and counselling techniques.

The course will meet at least twice a week for one and one-half hours each. In addition, each student will be expected to devote at least eight hours a week to his or her field work placement. A fair amount of reading will be expected in addition to keeping a diary and writing periodic papers on topics of interest encountered in the course.

Enrollment is limited to 20.

SS 201

## ISRAELI SOCIETY

Donna Divine\*

This course will isolate and examine the forces that shape Israeli society. The reasons for the establishment of the state of Israel; the nature of its political, economic, and social institutions; the characteristics of its culture; the pace of its development: these will serve as foci for a multi-disciplinary study. The task is to understand not only how Israelis make their own history, but also how they confront it. Therefore, the course will draw on the works of historians, political scientists, sociologists, anthropologists, novelists and poets. The aim is to uncover the pattern of tradition and chance which accounts for the expansion of the Jewish community of Palestine into a self-conscious unit and its ultimate transformation into a sovereign state.

The course will meet once a week for two hours.

\*Donna Divine is Assistant Professor of Government at Smith College.

SS 202 (NS 208)

## LAW AND TECHNOLOGY

Ethan Katsh\*

This course will explore the role and function of law in a "technological society" and will attempt to assess the viability of various legal institutions in a period of rapid scientific change. To this end, a number of specific problems, such as computer data banks and privacy, behavior modification, communications technology and criminal justice, and economic growth and pollution, will be studied. Other topics to be examined will depend to a large degree on the interests and initiative of the participants.

Reading assignments will include legal cases, articles, and several of the following books: Miller, The Assault on Privacy; Westin, Privacy and Freedom; McLuhan, Understanding Media; Roszak, Where the Wasteland Ends; Thompson, At the Edge of History; Commoner, The Closing Circle; London, Behavior Control.

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

(This course is a University of Massachusetts course taught at the Hampshire campus by arrangement.)

Enrollment is limited to 20 by permission of the instructor. Contact Professor Katsh at 545-2000 or Gale Brown at 4685.

\*Ethan Katsh is Assistant Professor of Legal Studies at the University of Massachusetts.

SS 203

## THE SOCIOLOGY OF PROFESSIONS

Jan Dizard\* and Lester Mazor

What distinguishes the professions from other careers? How do professions emerge and become institutionalized? After treating broad questions such as these, we will focus on selected professions, especially medicine and law, in order to examine in detail the dynamics of professional training, the relationships between professionals and those they serve, the development of professional ideologies, and related themes. We shall also explore the bases of recurrent suspicion of and hostility toward experts and professional. Finally, we will examine professionals in light of "new working class" theory.

This course will be taught on the Amherst College campus by Jan Dizard, Associate Professor of Sociology at Amherst, and Lester Mazor, Henry R. Luce Professor of Law at Hampshire. Hampshire students will enroll in this course as a Hampshire course (Five-College registration is not necessary). Transportation for Hampshire students will be arranged by the Hampshire professor.

Enrollment is unlimited.

\*Jan Dizard is Assistant Professor of Sociology at Amherst College.

SS 204 (HA 241)

THE MYTHS AND MYTH:  
AN INTERDISCIPLINARY APPROACH

Stephen Crary\*, Clay Hubbs, Joanna Hubbs, and Philip McKean

A vast body of literature, as well as oral tradition and film, makes dozens of myths available to us, and we intend to pay close attention to a number of them, especially those from eastern Europe, Greece, and Asia. There are likewise a confusing welter of methods of understanding these myths, from the psychological to the historical, from the literary to the anthropological. We expect to learn what these major methods are, who the proponents and critics are, and what kind of synthetic effort we can make to come to grip with mythic reality. Myths we will read include myths of creation and re-creation, myths on the origin of cities and agriculture, on the relations between sexes and generations, on war and love, and quest. Interpreters will include Jung, Neumann, Graves, Levi-Strauss, Campbell, Cassirer, Malinowski, Radin, Eliade, Bultmann, etc. Films such as Black Orpheus will be shown.

The class will divide into groups for discussion of particular areas and aspects of myth. The myth and literature section, for example, will consider some of the relationships of myth, symbolic language, poetry, and prose fiction.

Integrative work is assumed to be important in this course. The course will consist of one class meeting (1½ hours) and one tutorial (1½ hours).

Enrollment is unlimited.

\*Professor Emeritus of Religion, Brown University

SS 209 (NS 261)

## HUMAN BIOLOGY II

John Foster and Robert von der Lippe

In the fall semester Human Biology and the Sociology of Health and Illness were examined more or less separately. In this semester we will move into the area where these fields overlap. The program will consist of a series of units, varying from the heavily biological to the heavily sociological and political. It will be done under the joint supervision of faculty and students with strong professional interests in biochemistry, medicine, sociology, and public health. Students will work in teams on these units. Each team will have a responsibility to 1) gather input data by interview, questionnaire, or library research, 2) develop a bibliography of readings for the unit, 3) create a file of material suitable for continuing work by future students, 4) report the results of their efforts back to the rest of the students. Units will take a variety of forms, of which the following are illustrative:

- . Examination in detail of a local health care delivery system.
- . Case studies of significant public health problems or diseases.
- . Medical mysteries.
- . Diagnostic screening projects, on campus or elsewhere.
- . Laboratory studies.

More detailed descriptions of units and procedures will be available shortly before the semester begins.

The course will meet one hour twice a week for lecture/CPC and two hours for tutorials/lab/projects.

Enrollment is unlimited.



Lester Mazor

What is the nature of law? What is the meaning of justice? These two questions have figured in the works of major philosophers from Plato to the present day and in the writings of legal scholars. This course will explore their ideas and seek to determine their significance for a number of topics of current concern.

A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. This emphasis will be reflected in the manner in which the course will be taught. After a brief introductory exploration of the history of legal philosophy, members of the class will be asked to select the work of a particular modern philosopher for intensive study. During most of the remainder of the term each student will speak on behalf of that philosopher in general class debates on a series of issues, including civil disobedience, equality, the sanctity of life, the growth of the law, the capacities of international law to contribute to world order, the relationship of law and language, the impact of science and technology upon law, and the limits of the legal order.

No previous work in philosophy or law is presupposed.

Materials for the course will include Friedrich, Philosophy of Law in Historical Perspective, Hart, The Concept of Law, Fuller, The Law In Quest of Itself, and problem materials prepared by the instructor.

The class will meet twice weekly for 1½ hours. This course will be taught Tuesdays and Thursdays 1-2:30 at the University of Massachusetts campus rather than the Hampshire campus and transportation will be arranged by the instructor to avoid unnecessary travel time.

Enrollment is unlimited.

SS 235

## THE POLITICAL EXPERIENCE OF WOMAN IN AMERICA

Gayle Hollander and Miriam Slater

The course will analyze the principal elements of the American woman's political and social heritage. An inter-disciplinary effort to establish a core for a women's studies program, the emphasis will be on developing approaches to understanding the functioning of the socio-political system through the perspective of the female experience. Major areas of concentration will include: the family and society; the western political tradition; patriarchy, and the psychology of power; marginality, protest, and political change.

Scholarly analyses, biography and autobiography, fiction, archival materials, writings of the women's movement, as well as films will comprise the sources for study. This wide range of materials is intended to encourage the uncovering of new sources for ourselves and others who wish to explore these topics independently or in other courses.

There will be lectures and discussion sessions. We hope to arrange a module on Women and American Literature and a biography symposium to complement the regular class hours. Student-led discussion groups may also be arranged to supplement class meetings.

Enrollment is open to women and men, and Five-College participation is especially encouraged.

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

SS 249 PUBLIC POLICY AND SOCIAL CHANGE:  
AN EVALUATION OF THE HOLYOKE MODEL CITIES PROGRAM

Richard M. Alpert

Holyoke, Massachusetts, is one of the one hundred fifty cities in the United States chosen by the Federal Government for a special five-year program designed to "eradicate poverty and urban blight." The program began in 1970 and, because of recent cut backs by the Nixon Administration, will terminate in July, 1974. Since August, 1971, I have been closely associated with the Program and am now in the process of studying its impact on social problems and politics in Holyoke. This course will form a critical part of that study.

The course will focus on the question of the impact of the Model Cities Program on Holyoke's poor, its political process, and its key institutions, such as health delivery systems, the police, and the school system. Students will learn the conceptual and methodological skills involved in policy analysis and evaluative research. Model building, causal analysis, problems of causal inference, and data analysis will all be explored in the context of doing evaluations in the setting of an existing social action agency. Special attention will be given to both the ideological and other value dimensions involved with all public policy and social analysis and to the ethical questions raised by policy research and field study.

Students will work in research groups to do an evaluation of one project of the Model Cities Program.

The course will meet twice a week for an hour.

Enrollment is unlimited.

SS 253 ALTERNATIVE SCHOOLS:  
THEIR ROLE IN THE AMERICAN EDUCATIONAL SYSTEM

Gloria I. Joseph

This course is designed to give the students an understanding of the role and purpose of the alternative school movement. In order to do this, initial discussion will be concerned with an historical overview of the political economy of education, the mis-education of American youth, and the role of teachers.

Students will visit various types of alternative schools and do an in depth study of a school of their choice.

Following discussions concerning the need for alternative schools, class discussion will be devoted to philosophies, curriculum staffing and classroom methodology in the various types of alternative schools. It is hoped that students will constructively develop new and radical educational philosophies, policies and procedures that are relevant to the real condition of people.

Class will meet two hours weekly and one hour field work.

Enrollment is limited to 20 students. Division I students will be admitted if they have experience in the field.

SS 260 (HA 235)

## SOCIAL ORGANIZATION OF MUSIC MAKING

David Sudnow

A continuation of the fall semester course on the social structuring of jazz performance. Special focus on selected social psychological problems involved in musical socialization, performance, audience-performer interaction, and the development of style systems. New students (not involved in the fall semester course) will be admitted only after a conference with the teacher.

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

SS 286

## EMERGING INTERNATIONAL PROBLEMS

Jacqueline Slater\* and Barbara Turlington

Most of world politics can be separated into the two categories of actors and issues. But definitions of each should not be limited by convention. For example, many of the most important actions of our life time will not be carried out by powerful individuals or governments, but rather by multinational corporations, ethnic groups, guerillas and terrorists. Similarly, the pressing issues are not only war and detente, but development planning and finance, human rights, liberation and revolutionary movements, and environmental protection. The historic focus on nation states and their coalitions, blocs, and ideological groupings should give way to a more complex and increasingly expanding set of significant actors.

Our seminar will focus on some of these "new" actors and on a selection of these international problems. To deal with them effectively we will need students who are concentrating in a variety of fields such as political science, law, economics, education, religion, anthropology, technology and medicine.

The course will be part lecture and part seminar in form. Both students and invited faculty will offer presentations, while all will engage in discussion of the selected problem. We hope that a number of foreign students will attend the course and that foreign faculty members in the five colleges will occasionally join us, for they will bring a much needed perspective to our discussions.

The course will meet once a week for two hours. Enrollment is unlimited but requires consultation with one of the instructors.

\*Jacqueline Slater is a Division III student at Hampshire College.

Carol Bengelsdorf

The war in Indochina has been the world's major conflict in the last decade. The growing confrontation in Southern Africa threatens to be as grave a crisis in the next decade: the forces of White domination in that region rigidly confront the African peoples who are moving to regain control over their lives and their lands.

This course will deal with the power relationships in Southern Africa. It will focus upon the major bastion of White minority strength in the region, South Africa, and upon the Portuguese colonies. The role of other countries in the region will be briefly examined, in relation to the dynamics of the entire sub-continent.

The major part of the course will be taken up with an examination of the White governments who have power: how they got it, how they use it and how they hope to preserve it. We will begin with a survey of the conditions of life under apartheid and Portuguese colonialism, looking at the most obvious social, political and economic effects of these two systems. It is, however, not possible to fully understand Southern Africa by looking only at each country or territory separately. While the Republic of South Africa is the most widely known stronghold of White power in Africa, it does not operate in isolation; we must therefore proceed to examine specifically the role of foreign interests in the Portuguese colonies and South Africa. We will pay particular attention to American involvement in Southern Africa. We will then investigate the alternatives open to the people of Southern Africa. In this context, we will examine, in some depth, three movements for national liberation now operating in the Portuguese colonies, and the societies they are constructing as they attempt to free their countries of White minority domination.

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

Enrollment is unlimited.

SS 288 (NS 289)      THE POLITICS OF ENVIRONMENTAL CONTROL:  
SCIENCE IN THE PUBLIC INTEREST

Edward Greer

Utilizing a series of problem areas such as air and water pollution, industrial health and safety, nuclear energy, and consumer product safety we will attempt to analyze the nature and limits of public control of the environment.

Particular attention will be devoted to the development of legal controls and regulatory agencies in the context of our market economy. There will also be a critique of "zero growth" proponents. We will try to develop a general theory of the limits of political reform in the sphere of ecology.

This course will entail reading a book each week; there will be a short paper.

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

Enrollment is unlimited.

SS 289 (NS 221)      SPREADING ENVIRONMENTAL VALUES

Joan Martin

The goal of environmental education is to initiate an education process that will develop a citizenry which is sensitive to its total environment, has a basic understanding of how the environment functions, has the attitudes and values to motivate it toward solutions to environmental problems, and can use problem solving skills to work toward the achievement of a higher quality environment. To initiate such a process, or to develop such a concerned citizenry, there must be an understanding of the relationship between environmental values and human behavior.

This course will examine the relationship between environmental values and human behavior in the context of environmental education. It will cover environmental education in the K-12 school system, but it will emphasize environmental education for adults, community organizations, etc.

Class time will be devoted to a mixture of lectures, discussions, games and simulations, and demonstrations of environmental education strategies. The course will meet twice a week for one and a half hour sessions. Students will also be expected to take part in some teaching experience such as taking over class for the day, designing a workshop for the town selectmen, giving a workshop in connection with the Martha's Vineyard project, working with elementary students at the Long Plain Nature Center, or giving a talk for a local organization.

Enrollment is unlimited.

SS 290

## THE DISCOVERY AND CONQUEST OF AMERICA

Richard M. Rose and Lucy Binzen\*

Twenty thousand or so years ago America was first discovered by Asiatic hunters following herds of now extinct mammoths and mastodons across the Bering Strait Land Bridge. The descendants of these early settlers were the American Indians who Columbus saw and named in 1492 -- the last discovery of America. In Part One of this course we will review the vast period of time between the arrival of the paleo-Indians and the European discovery of the New World. Part Two will concentrate on the conquest and colonization of America by the European nations.

Selected topics to be discussed include the following:

A View From the Bridge - Early man in America via the Bering Strait.

Westward to Vinland - The Norse-Viking discovery of North America as seen in the archaeological record.

The Invention of America - A look at 15th century Europe prior to the discovery.

A View From the Bridge Revisited - Admiral Columbus sights land.

In the Name of Christianity - The brutal conquest of Mexico, Guatemala and Peru.

Songs of Sorrow - The Aztec account of the conquest.

The course will meet three times a week; two lectures and one discussion period. Students will be asked to do a paper or a project.

Enrollment is unlimited.

\*Lucy Binzen is a Division II Hampshire College student.

SS 292 (NS 263)

## DEVIANT ATTITUDES TOWARDS HOMOSEXUALITY

Michael Gross and Mary Ruth Warner

Popular attitudes towards and psychological characterizations of homosexuals are the subject of this course. It will involve isolating certain common themes about homosexuality and then subjecting them to critical examination in the light of literary and cinematic expressions of homosexual experiences and relationships; cross-cultural cross-species studies of homosexuality; re-evaluations of psycho-therapeutic approaches by sociologists of knowledge and radical therapists; material from the press of the gay liberation movement. Themes to be discussed include: promiscuity in homosexual relationships; emotional stability of homosexuals; the reality of a "gay subculture"; woman-hating among gay men, and vice-versa.

Readings will be supplemented by films, outside speakers and field trips. Enrollment is limited to two sections of twenty students. In order that the course will have an equal number of men and women, permission of the instructor is required.

The course will meet one evening a week for 2½ to 3 hours.

SS 293

## METHODS AND MORALS

Louise Farnham, Barbara Linden and Philip McKean

We will pursue two general themes: an investigation of social science methods and logic, and the relations between social science inquiries and ethical problems. The course will begin with illustrative cases from the disciplines of sociology, anthropology, and psychology.

As individual projects, students could plan a research project they will pursue in Division III, including a discussion of the relevant ethical and moral problems, or do an extensive review of research and literature in one area of the Social Sciences, again stressing the above considerations. The course should be particularly useful to students who are planning Division III projects in the Social Sciences.

Class meetings will be once a week for two hours plus a tutorial.

Enrollment is unlimited.

SS 294

FROM LEGAL AID TO LEGAL SERVICES:  
CHANGING CONCEPTS OF LEGAL REPRESENTATION FOR THE POOR

Oliver Fowlkes and Marc Goloff\*

1970 was a momentous year for poverty lawyers; "The Store Front Lawyers" appeared on television while the Administration, in retreating from the War on Poverty, attempted to restrict the activities of its neighborhood lawyers. These recent events set the context in which we will attempt to answer the following questions:

What is the relationship between law and poverty?

Is poverty illegal?

What is the role of lawyer as social reformer?

How do professional and political constraints affect the poverty lawyer?

What impact will proposed legislation and changing concepts of legal representation have on the plight of the poor?

The course will utilize field work placements in legal services programs, public defender offices and agencies with regulatory powers in order for the student to integrate his or her readings with field experience. Among other things we will read Caplovitz, The Poor Pay More; Lewis, Gideon's Trumpet; Smith, Justice and the Poor; Black, The Radical Lawyers; Piven and Cloward, Regulating the Poor; Sparer, "The Illegality of Poverty", legislation relating to legal representation for the poor, canons of professional ethics and important court decisions.

The course will meet three hours per week and each student will be expected to spend whatever additional time required in field work placement. In addition to a good bit of reading, students will be expected to write papers on interesting topics encountered in the course.

Enrollment: Unlimited

\*Marc Goloff is a Division III student at Hampshire College.



Bahram Tavakolian\*

Specialists in the field of international economic development generally take the view that "income, wealth, and power are desired in every society" (Everett Hagen) and that it is necessary "to depersonalize economic relationships... (and) to weaken cultural bonds and beliefs... (in order) to promote efficiency" in attaining these goals (Buchanan and Ellis). In this course we hope to examine these premises about man and society and to understand the viewpoints of indigenous peoples with regard to the benefits and consequences of western programs for economic development. As part of this task we will examine alternatives to western capitalism and possibilities for cultural conservation in the Third World.

We will begin the course with an examination of the insider's view of culture contact and change as seen in some of the novels of Chinua Achebe. Next we will turn to an investigation of social and cultural factors involved in economic development, and we will compare the effects of capitalist and Maoist economic development on traditional societies.

Each student (or teams of students) will examine the historical or potential changes in traditional societies brought about through technological innovation and economic development.

The seminar will meet once a week for two hours, plus occasional tutorial meetings.

Enrollment is limited to 25 students.

\*Bahram Tavakolian is an Instructor of Anthropology at Mount Holyoke College.

SS 296 (HA 296)

THE POLITICAL NOVEL:  
THE POLITICS OF ART

Myron Lunine

A theoretical exploration of certain political values, ideas, and movements by means of analysis of selected novels.

Three intertwined themes will pervade the course: (1) What is Politics? (2) What is Art? (3) What is the relationship between the two?

One colloquium-style session per week will be supplemented by individual tutorial meetings. There will be a term paper required. There will be two short papers -- one longer than the other; each allowing a maximum of individual choice and flexibility.

The following conceptual scheme and list of books (not complete at this time) describe the course's approach:

I. The Politics of Introspection

Bernanos, The Diary of a Country Priest; Silone, Bread and Wine; Pasternak, Doctor Zhivago.

II. The Politics of Aspiration

Forster, A Passage to India; Achibe, Man of the People; Fuentes, Death of Artimeo Cruz

III. The Politics of Instrumentation

Warren, All the Kings Men; Wright, Native Son; Doctorow, The Book of Daniel.

Enrollment is limited to 20.

m SS 297

## WORK IN INDUSTRIAL SOCIETIES

Stanley Warner and Sarah Grambs\*

Work alienation is one of the dominant characteristics of industrial societies. Our first concern will be to read Marx, Durkheim, Fromm, Marcuse, and others on what it means to stand in an alienated relationship to one's work. The course will then proceed in three parts:

- A. An historical perspective on work in America. We'll be concerned here with both the objective changes in industrial structure and technology (what Marx has termed the "forces of production") and the "work ethic" or ideology that became well-defined in the post-Civil War period -- what has come to be known as the American Dream of Success. The reading will include a significant amount of fiction.
- B. Contemporary American attitudes and "solutions" to work alienation. Some have treated alienation as technologically rooted and have emphasized physiological solutions -- "Taylorization", time and motion studies, more frequent rest periods, and so on. Others have treated the factory as a closed social system and have advocated a "mental health" approach. Much of the recent literature on "blue collar blues" has argued a more deep-seated societal malaise, although much of it lacks in adequate social theory. Non-factory work including white collar work will be examined.
- C. Scandinavian alternatives. The vision of happy Volvo and Saab workers has received a great deal of promotion. The nature of these and other Scandinavian experiments will be explored in detail. In particular the question of working class consciousness, and the limits to altering the content and meaning of work, in terms of both technological efficiency and the maintenance of class structure, will be pursued as a unifying theme.

There will be several field trips to factories in the area. In addition, we plan a number of evening or Saturday sessions with union and other persons who have working class jobs. A series of short films will be shown.

We will meet twice a week in one and a half hour sessions.

Enrollment will be limited to 20.

\*Sarah Grambs is a Division I student at Hampshire College.

## SS 298 CONSTITUTIONAL LAW: CIVIL LIBERTIES IN AMERICA

R. Bruce Carroll

This course will examine portions of the Bill of Rights and the Fourteenth Amendment as interpreted by decisions of the Supreme Court. The Court, through the 1950's and 1960's, was especially active in the area of civil rights, and this course will focus on what the Court did in rather dramatically altering its interpretations of the meaning of various provisions of the Constitution. Topics to be examined will include the freedoms of speech, press, assembly and religion, protections against self-incrimination, unreasonable searches and seizures, and double jeopardy, the right to a jury and fair trial, and race relations.

The class will meet once a week for two hours. A significant research paper will be requested, dealing with one of the topics under scrutiny.

Prerequisite: a course in constitutional law or consent of the instructor.

## SS 299 THEORIES OF MODERN SOCIETY

Anson C. Rabinbach (with Lester Mazor and Edward Greer)

The conflicts and contradictions of a society reproduce themselves in social theory. In this sense all social theory is political and is closely linked to the real political practice of the society itself. Does all social theory serve to legitimate social practice, particularly the repressive practices of a society? What are the relationships between social theory and social practice? Moreover is it possible to construct a non-legitimizing, critical social theory which facilitates the transformation of society?

This course will investigate these questions by examining selected examples of contemporary social theory in a variety of social science disciplines from the point of view of the role of theory in social change. Rather than attempt a comprehensive survey of social theory emphasis will be on the close reading of a number of central texts. Beginning with Max Weber, the "founder" of modern social science, we will closely examine selected texts in order to understand the foundation of a legitimating theory which affirms the existing social framework through a variety of theoretical "strategies." This part of the course will be followed by an examination of certain representative social theorists from other disciplines: sociology, economics, political science, law, in order to focus on the specific politics of social theory in those disciplines.

Presentations and participation by Lester Mazor and Edward Greer as well as outside speakers will make this part of the course wider and expand the range of subjects and views. In addition to the regular reading students will be expected to concentrate on a particular social theorist or problem in greater depth than is possible in class.

The course will meet once a week for two hours.

Enrollment is unlimited.

SS 307 (NS 311)                      INTEGRATIVE SEMINAR:  
BIOLOGICAL AND PSYCHOLOGICAL PERSPECTIVES ON HUMAN NATURE

Louise Farnham and Lynn Miller

This seminar will bring together Division III students who are interested in focusing on aspects of human nature and human behavior, and exploring them from different view points and disciplines. Some topics that we will be concerned with are body and mind, psychotherapy, what is innate and what is learned or acquired behavior, culture and personality, heredity and environment, psychosomatic diseases.

Louise Farnham and Lynn Miller will be the faculty members participating, and Division III students from any of the four schools are encouraged to join.

This seminar will be a one month minicourse to be conducted in February. It will meet three times a week for 1-2 hours each meeting.

SS 309                                      INTEGRATIVE SEMINAR

Gloria Joseph

The role of Third World People, their values and institutions in American society.

Each student will collaborate with an authority in their field of interest prior to leading a class discussion on the topic.

Topics which will be dealt with are: Psychology  
Education  
Medicine  
Law and economics  
Culture  
Architecture  
Redefining Third World Human Services

FOREIGN STUDIESCURRICULUM STATEMENT: SPRING 1973

The office of Foreign Studies counsels students who are preparing for field or formal study outside of the United States as part of their Hampshire education. Within the preparation for foreign study, the office also supervises foreign language instruction. It serves as an information center for the many language courses offered on the Five College campus, and it conducts research of its own on policies and methods of foreign language learning.

A folder answering the questions students ask most about foreign studies and foreign languages at Hampshire can be obtained at the office of the Dean of the College, Science Building 118, or in Room 218 of Academic Building I. For answers to more specific questions, the student should attend the Foreign Studies meeting scheduled at the opening of Spring Term. The student may also at any time make an appointment to discuss these opportunities with Mr. Watkins by calling 542-4664 or by signing up at his office in Room 201 of Academic Building I.

Of the Five College language courses, those offered on the Hampshire campus for Spring Term 1974 which can be announced at this time are the following:

FS 110, 150, 210 SUPERVISED SELF-INSTRUCTION IN FRENCH

James Watkins

This course is designed primarily for those who plan to work or study in a French-speaking country. Students taking it range from beginners to those with more than six years of previous training. It can be started at any time during the academic year.

The course comprises thirty-three units leading to a solid proficiency in all skills. The student must demonstrate fluency in one unit before proceeding to the next. This fluency is reached: (1) by work with materials especially conceived for self-instruction, and (2) by private meetings with the instructor. Average time for the completion of a unit is fifteen hours. The concentration of this time and the rate at which units are completed are determined personally by each student.

For students from the other colleges where a question of credits may arise, the number awarded at the end of a given term will depend upon the number of units completed. Generally, three to four units will give one credit.

Each student should consider the purchase of a good, reliable cassette player as a necessary expense. The number available through library loan is limited.

Enrollment is open, but a personal interview with the instructor is required. Make an appointment with Mr. Watkins by calling 542-4664. Course meetings are individually arranged with each student.

FS 155

## INTENSIVE INTERMEDIATE SPANISH

Seymour Pollock

This course is designed for those students with previous training and/or experience in Spanish who want to reinforce and further develop their basic language skills. Emphasis will be on speaking and understanding, but importance also will be given to the development of reading skills. Classes will meet one and one half hours twice a week and will be organized around written and oral assignments.

FS 205

## FIELD WORK IN BILINGUAL-BICULTURAL EDUCATION IN HOLYOKE

Seymour Pollock

The aim of this practicum is to afford those students who have had previous training in the methodology of ESL, bilingual-bicultural education, or multi-cultural education the opportunity to serve as teacher-aides in the bilingual programs offered in the schools of Holyoke by its Board of Education. A good working knowledge of Spanish is required for admission into this practicum. Actual experience in a real teaching situation offers an excellent basis for the preparation of instructional materials, the planning of language courses and the development of actual classroom techniques. Students, therefore, will be encouraged to undertake independent research along these lines. Group and/or individual meetings with the instructor will be scheduled during the semester.

Enrollment is open, but a personal interview with the instructor is required for admission into this program. Those intending to enroll should plan to spend at least two mornings a week (9:00 - 12:00 noon) in Holyoke.

FS 220

## FRENCH TUTORIALS

James Watkins

For those students who have completed FS 210 or its equivalent and who are planning for the near future field or formal study in a French-speaking country, guided reading and discussion in French can be organized around subjects answering special needs and interests.

Approval is necessary before registration. For an appointment with Mr. Watkins, call 542-4664.

James Watkins

This course, as described below, continues the study of French for the student who has completed the basic courses, has lived in a French-speaking country and has now mastered the everyday use of the language. It introduces the student to an understanding of French as an instrument of personal, original, literary expression, and by so doing serves to prepare the student for literary studies in a French university.

Traduire, c'est trahir beaucoup. L'empreinte d'un auteur lui est originale et ne peut se comprendre que dans la langue même qui lui est propre. Le cours consistera donc à étudier un auteur à travers sa langue, à étudier non ses simples jeux de mots mais le jeu de ses mots et leur plein sens selon leur origine, leur place, leur sonorité, leur choix, leur composition. L'élève fera surtout son étude dans le texte même, en exploitant au maximum les connaissances qu'il possède déjà.

Hervé Bazin, de par sa langue un des plus français des auteurs contemporains, se prête particulièrement bien à cet exercice, et deux de ses romans en feront l'objet.

S'initier ainsi à la langue littéraire suppose une compétence déjà acquise dans la langue usuelle: le Certificat Pratique De Langue Française ou l'équivalence. Pour déterminer celle-ci, il sera demandé à chaque élève, avant de s'inscrire, de prendre rendez-vous avec M. Watkins (542-4664).

L'assistance au cours sera régulière, la préparation rigoureuse, la participation active. Il est donc conseillé de s'en abstenir à ceux et à celles qui ne sont pas disposés à respecter ce régime.

Les classes se réuniront pendant une heure et demie deux fois par semaine.



### LAW STUDIES

The Law Program, consistent with the general plan of study and academic life at Hampshire, consists ultimately in any work related to the social phenomenon of law. 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 counselling is done by Bruce Carroll, Oliver Fowlkes, Edward Greer, Lester Mazor, 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 topical in nature. During the spring semester of 1974 we will offer SS 109, Prison Abolition, Wendy Bullard and Lester Mazor; SS 119, Famine and the Seas: Sharing or Starvation, Robert Bard; and SS 199, The Forgotten People: Law and the State Mental Institution, Oliver Fowlkes.

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 some component 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: in the fall of 1973 these were SS 239, The District Court and SS 276, The Legal Process on the Frontier of Change. The course of greatest general applicability offered this spring is SS 214, Problems in the Philosophy of Law and Justice, Lester Mazor. In the spring of 1974 Hampshire also will offer at the Division II level SS 202, Law and Technology, Ethan Katsh; SS 203, The Sociology of Professions, Jan Dizard and Lester Mazor; SS 288, Politics of the Environment, Edward Greer; SS 298, Constitutional Law: Civil Liberties in America, Bruce Carroll; and SS 294 From Legal Aid to Legal Services, Oliver Fowlkes and Marc Goloff. Barbara Yngvesson is teaching a senior seminar in the Anthropological Study of Law at Mount Holyoke College. A full list of law related courses offered in the valley is available at the desk of the Law Program secretary, Gale Brown, in AB I, Room 218.

Independent study related to law may be done under the supervision of any of the 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's special interest is 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 Mazor is especially interested in legal history, philosophy of law, criminal law, labor law, and family law; Kenneth Rosenthal's special interest is in zoning, planning and other aspects of land use; Barbara Turlington 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 draw 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, 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 Program may organize and conduct their activities, is AB I, Room 204. 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. Announcements of these luncheons are made in Climax and individually by mail to those on the Law Program mailing list.

The Law Program Steering Committee

Bruce Carroll  
Oliver Foulkes  
Edward Greer  
Patricia Hennessey  
Barbara Linden  
Michael Mann  
Paul Margolis  
Lester Mazor  
John O'Malley  
Barbara Yngvesson

ES 101 (ES 201)

RESIDENTIAL LEARNING CENTER:  
EDUCATIONAL STUDIES

John Kortecamp  
Kathleen Kraus

A core seminar primarily for but not restricted to students living in the Residential Learning Center in House III; the class will explore general issues for those interested in the study of education as well as look closely at the process of living together.

Units will likely include: Leadership; Communication Skills, Learning Theories; Racism and Sexism; Philosophies of Education; and current issues both "academic" (evaluation, open classrooms, performance contracting) and "political" (busing, unionization, government funding).

The core seminar will be open to students residing in the Educational Studies Center and other students who have identified their interests to the faculty. Other activities will be open to the community (including guest lecturers, films, and workshops).

EDUCATIONAL STUDIES

ES 202 (ES 302)

PRACTICE TEACHING

John Kortecamp

This course offers supervised practice teaching for those students who want to become certified as teachers. For further information, please contact John Kortecamp.

EDUCATIONAL STUDIES

ES 205

THE EARLY YEARS OF CHILDHOOD

Ruth Stamas

In a weekly seminar we will view the early years of childhood through the psychological and philosophical writings of Marie Montessori, Erik Erikson, Selma Fraiberg and Rudolf Steiner. We will sift these views through our own experiences with twenty four-year-old children two mornings a week, in a small nursery school in the center of Amherst.

In the school itself, students will be encouraged to relate to the children -- to discover the dimensions of a four year old's world and grow to appreciate a child's creative, emotional and intellectual powers.

Through my role as teaching-director of the nursery school, I will hope to expose students to ways of enhancing a young child's environment with art, music, and creative dramatics. I will give students the opportunity to be a part of the human development program we use with the children, known as "Magic Circle."

Students will have a choice of projects. Those who wish to pursue the literature more deeply may do so by concentrating on a particular author, authoress or approach to early childhood. Those wanting to expand upon their experiential work may create a project directly related to the nursery school setting.

Meeting times: Wednesday 1 - 4  
9 - 11:30 either Monday and Tuesday or Thursday and Friday

Enrollment: 8 (by permission of instructor)

RESIDENTIAL LEARNING CENTER:  
EDUCATIONAL STUDIES

Coordinator: John Kortecamp

The Educational Studies Residential Learning Center is built around the idea that a unique kind of learning opportunity can be offered through the vehicle of a living center which houses people of common educational interests. The purpose is to create an integrative living-learning environment where students can come together both formally and informally to interact with each other and with faculty and guests. The Educational Studies Center is located in Donut V in House III and has a live-in faculty member who acts as a coordinator and resource person and who seeks to meet the needs of students both educationally and residentially. The Educational Studies Program also has two other faculty members associated either directly or indirectly with the Residential Learning Center.

The Center offers a core seminar which is the equivalent of a 1/3 course load and which serves as a common information pool from which spring interest groups and support groups inquiring into various areas of the broad field of education. The seminar which meets once weekly is faculty coordinated but is built around specific student needs. Planning for the seminar is specifically arranged and scheduled so that student participation in the planning is one of the primary factors in determining what the formats and topics for consideration in the course will be. Some of the specific and general topics which are available for investigation through the Educational Studies Residential Learning Center include:

Communication Skills - Examples: Paraphrasing; perception checking; feedback; One & Two Way Communication; Non-Verbal; Attending Behavior; Media Approaches; Expectations & Listening Skills; Behavior Description; etc.  
Human Relations - Examples: Values Clarification; Counseling Skills; Transactional Analysis; Gestalt; Trumpet; etc.  
Leadership - Examples: Life Cycle Theory; Organizational Development; Scientific Management; Humanistic Management; various other leadership styles.  
Learning Theories - Examples: Behavior Modification; Humanism; Child Centered; Early Childhood; Autology; Progressive; Open Ended Education; Teacher Centered; Teacher Facilitation; Special Education; etc.  
Racism & Sexism - Examples: White on White; Consciousness Raising; Power Studies; Role Identification; Sensuality & Sexuality; etc.  
Current Issues - Academic - Examples: Evaluation; Open Education; Child Centered; Discipline; Performance Contracting; Competency Based Certification; etc.  
Current Issues - Political - Examples: Busing; Unionization; Integration; Federal, State & Municipal Funding; School Law; Student Rights; etc.  
Philosophy - Examples: Piaget; Skinner; Maslow; Rogers; Holt; Dewey; Conant; Neill; Kant; Aristotle; etc.

We see the following divisions being useful to those who desire an intensification in educational studies.

Internships - Comparative Experiences

This experience can vary by duration, interval, and by site selection so that students can have exposure to both traditional and alternative education for

differing periods of time as individual needs dictate.

Supervision

Involvement with methods and theories concerning the supervision of interns and teachers so students can gain supervisory competencies.

Certification

Building in specific program components so as to meet various state certification requirements.

Familiarity with interview and application procedures.

The Educational Studies Residential Learning Center, through its faculty and students, is also active in offering films, speakers and workshops which are open to the Hampshire community. The Center also is acting as a coordinating facility for investigating how certification can best be obtained for Hampshire students, and is developing a communications network through which Hampshire students with a peripheral interest in education can be informed of Residential Learning Center events that might be of particular interest and use to them. Some additional activities sponsored by and arranged through the Residential Learning Center include educational and socially oriented field trips and exchange programs with Residential Learning Centers both on and off campus.

RESIDENTIAL LEARNING CENTER:  
HUMAN DEVELOPMENT

Coordinator: Richard Spahn

In a very real sense the entire College is a human development program, since the opportunity and responsibility are presented to each person to try to fulfill his/her complete range of possibilities as a whole human. The Residential Learning Center in Human Development is intended to be a concentration of such growth opportunities. The project is located in Donut Four of Greenwich House.

Students who participate can share the goal of self-awareness and personal growth through experiential learning. The intention is to program much in the way of workshops for focused awareness and skill development but the study of every day experience is considered a potent modality for learning.

The subject and object of learning is the self in the here and now, the stage in the human life cycle which is fearsome and joyous in its presentness. The search is for the self, experienced on the one hand as a living system entity with deep levels available for inner exploration; and, on the other hand, experienced as an aspect of larger living system entities. The latter involves the conscious experiencing of the self in groups and in two significant social systems: organization and community.

In this way, personal growth and self-awareness are considered to be directed towards a sense of wholeness and belonging through close, open and honest interpersonal and intergroup transactions in a sharing and caring community. Students have the chance to learn about the options available to improve the quality of their lives plus an understanding of the constraints which operate against their acting in their own best interests. Since the learning takes place in an academic setting, bridges are established towards making these growth goals consonant with the acquisition of systematic conceptual knowledge about human behavior together with training in human relations and human service skills.

Students may plan to build the RLCHD experience into their examination contracts. In any case, time should be allowed, not so much for increasing the amount of non-academic human development activities, but rather for occasions for the integration and centering of the experiencing self.

Mr. Richard Spahn will be in residence and will have the responsibility for maximizing the learning opportunities which become available when people live, play and work together.



OUTDOORS PROGRAM

Statement: Spring 1974

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, biking, canoeing, and camping have been made continuously available.

The Outdoors Program for 1973-74 has decided to give special emphasis to integrating outdoor and physical learning experiences with the rest of college and of life. Programmatically, that means the Outdoors Program collaborating with Hampshire staff, faculty, and students in 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 work -- 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, caving, 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 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 Brook 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 an outing 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 promote 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 COURSES

1. Sports: The following sports will be organized during the Spring Term. Please watch the Outdoors Program bulletin boards or call the Outdoors Program office for details: Field Hockey, Scuba Diving, Wrestling, Archery, Folk Dancing, Fencing, Swimming, Tennis, Gymnastics, Lacrosse, Squash, Sky Diving, Soccer, Softball, Frisbee, Hockey, Boxing.
2. 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 Thursday afternoon from 1:00 to 6:00 p.m. for three or four weeks. Limit is 10 students. The class will start as soon as the weather turns warm. Specific dates to be announced.
3. Beginning Rock Climbing: Same as above, except meeting Wednesday afternoon from 1:00 to 6:00 p.m. for three or four weeks.
4. Intermediate Rock Climbing: For people who have some climbing experience but don't lead yet. This class will teach lead climbing. Class will meet Tuesday afternoon from 1:00 to 6:00 p.m. Permission of instructor, Ed Ward, is necessary. The class will start as soon as the weather turns warm. Specific dates to be announced.
5. Beginning Kayaking Class: This is for sheer beginners who have never paddled. Class will meet Monday and Wednesday afternoons each week after April 3. After completion of this class a beginner is ready to go on easy whitewater rivers. Fundamentals will be stressed, and the paddling will be done on the Connecticut River and the Hampshire Pond. Sign-up at the Outdoors Program office.
6. Open Kayak Class: This class is for people with some whitewater experience, and will be held Tuesday afternoons from 1:30 to 5:30 p.m., after April 3. A van will leave the boat shed for various nearby whitewater rivers each week. Sign-up at Outdoors Program office.
7. Spring Vacation Kayak Trip: This whitewater trip will go to the Chatooga River in Georgia, and then to the Gauley and New Rivers in West Virginia over the spring vacation period. This is an advanced trip and a student must have mastered the Eskimo Roll and have his/her own equipment. Permission of the trip leader, Eric Evans, is required. Cost should be around \$60 per student.
8. Boat Building Class: This class will be held over a weekend early in February. Consult Outdoors Program office for sign-up sheet and details.
9. Pool Classes: Indoor kayak instruction at the Amherst Pool. These classes will be held on Friday nights (7:00 - 10:30 p.m.) and Thursday mornings (9:00 - 11:00 a.m.) from February 1 until March 14. These classes will stress the learning of the Eskimo Roll. More information and sign-up sheet are available at the Outdoors Program office.

HAMPSHIRE COLLEGE FACULTY

SCHOOL OF HUMANITIES AND ARTS

Michael Benedikt, visiting associate professor of literature, is an accomplished poet, translator, and art critic. Among his published works are poetry collections Sky, The Body, and Mole Notes. 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 Bennington College and Sarah Lawrence College.

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

Raymond Kenyon Bradt, assistant professor of philosophy, although mainly a 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.

Simon Gouverneur, visiting associate professor of art and Third World studies, comes to Hampshire from the Instituto Pedagogico de Barquisimeto in Venezuela. Although primarily a teacher of painting and art history, Mr. Gouverneur is also knowledgeable in the areas of movie direction and cinematography. He received his education at the Collegio Santa Maria in Caracas, Venezuela, the Academy of San Rafael in Madrid, Spain, and the Cinematography Institute of Madrid.

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

Arthur Hoener, professor of design, was formerly chairman of the design department at the Massachusetts College of Art. He holds a B.F.A. and M.F.A. from Yale University and a certificate from Cooper Union in New York City. His sculpture and design work have been widely exhibited, and he has served as graphic design consultant for the Boston Society of Architects and the Boston Architectural Center. Professor Hoener will be on leave for the academic year 1973-74.

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

Louise Brown Kennedy, assistant professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a B.A. from Duke University and an M.A. from Cornell where she is a candidate for a Ph.D.

Jerome Liebling, professor of film studies, has produced several award-winning films, and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, N. Y. Professor Liebling will be on leave for Spring Term 1974.

Richard C. Lyon, professor of English and American Studies, was chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill and Hampshire's first Dean of the College. He holds a Ph.D. from the University of Minnesota and is editor of Santayana on America. He has a joint appointment with the School of Language and Communication.

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

Robert Marquez, assistant professor of Hispanic American literature, has worked for the World University Service in Peru and Venezuela; served as area coordinator of the migrant education program 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. Professor Marquez will be on leave for Spring Term 1974.

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

Francis McClellan, assistant professor of dance, received a B.S. from the Julliard 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 Hatha and Raja Yoga.

B. Randall McClellan, 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.

Robert Meagher, assistant professor of the philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include Personalities and Powers, Beckonings, and Toothing Stones: Rethinking the Political. 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 A.B. 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.

Valerie Pilcher, assistant professor of music, is the founder and conductor of the Hampshire College Chorus. She holds a B.A. from Smith College and an M.A.T. in music from the Harvard Graduate School of Education.

Lawrence Pitkethly, 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.

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 My Fear, a book about mountain climbing, and Deborah: A Wilderness Narrative.

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

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

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

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

SCHOOL OF LANGUAGE AND COMMUNICATION

Emmon Bach, who will be visiting professor of linguistics in 1973-74, is currently professor of linguistics at Queens College at The City University of New York. His B.A., M.A., and Ph.D. are from the University of Chicago. He is the author of An Introduction to Transformational Grammar, the co-editor of Universals in Linguistic Theory, and has published numerous articles on linguistics over the last ten years.

John Gray, faculty associate in television, has a B.A. from Wayne State University. Beginning with a Peace Corps assignment in 1963, Mr. Gray has been active as a television producer, director, and writer. He has worked at WGBH, the Massachusetts Executive Committee for Educational Television, and is presently Media Consultant for Career Education Project with the Education Development Center.

Allen 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. Since 1969, Mr. Hanson has taught in the Computer, Information, and Control Sciences Department at the University of Minnesota and has particular interests in the areas of undergraduate computer science curriculum development and the application of computer technology to nontechnical areas.

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

John J. LeTourneau, associate professor of logic, came to Hampshire from Fisk University. He has taught at the University of California at Berkeley (where he received his Ph.D.) and was a mathematics consultant to the Berkeley public schools. His B.A. is from the University of Washington. Professor LeTourneau will be on a leave during the spring term 1974.

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. Muller, director of educational technology and assistant professor of communication science. He was formerly director of instructional communications at the State University of New York Upstate Medical Center at Syracuse. He holds a B.A. from Amherst College and a Ph.D. from Syracuse University.

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

Robert Rardin, II, 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 six languages and his interests include international affairs and peace work. He will be on a spring term 1974 leave from Hampshire College.

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 intellectual and cultural history of that period. He has taught as a Peace Corps volunteer and has published numerous articles and movie reviews.

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

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 reading and 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.

#### Spring Term Appointment:

Stephen A. Gilford, faculty associate in television, is a graduate of Yale University in anthropology, holding the B.A. degree. Since 1963 Mr. Gilford has been active as a producer of television programs at WGBH in Boston and for NET, EEN, and PBS.



SCHOOL OF NATURAL SCIENCE AND MATHEMATICS

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

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

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

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

David L. Gay, associate professor of chemistry, is a native of Barbados. He 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, as studies through the kinetics of those reactions. Under a National Research Council of Canada Fellowship he spent two years in the Council's High Pressure Research Group, prior to accepting a faculty appointment at Xavier College in Sydney, Nova Scotia.

Nancy B. Goddard, associate professor of biology, has been visiting professor of biology at Hampshire for the past year. She obtained her B.A. from West Virginia State College, and her M.Sc. and Ph.D. degrees from Ohio State University. Before coming to Hampshire she was Chairman of the Division of Natural Science and Mathematics at West Virginia State College.

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

Susan Goldhor, Dean of the School of Natural Science and associate professor of biology, obtained her A.B. from Barnard and her M.S. and Ph.D. degrees from Yale University. She has held positions at Yale's biology department, Hacettepe 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.

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

Michael Cross, 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.

Everett M. Hafner, professor of physics, was an associate physicist with the Brookhaven National Laboratory, a National Science Foundation Fellow at Cambridge University and a faculty member at the University of Rochester, from which he received his Ph.D. His B.S. is from Union College and his special interest is the physics of electronic music. He served as the first Dean of the School of Natural Science and Mathematics at Hampshire.

Kenneth R. Hoffman, associate professor of mathematics, has a B.A. from the College of Wooster and an M.A. from Harvard, where he also served as a teaching fellow. He was chairman of the mathematics department at Talladega College in Alabama during 1969-70. Professor Hoffman will be on leave for Spring Term 1974.

Ming Ivory, faculty associate in the sociology of science, obtained her B.S. from Tufts University, and her M.A. from the University of Pennsylvania. She worked as a research assistant to the Joseph Henry Papers at the Smithsonian, and expects to continue work toward her Ph.D. at the University of Pennsylvania following her stay at Hampshire.

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

Karen Keskinen, faculty associate in chemistry, received her B.S. at Western Reserve University and her Master's in physical chemistry from Purdue. She is currently finishing her doctoral work at S.U.N.Y. at Stony Brook. She has taught as a laboratory instructor and in 1969 was selected the outstanding graduate student teacher at Stony Brook.

Nancy M. Lowry, assistant professor of chemistry, has a B.A. from Smith College and a Ph.D. from MIT. She has taught at Smith College and the Cooley Dickinson Hospital School of Nursing in Northampton and has been a research associate at MIT, Amherst, and Smith. She has coordinated the chemical analysis laboratory as part of the Mill River Project in Northampton. She will be on leave for Spring Term 1974.

Joan Martin, faculty associate in environmental studies in the Schools of Natural Science and Social Science, holds a B.A. from Smith College and an M.S. from the University of Michigan. Her work has focused on environmental education and land use problems, most recently with the Bureau of Land Management. Her special interests include the social, political, psychological and ethical aspects of environmental problems. Ms. Martin holds a joint appointment with the School of Social Science.

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 and 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 William College and a Ph.D. from the University of California at Berkeley. A former NASA scientist-astronaut, he continues to be involved in U.S. space efforts and has written The Making of an Ex-Astronaut. He has taught at Cornell University, San Francisco State College, the California Institute of Technology, and the University of California at Berkeley.

Sandra Oyewole, assistant professor of microbiology, holds a B.S. (Magna Cum Laude) from Howard University, an M.S. from the University of Chicago, and has just been awarded her 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 MIT and Rensselaer Polytechnic Institute. Recipient of a B.A. from Williams College and a Ph.D. from the Massachusetts Institute of Technology, he previously taught in three high school physics programs.

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

Linda L. Slakey, faculty associate of chemistry, has a B.S. from Siena 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 the control of lipid metabolism. She holds a faculty appointment in the Department of Biochemistry at the University of Massachusetts.

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

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 Lycoming College and at Earlham College, and was Director and Professor of Biology at the Fakahatchee Environmental Studies Center in Goodland, Florida. His special interest is in tropical ecology, particularly the ecology of mangrove swamps. He was responsible for establishing and directing the program in Bahamian ecology at Earlham College.

Albert Woodhull, faculty associate in biology, received his B.S. from MIT 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, for work on the biophysics of nerve membranes. Her teaching experience includes high school math in Nigeria as a Peace Corps volunteer. She is especially interested in physiology and neurobiology.

SCHOOL OF SOCIAL SCIENCE

Richard M. Alpert, 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 Hobart College and his Ph.D. from Harvard.

Carolee Bengelsdorf, 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 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. Birney, 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.

R. 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 ethnopsychology and experimental anthropology at Rockefeller University. He holds a B.A. from the University of California at Los Angeles and a Ph.D. from Indiana University.

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

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

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. Glazer, assistant professor of history, has a B.A. from Douglass College and a Ph.D. from Rutgers University where she held the Louis Bevier Fellowship. Her special interests include American intellectual history with emphasis on radical left wing movements in the United States during the 1940's. She will be on leave ST-74.

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

Edward Greer, associate 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.

Gayle D. Hollander, assistant professor of political science, holds a B.A. from Syracuse University, an M.A. from Harvard, and a Ph.D. from 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.

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

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

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

Joan Martin holds a joint appointment with the School of Natural Science and Mathematics.

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

Nana Nketsia, visiting professor of anthropology and African studies, has a bachelor's degree and Ph.D. from Oxford University. He has taught at Harvard, Brandeis, and University of Massachusetts at Boston, and has been a prominent participant in the political, cultural, and educational affairs of Ghana.

Anson Rabinbach, 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 social and intellectual history with special emphasis on Central Europe.

Richard Rose, visiting assistant professor of anthropology, graduated from San Francisco State College and is completing work for a Ph.D. at Harvard with a dissertation on Mayan prehistory. His interests include Meso-American archeology, American historical archeology, and primitive art.

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

Neil Stillings holds a joint appointment with the School of Language and Communication.

David Sudnow, visiting associate professor of sociology, studied at the University of Alabama and Indiana University, and received a Ph.D. from the University of California, Berkeley. He is the author of a book on the social context of dying hospital patients and articles on social interaction, criminal justice, and sociological method. He is an accomplished jazz pianist and is now engaged in studies of the sociology of musical performance.

Michael Sutherland holds a joint appointment with the School of Natural Science and Mathematics.

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 University of Delaware and an M.A. from 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.

Harvey Wasserman, faculty associate in history, has a B.A. from University of Michigan and did graduate work at the University of Chicago. He is the author of Harvey Wasserman's History of the United States. He was one of the founders of Liberation News Service and has worked as a journalist and school teacher. He is particularly interested in late 19th and early 20th century American social history.

Susan Woods, faculty associate in economics, is a graduate of Mount Holyoke and has an M.A. in economics from Duke. Her interests include welfare economics and economic status of women.

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

#### Spring Term appointments:

Robert Bard, visiting associate professor of law, is an associate professor at the University of Connecticut School of Law. His interests include international law, civil rights, and legal problems in higher education.

Charles Sackrey, visiting associate professor of economics, received his Ph.D. from the University of Texas and has been a member of the faculty at Ithaca College and Smith College. He is the author of The Political Economy of Urban Poverty and various articles on poverty in America.



FOREIGN STUDIES

Seymour Pollock, visiting assistant professor of Spanish, has taught English as a foreign language in Brazil, Somalia, Madagascar, Tunisia, and Spain. His A.B. and A.M. were awarded by Middlebury College and his Ph.D. is in progress at the University of Massachusetts, where he also holds a teaching position.

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

EDUCATIONAL STUDIES

John Kortecamp, faculty associate in the Educational Studies Program, has a B.A. from Gorham State College, M.Ed. 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 Kraus, faculty associate in the Educational 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. Kraus also taught for seven years in the area of foreign language and social studies at the secondary level.

Ruth Stamas, faculty associate in the Educational Studies Program, has an A.B. from Oberlin College, M.A. Education from San Francisco State College, and Ed.D. is in process from the University of Massachusetts. She is presently Director and teacher of the Unitarian Pre-School in Amherst, Mass.

# **Hampshire College**

**Amherst,  
Massachusetts**