

course guide fall term • 1975 hampshire college

AMHERST, MASSACHUSETTS 01002

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Spring recess

Leave notification deadline	Saturday, March 20 - Sunday, March 28
Examination day (no classes)	Monday, April 5
Advising period begins	Tuesday, April 13
Advising and pre-registration for Fall Term	Monday, April 19
Examination day (no classes)	Monday, April 26 - Friday, April 30
Last day of classes	Monday, May 3
Evaluation period	Friday, May 14
Examination period	Monday, May 17 - Friday, May 21
Commencement	Monday, May 24 - Friday, May 28
	Sunday, May 30

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.

Grades will be offered to interchange students except where noted otherwise in the course description. Interchange students should discuss this with the instructor during the first week of classes.

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 class examination of particular topics of study in courses or seminars stressing the method 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 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 who 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.

ADVISING:

New students at Hampshire are assigned to one of the four School Advising Centers for initial advice on general courses and other academic matters. After several weeks, all students choose an adviser from among the faculty or from among other qualified staff. Changing of Advisers is a relatively simple process done through the Assistant Dean for Advising (Kenneth Hoffman). Dean Hoffman also assists students who are having problems with progress through examinations, working with both students and Advisers. Ruth Washington, Academic Counselor (Prescott House), also helps students with academic problems, especially Third World students. Joanne Hadlock (Cole Science Center) offers advice and assistance in the areas of graduate school applications, counseling, and job placement. Elizabeth Fitzsimmons (Cole Science Center) offers help with leave placement abroad and with field placements. The School Advising Center and the Whole Woman Center, are sources of assistance for formulating Division I exams and Division II and III contracts, as well as more general advice on the academic program available at Hampshire and at the other colleges in the Valley.

SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

In these course listings you will find a quite astonishing range of offerings for the Fall Term. Remember this at the outset as you begin to plan your 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.



NOTE: PLEASE DO NOT DISCARD THIS COURSE GUIDE. RECYCLE IT, OR SAVE IT FOR FUTURE USE.

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 unimportant 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 dialogue 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 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 scholastic intellectual activity, and feeling deteriorates into neurotic life-damaging passions."

A Note about Theatre and Arts Courses

At the time this catalog was going to press, it was impossible to be specific about the programs in Theatre and Studio Art for 1975-76.

The School will offer courses in Theatre Arts: directing, acting, and production; but until we have identified our visiting faculty for Theatre, we cannot offer specific course descriptions.

Students might simply indicate that they will be signing up for "Theatre Arts" in group independent study.

The School will also offer courses in painting, drawing, design, and printmaking; but until we have identified our new faculty in these areas, we cannot be sure of the exact form or content of any given course.

Students might simply indicate that they will be signing up for "Studio Arts" in group independent study.



SCHOOL OF HUMANITIES AND ARTS

DIVISION I

CHANGING FAMILY RELATIONSHIPS IN MODERN BRITISH AND AMERICAN LITERATURE
HA 105

FILM WORKSHOP I
HA 110

THE ART OF MONOPHONY
HA 116

THE BRITISH AND AMERICAN NOVEL SINCE 1950
HA 120

LEARNING FROM EXPERIENCE
HA 124

HISTORY AND FICTION
HA 125

EAR TRAINING
HA 128

COLLEGE WRITING
HA 134

THE MAKING AND UNDERSTANDING OF HUMAN ENVIRONMENT: APPROACHES TO DESIGN
HA 141

STILL PHOTOGRAPHY WORKSHOP
HA 150

DIVISIONS I and II

AMERICAN BLACK AUTOBIOGRAPHY
HA 112 (HA 212)

MUSICAL IMPROVISATION
HA 114 (HA 214)

CHANTING
HA 138 (HA 238)

HAMPSHIRE COLLEGE CHORUS
HA 139 (HA 239)

SONG
HA 172 (HA 272)



THE LITERATURE OF GREAT EXPEDITIONS
HA 179/279

POETRY TODAY: THE TECHNICAL AND PHILOSOPHICAL REEVALUATIONS OF THE 1960's AND 1970's
HA 187/287

THE DIVINE COMEDY OF DAN
HA 199/299

DIVISION II

THE SYMBOLIST POEM AND THE LANGUAGE OF MODERN POETRY
HA 204

MILTON IN THE SEVENTEENTH CENTURY
HA 205

IDENTITY, INTIMACY, AND LIFE HISTORY
HA 207

THREE RUSSIAN WRITERS: PUSHKIN, GOOL, AND DOBROVSKY
HA 208

FILM WORKSHOP II
HA 210

THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA
HA 211

THE AVANT-GARDE IN AMERICAN MUSIC
HA 216

FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILM MAKING, PHOTOGRAPHY, AND OTHER RELATED MEDIA
HA 220

METAPHYSICS
HA 221

WORKSHOP FOR FICTION WRITERS
HA 222

PHOTOGRAPHY WORKSHOP
HA 225

WRITING POETRY
HA 231

MYTH: AN INTERDISCIPLINARY APPROACH
HA 241 (SS 204)

THE DARK PLACES OF THE MIND: SOME NOVELISTIC VIEWS
HA 245

THE MAN-MADE ENVIRONMENT: ADVANCED WORKSHOP
HA 250

THE TROUBADOURS: KERUDA, VALLJO, GUILLEN
HA 260

SHAKESPEARE AND WOOLF
HA 289

Sokol

Liebling

R. McClellan

Roberts

Spahn

Lyon, D. Smith, F. Smith, Terry

McElwaine

Terry

Juster, Pope

Mayes

Terry

McElwaine

R. McClellan

Plicher

McElwaine

HA 105 CHANGING FAMILY RELATIONSHIPS IN MODERN BRITISH AND AMERICAN LITERATURE

Fred Sokol

Authors bring to life (in writing) relationships among individuals in families they have known as well as their own experiences in family involvements. By examining roles and evolution of literary family members, we are able to gain insight into patterns of living we, ourselves, have participated in or borne witness to. By researching an author's background, we may be able to make connections between his/her life experiences and writing.

We will read in this class selected works in British and American literature of the past one hundred years designed to portray a varying range of family types in different settings and circumstances. The course asks that students prepare to make a personal response to the works at hand and make identification with individual families when feasible. Children automatically respond to literature in this way, but as we grow older and gain sophistication, we often lose the ability to respond in a most personal way.

Tentative reading list:

Louise May Alcott, *Little Women*
Samuel Butler, *The Way of All Flesh*
John Galsworthy, *The Man of Property*
D. H. Lawrence, *Sons and Lovers*
Virginia Woolf, *To the Lighthouse*
William Faulkner, *As I Lay Dying*
John Steinbeck, *Grapes of Wrath*
James Agee, *A Death in the Family*
Philip Roth, *Portnoy's Complaint*
Joseph Heller, *Something Happened*
Alice Adams, *Families and Survivors*

Drama (Arthur Miller, Eugene O'Neill, etc.) and poetry will be assigned as the course progresses.

The class is open to Division I students and to Division II students with the instructor's permission. The course will meet twice weekly for 1½-2 hours each session. Enrollment is limited to 20 students.

HA 110

FILM WORKSHOP I

Jerry Liebling or Elaine Mayes

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.

The class will meet once a week for a four-hour session. Enrollment is limited to 12.

HA 116

THE ART OF MONOPHONY
OR
HOW TO WRITE A GOOD TUNE

Randall McClellan

This course is devoted entirely to the study and composition of melody. We will analyze melodies representative of all styles, eras, and cultures—Western and Eastern—for their intervallic and rhythmic characteristics. We will consider all aspects of melody: scale construction, melodic motive and gesture, melodic framework, melodic presentation and development, melodic form and melodic contour. We will construct melodies illustrative of our findings, play and critique them. Always we will seek answers to the question: "What makes a 'good' tune good?"

Familiarity with traditional music notation is essential, but no other theory background is required. We will meet three times per week for one-hour sessions. Enrollment is limited to 16.

HA 120

THE BRITISH AND AMERICAN NOVEL SINCE 1950

David Roberts

This course intends to be a survey of some of the most significant novels of the past twenty-five years written in Britain and America. It cannot, of course, be comprehensive, and may not even be representative. But it will seek after generalities and patterns: is the recent British novel, for example, less technically experimental than the American, on the whole? What areas of human experience do British novelists ignore? Has English style become so homogenized that there is no longer a distinctive American version of it (was there ever, in fact)? E. M. Forster's *Aspects of the Novel* will be used as a touchstone of the early 20th-century undogmatic theory; some acquaintance with the 19th and early 20th-century novel will be helpful too.

The course will cover one novel a week. Directed class discussions will follow a kind of weekly schedule:

Monday: The novel's universe; the author's consciousness; credibility.
Wednesday: Technique and craftsmanship
Friday: Character, plot, suspense—and what the reader is "left with"

The course inevitably demands that the students do a great deal of reading. At least one paper will be required, with an option of a short, tightly argued critical effort or a longer, more loosely organized personal reflection on some of the novels read.

Reading list (tentative):

British: J. P. Donleavy, *The Ginger Man*
Anthony Burgess, *Endearment*
Kingsley Amis, *Quilks*
Doris Lessing, *The Summer Before the Dark*
Graham Greene, *The Ministry of Fear*
Iris Murdoch, *The Black Prince*
American: Vladimir Nabokov,
James Baldwin, *Giovanni's Room*
Philip Roth, *Portnoy's Complaint*
John Updike, *Rabbit Redux*
Joyce Carol Oates, *Them*
John Barth, *Chiasm*
Ismael Reed, *Radio Jumbo*

Critical: E. M. Forster, *Aspects of the Novel*

The class will meet three times weekly for one-hour sessions. Enrollment is open.



HA 172/272

SONG

James McIlwaine

This course is an intensive study of the craft of song writing in the popular style. Musical and lyrical techniques which are studied in this class include form, gesture, texture, and various stylistic devices. The purposes of this class are two fold: (1) to train you in the limitations of the popular style, and (2) to enable you to compose and sing as clearly and as beautifully as you wish.

During this class, you are required to compose and perform a number of songs. Critical discussion follows each performance, and since this critical exchange is the substance of the class, all levels of musical and poetic proficiency are invited. This class works best when we are all of different technical and stylistic persuasions.

All students in this course must also enroll in Ear Training (HA 128), which will serve as adjunct study in melodic and rhythmic memorization. Song writing meets twice a week for 2-hour sessions.

Enrollment is open.

HA 179/279

THE LITERATURE OF GREAT EXPEDITIONS

(OP 179/279)

David Roberts

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

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

In addition, the course will include field stimulation of various expeditionary tasks and trials. These will range from a bivouac in a tree to a raft-building trip across the Connecticut, to an attempt to construct and haul a man-slides like Scott's in the Antarctic, to a simulated Vert hunt, to demonstrations of climbing and sailing techniques; they may include an effort to produce expeditionary foods like pemmican, or navigation and map-reading under difficult circumstances. The field exercises are an integral and essential part of the course. Do not take the course unless you are willing to commit at least five Monday or Tuesday afternoons, two Monday nights, and one weekend to this part of it.

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

Reading list (tentative):

Chauncey Loomis, Wald and Tragic Shores (biography of Charles Francis Hall, 19th-century American Arctic explorer, who may have been poisoned by his men)

Joshua Slocum, Stirling Abel Around the World

Maurice Herzog, Annapurna (the first 8000-meter peak climbed in the world)

Edmund Selous, Hakluyt's Voyages (first-hand Elizabethan accounts of voyages)

Bernal Dias, The Discovery of New Spain (best first-hand account of Cortes' conquest of Mexico)

Bansho, The Harrow Road to the Deep North (a 17th-century Japanese post-wanderer)

Journals of Lewis and Clark (ed. by Bernard De Voto)

John Wesley Powell, The Exploration of the Colorado River

Aspley Cherry-Garrard, The Worst Journey in the World (best account of Scott's last Antarctic expedition)

Colin Fletcher, The Man Who Walked Through Time

Enrollment is open. There will be two meetings weekly, 1 1/2 hours each.

HA 187/287

POETRY TODAY: THE TECHNICAL AND PHILOSOPHICAL REEVALUATIONS 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 sweeping 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.

Although during the 1960's a transformation occurred in American poetry which is virtually unique, comparison can (and will) be made in this course to discoveries at the beginning of another era of passionate poetic activity, the Romantic. Among the major 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 technically exacting 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-examination 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 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, Keats, Simpson, Merwin, Dickey, Levertov, Ginsberg, O'Hara, Koch, Sexton, and Plath, and the outstanding writers of the younger generations of the tradition. Where first-rate translations exist, readings will be offered in chief extra-English influences; among them, Apollinaire and Neruda.

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

The class will meet once weekly for two hours. Enrollment is open.

HA 199/299

THE DIVINE COMEDY OF MAN

Raymond Kenyon Bradt

This vast circular aspiration, its turning gyres, its towering spires, suggests an ordination encompassing. It would take an image as grand as the Divine Comedy of Dante to describe the structure of its gyres and to plot the movement of its meaning. Like all great epic tales its course is one of descent and of elevation, its story one of the fall, of the purification, and of the exaltation. The power of its imagery is suggested by its influence upon such a group of modern writers as Thomas Mann, Albert Camus, Samuel Beckett, and T. S. Eliot.

It would be possible, I believe, as these writers suggest, to reconstruct the story of modern Man as a divine comedy, one whose story recounts a fall, a purgation, and an elevation, a story whose elements are the writings of a select group of modern novelists, poets, philosophers, mystics and theologians. To plot its course, to trace the thin line which separates the fragmentary from the Inert, to go place the fragments that they ring with the harmonious blast, and to render true tales with the idiom of philosophic ascent, that is the design of this course. Though its structure and its movement may change with a summer's reflection, the following list indicates a projected plan of readings:

Thomas Mann, The Magic Mountain and Doctor Faustus

Elie Wiesel, Night

Albert Camus, The Fall

Samuel Beckett, Stories and Texts for Nothing and The Lost Ones

Jean-Paul Sartre, Selected Writings

William Faulkner, As I Lay Dying

Dylan Thomas, Poems

Lao Tzu, The Way of Life

Martin Heidegger, What is Called Thinking?

Rainer Maria Rilke, The Notebook for Malte Laurids Brigge

The Ten Principal Upanishads

W. B. Yeats, Poems

Martin Buber, I and Thou

Saunders Wells, Gravity and Grace

Paul Claudel, The Tidings Brought to Mary

T. S. Eliot, The Four Quartets

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

HA 204

THE SYMBOLIST POEM AND THE LANGUAGE OF MODERN POETRY

Clay Hubbs

A course in modern poetry and its language, giving most attention to the poetry of William Butler Yeats. Prior to the study of Yeats we will read representative poems by Baudelaire, Rimbaud, and Mallarmé; following Yeats, works by Eliot, Laforgue, and Valéry. Primary texts: Yeats, The Complete Poems; Flores (ed.), An Anthology of French Poetry from Nerval to Valéry; Eliot, Selected Poems. Concurrent with the reading and analysis of the poems, we will undertake a general study of the symbolism of poetry. Readings will include works by philosophers of language Ernst Cassirer, Susanne Langer, and Philip Wheelwright; psychologists Rollo May and Erich Fromm; literary historians and critics Arthur Symonds, Edmund Wilson, Frank Kermode, Michael Hamburger, Richard Ellmann, Hugh Kenner.

Finally, as a background to the reading of individual poems, we will pay particular attention to the poets' own thoughts on their poetry and its language, especially essays on poetry by Yeats, Eliot, and Valéry.

Despite the focus on Yeats and symbolism, the boundaries of the course will be rather wide. Students should expect to do a fair amount of background reading. The two-class sessions each week (2 hour sessions) will be for reading and discussing individual poems.

Enrollment is open. However, Division I students must have the instructor's permission.

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 affixed, reconciled, and held in balance changing and conflicting beliefs in science, political theory, and theology. In the second half of the seminar, 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?

The seminar will include writing—several working papers and at least one that is more conclusive.

Enrollment is limited to 15. The class will meet twice weekly for 2-hour sessions.

HA 207

IDENTITY, INTIMACY, AND LIFE HISTORY

John Boettiger, Graham Gordon, Linda Gordon, Richard Spahn

As faculty sharing a principal concern with human development, our general goal has been to facilitate students' movement toward fuller awareness of themselves and their environment, toward better understanding of issues of personal growth that most affect them, and toward the development of the crafts of encounter and introspection that may offer better access to living well with themselves and others. Our ways of work reflect a twofold commitment: to conceptual inquiry or study of the dynamics of human development and human relations; and to experiential learning or enactment—working through one's own physical and emotional blocks to fuller functioning. The two modes, when adequately integrated, work to reinforce and enrich one another.

This course is intended for Division II and III students whose conceptions of their work embody, in significant measure, the perspectives described above. Our central interest is in acquiring and sharing a fuller understanding and experience of the human life cycle. To that end, we will begin where our students are (chiefly, we would expect, with the psycho-social issues of identity and intimacy and isolation). And, as the term progresses, our intent is to regress: to move our attention systematically backward through the life cycle from young adulthood to adolescence to childhood to infancy to birth and intrauterine life. (We are contemplating the possibility of a Spring Term course that would begin again in the present and work forward through the remainder of the life cycle experientially as somewhat greater challenges to the imagination, and conceptually less explored ground.)

In this experiment in creative autobiography or personal recreation we will draw, for content, comparison, and provocation, upon the works of others: films; the biography and autobiography; and the literature of psychoanalysis and developmental psychology. The whole class will meet once a week for two hours of presentation and discussion. In addition, there will be small groups of about twelve students each will meet in a three-hour session once a week for the more personal work. One group will be led by Richard Spahn, one by John Boettiger, and another by Linda and Graham Gordon. Students will be admitted only after a personal conversation with one of the above, and are urged to contact the faculty person(s) with whom they would most like to work.

Limit: 36 students, with permission of one of the instructors.



HA 208 THREE RUSSIAN WRITERS:
PUSHKIN, GOGOL AND DOSTOEVSKY

Joanna Hubbs

"By the shores of a bay there is a green oak-tree; there is a golden chain on that oak; and day and night a lured cat crouches on the wall round on that chain; as it moves to the right, it strikes up a song, as it moves to the left, it tells a story."

"There are marvels there: the woodpecker roams, a mermaid sits in the branches; there are tracks of strange animals on mysterious paths; a hut on hem's legs stands there, without windows or doors; ... a sorcerer carries a knight through the clouds, across forests and seas; a princess pines away in prison, and a brown wolf serves her faithfully; a mortar with a Baba Yaga [witch] in it walks along by itself... there is a Russian odor there... it smells of Russia! And I was there, I drank mead, I saw the green oak-tree by the sea and sat under it, while the learned cat told me its stories...."

--Pushkin: *Prologue from Russian and Lysimachia*

"And you, Russia--aren't you racing headlong like the fastest troika imaginable? The road smokes under you, bridges rattle, and everything falls behind... And where do you fly Russia? Answer me!... She doesn't answer. The carriage bells break into an unmelancholy tinkling, the air is torn to shreds and turns into wind; everything on earth flashes past, and casting worried, sidelong glances other nations and countries step out of her way."

--Gogol: *Dead Souls*

"...But God will save his people, for Russia is great in her humility."

--Dostoevsky: *The Brothers Karamazov*

This is a course in Russian cultural history. Pushkin and Gogol are the first great nineteenth-century Russian writers to give full expression to the vitality, richness, and paradox of the culture in which they live. Dostoevsky, of a later generation, broods over its images and meanings. Our concern in this seminar will be to explore this obsession with Russia which all three writers share, by looking at their major works in the light of certain aspects of Russian culture, primarily its religious and mythological heritage.

Books will include:

Pushkin: *Eugene Onegin*
The Captain's Daughter
Tales of Belkin
The Queen of Spades

Gogol: *Dead Souls*
"The Overcoat"
"The Nose"
"Diary of a Madman"
 Other short stories

Dostoevsky: *Notes from Underground*
The Brothers Karamazov
The Pushkin Speech

This course is open to Division I by permission of the instructor. Enrollment is open. The class will meet twice weekly for two-hour sessions.


HA 210 FILM WORKSHOP II

Jerry Liebling or Elaine Mayes

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

Specific areas of concern:

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

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

There will be a lab fee of \$15.00. The class will meet once a week for one four-hour session. Enrollment is limited to 12.

HA 211 THE INTELLECTUAL AND SOCIAL HISTORY
OF SPANISH AMERICA

Robert Marquez

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

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

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

HA 216 THE AVANT-GARDE IN AMERICAN MUSIC

Randall McLellan

Following a century of European domination, American concert music emerged in the early years of the century as a vital national force and culminated in the symphonic and chamber works in the 1930's and 40's. Represented by such native born composers as Roger Sessions, Walter Piston, Aaron Copland, and Howard Hanson, this "mainstream" of national music was influenced by European teachers and utilized traditional forms. Concurrent with this development, however, was a smaller group of American composers who in varying degrees rebelled against the influence of European forms and techniques to develop individual styles of their own design. This musical underground surfaced in the 1950's becoming a dominant force in American musical life and a major influence in European music.

Beginning with Charles Ives, we will follow the development of this movement with emphasis not upon the techniques employed but rather upon the philosophical origins which influenced the aesthetic attitudes of the composers. Thus we will rely most heavily on primary sources--the prose writings and music of the typical of the composers we will consider are: Henry Cowell, George Antheil, Wallingford Riegger, Harry Partch, Carl Ruggles, John Cage, Morton Feldman, George Crumb, LaMonte Young, Meredith Monk, and Terry Riley.

We will meet twice weekly for two-hour sessions. Enrollment is open.

HA 220 FILM/PHOTOGRAPHY STUDIES:
INDIVIDUAL PROBLEMS IN FILM MAKING,
PHOTOGRAPHY, AND OTHER RELATED MEDIA

Jerry Liebling

This course is open to film and photography 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 forums 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, 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. Meeting times to be announced.

There will be a lab fee of \$15.00.

HA 221 METAPHYSICS

Raymond Kenyon Bradt

As the science of being *qua* being metaphysics presumes to be first science, that inquiry in which the question of the intelligibility of reality is raised in the most fundamental of its terms, those terms accurate to the very nature of being as such. Is being intelligible? If so, what is its intelligibility? And finally, what is intelligibility? Questions such as these define the locus of the metaphysical concern. The attempt of this course will be to come to terms with those questions through a genetic development of the locus of that concern, the history of western philosophical thought about being from the pre-socratic to the modern. Special attention will be paid to the *Metaphysics* of Aristotle.

Though conceived as a one-term course, students should anticipate its development extending over the course of two terms. Its schedule will allow for at least one meeting of four hours per week. Enrollment is unlimited.

HA 222 WORKSHOP FOR FICTION WRITERS

Francis Smith

Students working in the writing of short and long fiction who have some familiarity with the modes of inquiry common to humanists and artists but want to explore the extent of their own expressive powers are welcome to this workshop.

Every member of the workshop must be writing for the whole term. If you don't intend to work at it, stay away. If you are willing to work at it, whether the muse is on you or not, mastering the craft in its thousand particulars, fine. You will be expected to keep a notebook of writing in progress. You should be prepared to read your own work to the group and have it criticized and discussed. Everyone will read a sizeable piece of writing two or three times in the term, as well as constantly sharing bits and pieces of the work in progress. Everyone will be expected to join in the critical discussions of the work of the other workshop writers.

The short story writer and the novelist seem the likeliest members for this workshop. Playwrights really need *theatre* work and cannot profit as much from non-theatre discussion of their writing. If there are playwrights, however, who want to work on writing problems--dialogue, character development, scene construction--knowing that the opportunity for stage treatment will be lacking, they may sit in at their own risk.

We will meet once a week for a four-hour stretch, probably Thursdays 1:00-5:00. Fifteen hours a week of outside writing and reading for this course will be expected.

Enrollment is limited to 10.

HA 225 PHOTOGRAPHY WORKSHOP

Liebling or Mayes

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

Personal confrontation
 Aesthetic impressions
 Social awareness

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

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

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

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


HA 231 WRITING POETRY

Michael Benedict

This will be a workshop-based course 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 work of those in the workshop, 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 variety of contemporary literary magazines.

Although the short-range goal of the course is the cultivation of the ability of students to read what other students have written with care and consideration, the long-range goal is bringing a greater care to the reading of poetry generally; and the cultivation of reading and critical skills enabling the poet to develop from texts which exist outside the class approaches and counter-approaches likely to prove useful in her/his own work.

As far as possible, the instructor will attempt to directly connect the course to the psychological and technical approach of each student poet, through occasional individual meetings. This will be especially important at the start of our work together, in order for student and teacher to get to know one another.

Admission by permission of instructor only. The class will meet each Tuesday for two hours. Enrollment is limited to 12.

HA 241 MYTH: AN INTERDISCIPLINARY APPROACH

(SS 204)

Clay Hubbs, Joanna Hubbs, Philip McKean

A whole volume could be written on the myths of modern man, on the mythologies camouflaged in the plays he enjoys, the books he reads. Profane man is the descendant of *homo religiosus* and he cannot wipe out his own history--that is, the behavior of his religious ancestors that has made him what he is today. This is all the more true because the great part of his existence is fed by the impulse that came to him from the depths of his being, from the zone that has been called the "unconscious." A purely rational man is an abstraction; he is never found in real life.

--Mircea Eliade, *The Sacred and the Profane*

Part of our purpose in this course will be to study the myths of modern man, on the mythologies camouflaged in the plays he enjoys, the books he reads. Profane man is the descendant of *homo religiosus* and he cannot wipe out his own history--that is, the behavior of his religious ancestors that has made him what he is today. This is all the more true because the great part of his existence is fed by the impulse that came to him from the depths of his being, from the zone that has been called the "unconscious." A purely rational man is an abstraction; he is never found in real life.

Readings will include Levi-Strauss, Turner, Frazer, Malinowski, Freud, Jung, Campbell, Eliade, Cassirer, Frye, Wheelwright, as well as the novelists Lawrence and Mann.

The class will meet twice a week for two hours each session for lectures and discussions plus films and arranged tutorials. This course is open to Division III students by application to the instructors.

Enrollment is open.

HA 245 THE DARK PLACES OF THE MIND:
SOME NOVELISTIC VIEWS

Jess Cloud

This course will investigate the insights of three modern novelists as they view and recreate the underworld of the mind. The works to be studied are Conrad's *Heart of Darkness*, Woolf's *Mrs. Dalloway*, and Forster's *A Passage to India*. Each demands a response to a fictional death; each takes us on a voyage into a mystery and a moment of illumination. But the writers' tragic visions call for more than summary notations.

Thus we shall read each in depth, seeking to analyze structural connections, understand the novelists' use of symbols and metaphors, examine the moral forces embodied in the characters, and focus on the subtle, elusive language which each novelist uses to gain his or her effect.

Specifically, we'll look into the meaning of "certain midnight dances ending with unappealing rites," described by Kurtz, the "embrace in death" and the "enchanted garden" of Clarissa Dalloway, and the echoes in the "Mababbar caves and the 'shadow of the shadow of a dream' related by Forster.

In the 1976 Spring Term, an allied course--The Dark Places of the Mind: Some Poetic Views--will be offered.

The Fall course will be given in two one-and-one-half hour sessions per week. Everyone will be expected to participate intensively in the discussions. Enrollment is open.

HA 250 THE MAN-MADE ENVIRONMENT: ADVANCED WORKSHOP

Norton Justar and Earl Pope

This course will concern itself with research and/or design studies of some of the basic problems in or relating to the making of environment. The course will be run on a workshop basis with both an individual and team approach to the problems proposed. Each turn one or more of these problems will be investigated in depth with the objective of:

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

The precise subject matter of the projects will be determined by mutual interest.

Permission of the instructor needed. The enrollment is limited to twelve students, and the class will meet twice a week for two-hour periods.

HA 260 THE TROUBADOURS: NERUDA, VALLEJO, GUILLEN

Robert Marques

The *Journals* of Ralph Waldo Emerson include the following entry: "Give me initiative, dramatic, prophesying, man-making words." It would be difficult to find a more appropriate expression of the creative spirit behind the work of Pablo Neruda (Chile: 1904-1972), César Vallejo (Peru: 1892-1938), and Nicolás Guillén (Cuba: 1902-). Combining the lyrical with the prophetic and indeed the apocalyptic, these poets turned from the hermetic self-centeredness of a purely private anguish to the public role, the more ecumenical vision, of the troubadour whose songs help to define and mold at the same time that they reflect the ethos of a people. That they are honored as the national poets of their respective countries or that Neruda's publications include his own *Canción de amor* is no accident.

In this course, we will take a close, in depth look at the poetry and poetic development of these renowned and influential poets, paying particular attention to:

- their approach to the poet's craft
- the nature and consistency of their "worldview"
- their attitude toward literary trends and fashions
- their role as "national" or "continental" poets
- the Revolution: Poetry, politics, and the masses

The approach will be comparative, with an eye to exploring the nature and specific importance of generational and extra literary experiences--such as their common experience of the Spanish Civil War or their membership in the Communist Party--among poets whose differences are as intriguing as the similarities.

Though a reading knowledge of Spanish is recommended, enrollment in this course will be restricted only by the inevitability of the poets' work in English translation.

The course will meet twice a week for 1 1/2 hours. Enrollment 20-24.

Readings will include the following:

Nicolás Guillén: *Sóngoro cosmón, El son entero, La persona de pueblo popular, Tango, El gran río.*
César Vallejo: *Los heraldos negros, Trilce, Poemas humanos, España, aparte de mí está calla.*
Pablo Neruda: *20 poemas de amor y una canción desesperada, Tercero, residencia, Canción General, Oda elemental, Canción de amor.*

HA 289 SHAKESPEARE AND WOOLF

L. Brown Kennedy

Lovers and mad men have such seething brains,
Such shaping fantasies, that apprehend more
Than cool reason ever comprehends.
The lunatic, the lover and the poet,
Are of imagination all compact.

--A Midsummer Night's Dream

In the first part of the course we will read Shakespeare (*Twelfth Night, As You Like It, Lear, The Tempest, and possibly Hamlet*) and in the latter part Virginia Woolf (*Mrs. Dalloway, To the Lighthouse, Orlando, A Room of One's Own*, and selected essays).

Our main focus will be on the texts, reading them from several perspectives and with some attention to their widely different literary and cultural assumptions. However, one thread tying together our work on these two authors will be their common interest in the ways human beings lose their frames of reference and their sense of themselves in madness, love and find their selves in love or in sanity, and find or make both self and world in the shaping act of the imagination--in writing, in poetry, or in art.

Students will be asked, accordingly, to themselves give shape to three or four short papers.

The method of the course will be: directed close reading, discussion, and periodic lecture.

The class will meet twice weekly for 1 1/2-hour sessions. Enrollment is limited to 25.

SCHOOL OF LANGUAGE AND COMMUNICATION CURRICULUM STATEMENT

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

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

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

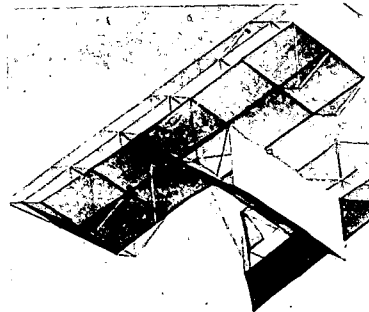
The listing by disciplines above is convenient, but it should not obscure the interdisciplinary character of the School. Most of the School's faculty have studied more than one discipline, and many of the School's courses are substantially interdisciplinary. Students who are primarily interested in one of the disciplines are urged to take courses in the related ones. The course offerings are planned to complement those of the other four colleges, so the student who does not find a particular course here is likely to find it in one of the other catalogs. The School supports Division II and III work in all of its disciplines, and students who are considering work that involves a particular L & C area should talk with one of the faculty members in that area, or go to the L & C Advising Center.

Since L & C has instituted the policy of having teaching terms and tutorial terms for each of their faculty, you should look carefully at the list of those teaching each term, as they will not be available for consultations outside of their course work during their teaching terms. Although all the disciplines represented in the School will be taught each term, different teachers will be teaching them, so if you are interested in working in courses with a specific faculty member, check this list to see who is teaching when.

Teaching Fall Term: John Horak, David Kerr, James Koplin, Jack LeTourneau, Richard Lyon, Richard Muller, Michael Radetsky, Yvette Tenney, and a linguist to be appointed.

Spring Term: John Brandeau, Allen Hanson, Robert Rardin, Janet Tallman, and Christopher Witherspoon.

The lists will be reversed in the Spring Term. Some courses will be taught both terms in journalism and TV production. On leave or sabbatical for 1975-76 are the following: William Marsh, Neil Shister, and Neil Stillings.



INDEPENDENT STUDY PACKETS IN L & C

The School has created a number of packets for students to use in individual or group independent study projects. The packets vary in scope and depth, but most of them include instructions in their use, bibliographies, reference to films and video tapes, study and discussion questions and suggestions for developing themes and projects, examples of student work, and ways for each user to build on previous work. The packets can be used for developing Division I exams, and for Division II students they can supplement the areas of concentration or serve as an introduction to areas outside one's concentration. A faculty member in L & C is able to work in each area represented in the packet topic and students have the option of registering for independent study with those faculty members when they use the packets. Topics covered so far by the packets are:

Linguistics	Conversation Analysis
Language and Thought	Mass Communications
Language and the Generations	Cable Television
Language Acquisition	Media and Politics
Phonology	News Journalism
Transformational Grammar	Photo Journalism
Dialectology	Broadcast News
Black English	Alternative Press in America
Stylistics	Media and Campaigns
Language Pathology	
Language Planning	
Macrosociolinguistics	
Linguistic Relativity	

For more information concerning the packets, see the L & C Advising Center.

SCHOOL OF LANGUAGE AND COMMUNICATION

LANGUAGE ACQUISITION LC 105	J. Koplin
STRINGS, TREES, AND LANGUAGES LC 106/206	G. Shrager Sponsor: A. Hanson
ACTIONS, REASONS, AND FREEDOM LC 173	M. Radetsky
MASS COMMUNICATION, MASS CULTURE, AND MASS SOCIETY LC 180	D. Kerr R. Lyon
AN INTRODUCTION TO COGNITIVE DEVELOPMENT LC 192	Y. Tenney
UNDERSTANDING PUBLIC OPINION LC 193/293	J. Horak* D. Kerr
TELEVISION DOCUMENTARY WORKSHOP LC 194/294	R. Muller
LINGUISTICS LC 195	to be announced*
FORMAL LOGIC LC 202	J. LeTourneau
TELEVISION PRODUCTION I LC 224	Staff
COGNITIVE PSYCHOLOGY AND THE ARTS LC 260	J. Brandeau* Y. Tenney
PERSONAL IDENTITY THEORIES LC 261	M. Radetsky
LINGUISTICS LC 262	to be announced*

*Appointment pending.

LC 105 LANGUAGE ACQUISITION
James Koplin

Almost all children acquire the language of their community on a regular schedule and within a relatively short period of time. We will spend most of this course examining what it is that the child does in this task. Special attention will be given to the descriptive material in such sources as Roger Brown's studies of pre-school children and Carol Chomsky's analysis of the cognitive development of language in the grade school years. There is no substitute for a thorough acquaintance with this work as assistance in avoiding inadequate answers to the question, "How does a child do it?" The only accurate answer at this time, however, is that "nobody really knows."

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

The course will meet twice a week for 1 1/2 hours each session. Enrollment limit: 20

LC 106/206 STRINGS, TREES, AND LANGUAGES
Gary Shrager*

"Let us grant that the pursuit of mathematics is a divine madness of the human spirit, a refuge from the gauding urgency of contingent happenings."

Alfred North Whitehead

Practically speaking, this course may act as a springboard for those interested in linguistics, computer science, cognitive psychology, or pure mathematics. It contains elements from all, while opening up broad avenues leading into each of these fields for those interested.

We will, in the course of the term, look at the fundamentals of "new math," several classes of languages, modern algebra (with emphasis on groups), computer programming, and mathematical logic. Along the way we will apply the things we learn to puzzle solving and game playing.

My main concern however is not to teach a "practical" course, though those wanting an introductory math course will find this ideal. Rather I would like to have the non-math students use the course to reach some kind of understanding of just what it is that all those mathematicians are getting so fired up about.

This course is recommended for the beginning Division I math student and the non-math student of any level.

The class will meet three times a week, twice for one-hour sessions and once for a two-hour session.

Enrollment limit: none

*Gary Shrager is a Division III Hampshire student. The faculty sponsor is Allen Hanson.



Fall Term Course Guide 1975

LC 173 ACTIONS, REASONS, AND FREEDOM

Michael Radetsky

"Virtue or excellence is, as we have seen, concerned with emotions and actions. When these are voluntary, we receive praise and blame; when involuntary, we are pardoned and sometimes even pitied. Therefore, it is, I dare say, indispensable for a student of virtue to differentiate between voluntary and involuntary actions."

Aristotle

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

Rhagevad-Gita

There are some things that people do, and other things that "nearly" 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 realm of scientific inquiry? If we don't, are claims about human freedom, purposes, and responsibility vacuous?

I want to examine these and related questions surrounding the topic of freedom of action. The class will read and discuss contemporary philosophical writings, with occasional forays in search of insight from the works of major philosophers of the past, but with an eye toward formulating these problems in our own terms.

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

Enrollment limit: 20



LC 180 MASS COMMUNICATION, MASS CULTURE, AND MASS SOCIETY

David Kerr and Richard Lyon

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

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

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

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

The course will meet three times a week for one hour each session. Two of these meetings each week will be lecture or debate sessions and one will be a small discussion group.

Preference will be given to students who have not previously taken a Division I L & C course.

Enrollment will be limited to 60 students, with 40 places held for students entering Hampshire in the Fall Term, 1975.

LC 192 AN INTRODUCTION TO COGNITIVE DEVELOPMENT

Yvette Tenney

This course will attempt to interest students in the systematic study of child development, particularly in the development of the cognitive processes, by providing a forum for the discussion of a variety of viewpoints and issues. Fortunately, a number of paperback books are now available which capitalize on the latest research and theorizing in the field while still maintaining the inherent appeal of the subject matter. The following books are, at first glance anyway, to meet these criteria, and they have all been written by people who are actively involved in research in cognitive development.

Burth, *Plans for Teachers*, 1970
Pieterman, *A Child Grows Up*, 1974
Aronheim, *Visual Thinking*, 1969
Bryant, *Perception and Understanding in Children*, 1974
Bower, *Development in Infancy*, 1976
Cole & Scribner, *Culture and Thought*, 1974

Written assignments for the course will consist of critiques of the readings, a diary passage based upon observation of a child, and a journal-style report based upon the results of an experimental task conducted with a few children of different ages. Students will also be encouraged to pursue L & C Division I examinations in this area.

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

Enrollment limit: none

LC 193/293 UNDERSTANDING PUBLIC OPINION

John Hornik* and David Kerr

"I hate communes.
They hate nuclear plants.
Therefore, I am for the reactor."

(From a letter to *Harper's*, January 1975)

Most of us assume that public opinion is rarely based "on the facts" alone. The syllogism above indicates two important ideas about how our opinions are formed: first, it suggests that our opinions may be related to or consistent with existing opinions, and second that the presence of particular groups or individuals on one side of an issue may cause others to line up reactively on the other side. These are two ideas which we will examine during the first six weeks of this course.

We will devote two hours each week to lecture-discussion of theory and research in the general area of public opinion. All types of influences on opinion ranging from mass media to interpersonal influence will be covered. The primary purpose of this part of the course is to understand, in general, what kinds of forces can create and change public opinion as well as psychological theories that seek to explain the processes involved.

A second two-hour weekly meeting will be devoted to research methods and planning conferences. The workshops will give students some familiarity with the methods of assessing public opinion and of investigating influences on its formation and change. In the planning conferences we will develop plans for research on a specific issue, although other projects might be chosen later by some members of the class. The research will focus on the controversy surrounding plans to build a nuclear reactor in the town of Montague. At the end of the six-week research, devoting the remainder of the term to it under our supervision.

This course is part of the program of the Environmental Science and Public Policy (ESAPP) research group. An additional two hours per week will be devoted to a general ESAPP seminar that will bring together the entire Montague research group. See Natural Science listings for further explanation and related course offerings.

The course will be open to all students at all levels, regardless of their interest in the Montague project or their intention to participate in the proposed research. Students will be able to work on Division I exam through this course. Those who are not interested in working on the Montague project will have the option of working on some other public opinion-related problem.

The class will meet twice a week for two hours each session. A third two-hour session will be a group meeting of all students participating in the ESAPP project.

Enrollment limit: 50

*Appointment pending.



LC 194/294 TELEVISION DOCUMENTARY WORKSHOP

Richard Muller

The course will undertake two activities in parallel:

We'll read about the development of the documentary in American television, watch current and past documentaries, and, tripping about the differences between television documentaries and other kinds, the responsibilities of the producer of documentaries, the differences between documentaries and other non-fiction television. For those who have not yet done a non-fiction television, this part of the course will provide much of the necessary background.

We'll produce some documentaries. I have a particular project in mind, which may have started in the spring: a series of programs on recreational uses of the outdoors, ranging from rock-climbing to hang gliding. Students who do not have a well-developed project of their own design will be able to develop roles in this one, including photography, writing, research, editing, and on-camera performance. Using the course structure and personnel, other students will develop and execute projects of their own. We will attempt to keep the number of projects low, to avoid spreading the course budget so thin that no project receives adequate support.

The course will meet twice a week as a group for two hours each session: once to watch and discuss other people's work and once to plan and coordinate our own. Extensive time outside of class will be required for reading, research, and production.

Enrollment in the course has no set limit, but an interview with the instructor will be necessary to assess and balance the background experiences of those participating.

LC 202 FORMAL LOGIC

J. J. LeTourneau

Work in logic during the 20th century has been and continues to be one of the exciting chapters of both mathematics and philosophy. This subject has grown naturally from a descriptive study of "proper reasoning" to an abstract discipline in its own right. In recent years applications of logic have extended beyond the true parent fields to new areas of computer science, linguistics, and cognitive psychology.

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

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

Enrollment limit: 30

LC 224 TELEVISION PRODUCTION I

Staff

This first course in live and videotape television production gives students the opportunity to acquire sufficient skill in using portable and studio equipment to work independently in complicated future projects.

Some of the course will center on the particular facilities of the College, with the expectation that all participants will demonstrate considerable skill in using much of it at the conclusion of the course. Those who have worked elsewhere or wish to--will find this equipment usefully typical of that in use in closed-circuit and cable television systems.

Skills to be attained include the operation of cameras, videotape recorders, video and audio mixers, and special effects generators; organization and direction of simple studio television programs; set-up and execution of out-of-studio productions. Attitudes which the instructors believe are helpful include respect for equipment, its potential uses, and other users of it; appreciation of the intelligence of the potential audience; caring for the worth of the time the audience spends watching one's product.

The course is listed as a Division II course since no formal attempt will be made to prepare participants for Division I examination in Language and Communication. It is not restricted to those who have completed a Division I exam.

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

Enrollment limit: 30, 22 by lottery, 8 Five-College students.

LC 260 COGNITIVE PSYCHOLOGY AND THE ARTS

John Brandeau* and Yvette Tenney

This course is intended for students who have some sophistication either in psychology, in film, or in one of the fine arts, and who are interested in exploring the relationship between art and cognitive psychology in light of the following questions:

1. Can we have a psychophysics of art? music? film? Is it possible to specify which aspects of the physical world can be represented in the art form and how they are conveyed? Knowledge of the work on the analysis of the information available in the drawing will provide a starting point for the discussion. We will also consider Bandura's ideas about representation in music, Aronheim's analysis of "film and reality" and Mollin's analysis of how one particular property, namely transparency, is depicted in painting. There may also be some work available on how information is conveyed through mime. In the course of this discussion we will have to deal with the question of whether representation in art depends upon learned conventions or direct information. We may also be able to learn something by inviting experienced artists, composers, and filmmakers to discuss their works.

2. What determines personal preference for works of art? This question could of course be considered in terms of social influences and personality dimensions. Recently, however, a few psychologists have begun to consider how perceptual learning and cognitive development might relate to preferences for particular styles of art. Ron Hevner, for example, has found that individual preference for pieces of music varies in their degree of "complexity" changes with degree of exposure to the music. If we are willing to include humor in our discussion of the arts, then we can look at some studies of changes with age in children's appreciation of different types of riddles. We will also spend some time developing our skills in film analysis to see how that experience affects our own appreciation.

3. What skills are involved in the performance of the arts? How are they learned? For this section we will consider the growing body of work on children's art. We might also discuss a new book on the performance of music, a Division I examination on Piaget's stages of development as applied to musical skills and work on children's use of metaphor.

Each student will be called upon to make a contribution to the class in the form of some kind of project which will add to our understanding of some aspect of the course.

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

Enrollment limit: none

*Appointment pending.

LC 261 PERSONAL IDENTITY THEORIES

Michael Radetsky

In this course we will examine and discuss a number of theories, both historical and contemporary, about knowledge and identification of the self. We will consider such questions as: why should we talk about people as single beings in spite of the fact that they are constantly changing? How do we know that the "I" who woke up in my bed this morning is the same person as the "I" who went to sleep there last night? What role do memory, bodily identity, and identity of attitudes play in identifying a person as one and the same? Must a person be regarded as more than a collection of attributes in order to speak of a persistent self?

We will begin by examining a number of historical views, including those of Descartes, Locke, Hume, Kant, and Sartre, trying to weigh carefully the arguments and explanations put forward by these philosophers. We will then examine some contemporary views, including those of Gilbert Ryle, Peter Strawson, and Sidney Shusterman, and begin to survey some of the extensive exchanges in the philosophical journals. Finally, we will attempt to set out what special problems, if any, of the identity of selves or persons we believe there to be.

This course will require two substantial papers and considerable reading and preparation for discussions. Some prior course work in philosophy is strongly encouraged.

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

Enrollment limit: 30

SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

Why is the School of Natural Science different from all other schools?

1. Because we have to try harder. Comparatively few Hampshire students enter with a strong interest in the natural sciences. We accept this from the start and state at the outset that our primary efforts will not be aimed at serving the professionals, but at trying to interest and instruct the majority of students, whose past experiences with science courses have been either boring or frightening.

We have spent a lot of time and effort recruiting faculty who agree with this philosophy and who are capable of carrying it out. In addition, some of our students teach courses which are an important part of our curriculum. Most of us are easy to find and easy to talk to. In addition, we have an advising center in Room 717 of the Science Building. Please look over our course offerings carefully and if you still can't find anything you like, come talk to us.

2. Because we have core programs and minicourses, as well as regular courses. A minicourse is a course that lasts less than a full semester; for example, Merle Bruno, et al's THE BEE LANGUAGE CONTOUR lasts 6 weeks, while Lynn Miller's BEANBAG GENETICS lasts 4 weeks. Other minicourses last eight weeks. Check times carefully; minicourses don't all start at the beginning of the semester.

A core program is a series of lectures or discussions around which several related courses cluster. For example, PHOTOCHEMISTRY, THE BRAIN BEHIND THE EYE, PSYCHOPHYSICS AND NEURAL NETWORKS, and WAVE PHENOMENA are some examples of offshoots of the new LIGHT, COLOR AND VISION program. If you are interested in a core, but aren't sure which (if any) of the related courses you'd like to take, please attend the first core meeting where all the courses will be described. No matter which course you attend, if they are related to a core, you will be expected to attend the core as well.

3. Because we do not have any pre-registration. If you want to try out a course, please feel free to try it out. Or try out several. In addition, we try to have open enrollment (no limits on the numbers of students in a class) as much as possible so you don't have to worry about getting your name in quickly.

(There may be an occasional course with limited enrollment; it will be clearly marked.) At the end of the drop-add period, you can register in any course you want to stay in by signing the list the instructor passes around.

The divisional level of courses can be easily distinguished by whether they carry a course number in the 100 or 200 range. Division III integrative seminars will be found listed elsewhere in the catalog.

P.S. Unless clearly stated otherwise, our courses will offer grades for Five-College students.

Please note: All course meeting times are tentative at this point - please check current Course Time Schedule issued from Central Records for changes.

SCHOOL OF NATURAL SCIENCE

PROGRAMS WITH RELATED COURSES

DEATH AND BIRTH NS 101

John Foster, Nancy Goddard,
Saundra Oyevoile, Michael Gross,
Al Woodhull, Directors

DO WE HAVE TO DIE?
NS 102 (Minicourse, 1st 4 wks.)

Staff

MALE AND FEMALE REPRODUCTIVE FUNCTION
NS 103 (Minicourse, 5th wk on)

Nancy Goddard

HOW WILL THEY DECIDE IF YOU'RE DEAD?
NS 104 (Minicourse, 8 wks.)

Al Woodhull

TOPICS IN CANCER RESEARCH
NS 105

Saundra Oyevoile,
Susan Goldhor

HUMAN GENETICS
NS 106 (Minicourse, 2nd 4 weeks)

Lynn Miller

LIGHT, COLOR AND VISION NS 110/210

Merle Bruno, Director

PHOTOCHEMISTRY
NS 111 (Minicourse)

Nancy Lowry

THE BRAIN BEHIND THE EYE
NS 112 (Minicourse, 1st 6 wks.)

Al Woodhull, Krick-
haus, Merle Bruno

PSYCHOPHYSICS AND NEURAL NETWORKS
NS 211 (Minicourse, 2nd 6 wks.)

Al Woodhull,
Krickhaus

WAVE PHENOMENA
NS 212

Allan Krass

ENVIRONMENTAL SCIENCE AND PUBLIC POLICY NS 110/210

Allan Krass, Louis Wilcox,
Directors

BASIC SCIENCE FOR ENVIRONMENTALISTS
NS 121

Allan Krass

MONTAGUE NUCLEAR PLANT RESEARCH PROJECT
NS 122/222

Allan Krass, Ray
Coppinger, Lou Wil-
cox, John Hornik,
David Kerr

READINGS IN BIOLOGY
NS 224

Lou Wilcox,
Mike Sutherland

ARMS CONTROL AND DISARMAMENT
NS 124/241

Allan Krass

UNDERSTANDING PUBLIC OPINION
LC 193/293 (See LC Course Description)

David Kerr,
John Hornik

SEPARATE COURSES

ANIMAL BEHAVIOR:

THE BEE LANGUAGE CONTOUR
NS 125 (Minicourse, 1st 6 wks.)

Ralph Latta, Merle Bruno,
Jane Egan, Whitney Cranwell

BIO-SOCIAL HUMAN ADAPTATION
NS 126 (see SS 128)

Ray Coppinger, Phil McKean

MONKEY BUSINESS
NS 225

Jane Egan

ASTRONOMY:

ASTRONOMY FOR PORTS AND PROFESSIONALS
NS 127

Kurt/Courtney Gordon

INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS
ASTFC 22

Kurt/Courtney Gordon

SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH
ASTFC 31

Wm. Irvine (at Amherst)

ASTRONOMICAL OBSERVATION
ASTFC 37

Prof. Seitter (at Smith)

ASTROPHYSICS I
ASTFC 43

Prof. Harrison (at U.M.)

BOTANY:

MUSHROOMS
NS 128/228 (Minicourse, 1st 4 weeks)

Lou Wilcox

TWIGGING OUT - WINTER BOTANY
NS 129

Robin Hoffman
(Wilcox - Supervisor)

BIOLOGY AND BIOCHEMISTRY:

BEANBAG GENETICS
NS 130 (Minicourse, 1st 4 wks.)

Lynn Miller

INFORMATIONAL MACROMOLECULES
NS 131 (Minicourse, 2nd 4 wks.)

Lynn Miller

GENETICS OF EVOLUTION
NS 132 (Minicourse, 3rd 4 wks.)

Lynn Miller

THE POISON PROJECT
NS 226

Ann Woodhull

CONTROL OF METABOLISM
NS 227

Linda Slakey

TOPICS IN BIOCHEMISTRY AND CELL PHYSIOLOGY
NS 229

John Foster, Linda Slakey

TOPICS IN PHOTOSYNTHESIS AND NITROGEN FIXATION
NS 230

John Foster

CHEMISTRY:

CHEMISTRY FOR THE CONSUMER
NS 133

David Gay

INTRODUCTION TO CHEMICAL ANALYSIS
NS 134

David Gay

PHYSICAL CHEMISTRY FOR BIOLOGISTS
NS 231

David Gay

ORGANIC CHEMISTRY IN 3D
NS 232

Nancy Lowry

ACIDS, BASES AND BUFFERS
NS 233 (Minicourse, last 4 wks.)

Nancy Lowry

BIOLOGY:

FORESTRY SEMINAR
NS 135

Bruce Byers, Scott Morehouse
(Coppinger - Supervisor)

WHAT IS GOING ON IN ENVIRONMENTAL EDUCATION?
NS 136/236

Cary Kirschberg
(Bruno - Supervisor)

LAND USE PLANNING
NS 137/237

Richard Huber
(Wilcox - Supervisor)

HISTORY AND SOCIOLOGY OF SCIENCE:

DARWIN'S OTHER BOOKS
NS 238 (Minicourse, 2nd 6 wks.)

Susan Goldhor, Mike Gross

SCIENCE, SCANDAL AND SOCIETY
NS 333 (See Div. III Int. Sem. listings)

Ann Woodhull, Mike Gross

MATHEMATICS:

WORLD OF MATH
NS 123/223

David Kelly

MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS
NS 138 (SS 123)

Ken Hoffman, Mike Sutherland

USABLE MATH
NS 139

Ken Hoffman

CONFIDENT CALCULUS NS 141

David Kelly

ALGEBRA
NS 242

David Kelly

PHYSICS:

HOW THINGS WORK
NS 142

Herb Bernstein

ELECTRICITY AND MAGNETISM
NS 240

Herb Bernstein, David Kelly

WAVE PHENOMENA
NS 212 (See LIGHT, etc. Program)

Allan Krass

SCIENCE EDUCATION:

LOGIC, OPERATIONISM, VERIFICATION, EXPERIMENTAL DESIGN,
AND STATISTICS FOR THE BIOLOGIST AND NATURAL PHILOSOPHER
NS 143

Krickhaus

SYNERGY - CURRICULUM FOR CREATING
NS 243

Merle Bruno, Richard Konicsek

DIVISION III INTEGRATIVE SEMINAR:

CURRICULUM DEVELOPMENT
IN 330 (See Div. III Int. Sem. listings)

Merle Bruno

SCIENCE, SCANDAL AND SOCIETY
IN 333 (See Div. III Int. Sem. listings)

Ann Woodhull, Mike Gross

DEATH AND BIRTH PROGRAM NS 101

John Foster, Nancy Goddard, Saundra Oyevoile,
Michael Gross, Al Woodhull, Directors

Among the main events of living are birth and death. And any study of those processes immediately raises fundamental questions:

What distinguishes living from dead-biologically, socially, and legally? How have those definitions changed over time and how do they vary from culture to culture?

What triggers birth as a specific event during the continuous process of development and growth?

Why do organisms age and die? Why do species become extinct?

How effectively does our society--especially the medical profession--cope with birth and death?

A program organized around a weekly core meeting and satellite minicourses and courses will explore these and related questions. The core will include lectures by faculty members from the different schools and invited speakers, panel discussions, films. The courses, some of which are listed below, will explore in greater depth specific aspects of birth and death. Students will be encouraged to initiate special interest seminars. For students wishing to learn clinical diagnostic techniques and to do projects of a clinical nature, reagents, equipment and instruction will be available. To take minicourses, register for the core program.

Time: Thursday, 3:30-5:30 (and Wednesday 3:30-5:30 when needed).

NS 102 DO WE HAVE TO DIE?
(1st 4 wks)

Staff

Is aging just a wearing down of life's machinery (which may be replaceable) or are there specific mechanisms (e.g. genetical programs) which initiate the process of aging and lead to death? All members of the core are encouraged to participate in small discussion groups on this topic. In which some of the recent scientific papers on this question will be read; one objective of this minicourse is to develop skills in analyzing scientific papers.

Time: To be announced at core.

NS 103 MALE AND FEMALE REPRODUCTIVE FUNCTION
(5th wk on)

Nancy Goddard

What are the biological bases of sexuality? What factors influence one's sex drive, sexual behavior, ability to successfully reproduce (or to avoid it, for that matter)? Are there biological events that happen to a person even before birth termed "maleness" or "femaleness"? Are there effective means of correcting nature's caprice; that is, how far can we go toward changing the nature of one's sex through genetic surgery; through transsexual operations? These are some of the questions that will be addressed in this minicourse. The intent is mainly twofold: 1) to provide persons with basic working knowledge of those systems directly concerned with one's sexuality; 2) to introduce students to the mode of inquiry used in science and to facilitate use of the tools needed to answer certain questions. Classes will meet twice weekly to discuss selected literature, view films and meet with appropriate outside persons engaged in relevant fields.

Time: Tuesday, Thursday, 1:30-3:00.

JEFF BOOKSHOP

Fall Term Course Guide 1975

NS 104 HOW WILL THEY DECIDE IF YOU'VE DIED? (1st 8 wks)

Al Woodhull

There is much current concern about the possibility of keeping people alive by artificial means at great expense and with little hope for any real benefit to the patient. We will read about the various ways medical workers define death and we will attempt to decide whether one or more of the definitions is valid enough to make it okay to pull the plug or transplant an organ.

Time: Monday, Thursday, 1-2:30.

NS 105 TOPICS IN CANCER RESEARCH (Full term)

Susan Goldhor, Sandra Oyewole

Volumes of publications on cancer related research give us an opportunity to examine the approaches that are being used to tackle the problem of cancer, the number two killer in the United States. We will consider chemical agents which have been labeled carcinogenic, particularly the studies which led to their identification as such. Some emphasis will be placed on viral agents which have been implicated in cancer. We will also discuss the epidemiology of cancer and mechanisms of carcinogenesis, as well as some recent cellular biology. The format will be a combination of lectures and discussions of scientific articles.

Time: Monday, Wednesday, 11-12:30.

NS 106 HUMAN GENETICS (2nd 4 wks)

Lynn Miller

Students should have had some previous introduction to genetics (High School or Biobag Genetics should be sufficient). This course will concentrate on several well understood case studies in human genetics. We will watch and discuss a series of films on human genetics, read some of the original literature, on those topics, and discuss the implications of our increasing knowledge on current proposals about genetic screening and counseling.

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

Text: J.M. Leamer, *Heredity, Evolution and Society*, plus selected readings.

Time: To be announced by instructor.

NS 110/210 LIGHT, COLOR AND VISION PROGRAM Merle Bruno, Director

Many students and faculty at Hampshire are interested in some aspect of light and the way people and other animals respond to it. This lecture series is designed by and for all these people. We will meet once a week to hear a lecture about the philosophical, biological, artistic, perceptual, physical, and chemical aspects of light. The lectures will be given by faculty who are concurrently giving courses relating to light and this lecture series will be central to all these courses. We will probably also have some invited lecturers.

Time: Thursdays, 10:30.

NS 111 PHOTOCHEMISTRY (Minicourse)

Nancy Lowry

An introduction to models of why and how some molecules react when certain wavelengths of light are shined upon them.

Time: To be announced at core.

NS 112 THE BRAIN BEHIND THE EYE (1st 6 wks)

Al Woodhull, Krickhaus, Merle Bruno

...or maybe we should call this minicourse the brain in the eye, because as neurophysiologists we consider the eye as a part of the brain. We also believe that it is the brain, not just the eye, with which we see the world. This course investigates the construction of the world in our brains. We will learn something about how our eyes work and something about how our brains work. The experiments we will read about will be ones that use techniques which don't require causing pain to experimental animals - just to show that the way the brain and the eye work together is an area of neurophysiology open to people who like animals and other people.

Time: Tuesday, Thursday, 9-10:30.

NS 211 PSYCHOPHYSICS AND NEURAL NETWORKS (2nd 6 wks)

Al Woodhull, Krickhaus

Certainly there is nowhere inside the brain a miniature eye that looks at the pictures of the world that are projected inside along the nerves from the brain, yet that is the way many descriptions of the visual system sound on first reading. The way the world is analyzed remains a mystery, although recent research has provided some possible clues. In this minicourse we will look intensively at one or two areas in which psychophysical research investigates the functioning of the brain. There will be an opportunity to get involved in experiments in this area. For those willing to undertake larger projects this work could lead to Division III research.

Time: Tuesday, Thursday, 9-10:30; Lab Thursday, 2:30-4:30.

NS 212 WAVE PHENOMENA (Full term)

Allan Krass

This will be a book study seminar for students who have a good background in calculus and elementary electricity and magnetism. Topics will include the derivation and solution of the electromagnetic wave equation, physical optics, antennas, waveguides, cavity resonators and others. If time permits and interest dictates, other wave phenomena such as sound and quantum waves can be included.

Time: To be announced by instructor (1 seminar/week).

ENVIRONMENTAL SCIENCE AND PUBLIC POLICY PROGRAM Allan Krass, Louis V. Wilcox Jr., Co-directors

This program represents a fusion of the old Environmental Quality and Science and Public Policy Programs. It is intended to provide a framework within which faculty and students can engage in original research on technological and policy problems of current interest. This year the group will study the proposed Montague nuclear power plant. Faculty participation may be divided roughly into two classes.

The first class consists of those who will commit a major fraction of their time to teaching and research within the program, and it presently consists of Allan Krass, Louis Wilcox and Raymond Copping from the School of Natural Science, John Hornik from Social Science, and David Kerr from Language and Communication.

The second group consists of faculty who have expressed a willingness to contribute blocks of time to seminars and/or segments of courses, and who are willing to supervise student research projects within their areas of expertise. This latter group consists of David Gay, John Reid, and Herbert Bernstein of Natural Science, Stanley Warner and Richard Alpert of Social Science and David Smith of Humanities and Arts.

NS 121 BASIC SCIENCE FOR ENVIRONMENTALISTS (Full term)

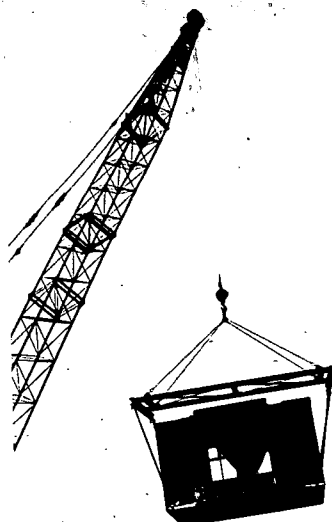
Allan Krass

This is a science course for students who are serious about environmental studies. Its purpose is to provide a background in fundamental science so that this does not have to be picked up from scratch when Division III time rolls around. It is explicitly intended for students interested in the ESAPP program.

The emphasis will be on physics, but the course will be problem oriented so that when chemistry or biology are involved we will follow it through, sometimes using other faculty members as resources. We will use calculus too whenever it is needed so this will have to be taken concurrently or picked up as we go along. It is not a prerequisite, however.

Within reasonable limits the topics covered are flexible. Some possibilities are: solar energy, wind power, basic thermodynamics, nuclear and ultraviolet radiation, electricity and magnetism, etc. In each case the emphasis will be on the fundamental principles involved rather than on specific applications.

Time: Tuesday, Thursday, 9-10:30.



NS 120/22 MONTAGUE NUCLEAR PLANT RESEARCH PROJECT (Full term)

Allan Krass, Raymond P. Copping, Louis V. Wilcox, David Kerr, John Hornik

This is a faculty/student research project which has a seminar orientation. It will be interdisciplinary in approach with individual faculty members and students developing expertise in specific areas and coordinating these investigations with the total group. Students will be expected to participate as researchers reading background information and probing into the many unanswered problems that the nuclear power plant presents. Faculty participating are as follows:

Allan Krass: nuclear safety and energy alternatives.
Raymond P. Copping: environmental considerations in siting a nuclear facility.
John Hornik and David Kerr: formation of public attitudes toward nuclear power.
Louis Wilcox: impact of the proposed nuclear plant upon the Connecticut River and associated aquifers.

Time: Friday, 1-3.

NS 224 READINGS IN ECOLOGY (Full term)

Lou Wilcox and Mike Sutherland

An advanced course for Div. II and III students in ecology readings from such journals as *Ecology*, *Ecological Monographs*, etc. Initially emphasis will be placed upon intelligent reading of ecological research articles, thence to an examination of ecological hypotheses and mathematics applied to ecology. In the latter part of the course, hypotheses will be tested on class generated data.

Time: Monday, Wednesday, 11-12:30.

NS 124/241 ARMS CONTROL AND DISARMAMENT (Full term)

Allan Krass

For the past thirty years the U.S. and the Soviet Union have been locked in a grim competition in the invention and deployment of weapons of mass annihilation. Despite all efforts at arms limitation during this period, the numbers and destructive power of these weapons have continued to grow. Meanwhile, nuclear weapons have been built by at least four other major powers and the threat of further proliferation is ominous. But paradoxically as the danger has increased, public concern has declined.

This course is intended to increase awareness and understanding of these issues by asking three questions about the arms race:

- 1) How and why did it begin and what keeps it going?
- 2) What kinds of weapons do we have and what can they do; and what has happened to the nature of war?
- 3) Can it be stopped? What has been tried in the past and what can be done in the future?

An unusual feature of the course will be its use of cable television. Presentations and classroom discussion will be presented as they happen on channel 8 of the cable system in the town of Amherst, so that off-campus students may participate fully. Such students will, if they choose, confer with the instructor by telephone, submit written work by mail, and join in class discussions by using a special two-way communication system. By this means it is hoped that a greater number and a wider variety of students will be able to take the course.

Enrollment limit 30: 15 Hampshire and 15 off-campus students.

Time: To be arranged by instructor (two meetings per week).

LC 193/293 UNDERSTANDING PUBLIC OPINION

David Kerr, John Hornik

(See LC course description).

SEPARATE COURSES

ANIMAL BEHAVIOR:

NS 125 THE BEE LANGUAGE CONTROVERSY (1st 6 wks)

Ralph Latta, Merle Bruno, Jane Egan, Whitney Cranshaw

"Instead of dirt and poison we have rather chosen to fill our hives with honey and wax, thus furnishing mankind with the two notions of things, which are sweetness and light."

Jonathan Swift, *The Battle of the Books*

One of the most engaging stories in natural history is that of how bees tell other bees in the hive where to find a new source of nectar. In his popular book, *"The Dancing Bees"*, Karl von Frisch describes the observations and experiments which led him to conclude that bees communicate by means of a "waggle" dance. Recently this conclusion has been challenged by a young, relatively unknown scientist, Adrian Wenner.

In this course, we will examine the original research literature and will observe bees ourselves to see if we can resolve the controversy or design experiments which will resolve it. We will also talk about the process of challenging accepted theories in science.

Students will be expected to write a short paper on some aspect of bees (behavior, physiology, evolution, vision, etc.) that they find of interest. We will be available for consultation for students who want to develop these into exams.

Time: Tuesday, Thursday, 1-3, plus one half day/week field trips or experiments.
Whitney Cranshaw is a Division III Hampshire student.

NS 126 BIO-SOCIAL HUMAN ADAPTATION (SS 128)

Ray Copping, Phil McKean

(See Social Science course description.)

NS 225 MONKEY BUSINESS (Full term)

Jane Egan

In this course we shall be investigating the effect of environment on the behaviour and social structure of primate groups. After exploring the more general effects, we shall attempt to analyze the direct or indirect effects of different environments on the relationships between specific classes of individual to a group (eg. between parents, sexes, mothers and young, etc.). At this stage we shall refer to laboratory studies to explore in some depth the mechanisms underlying behaviour observed in the field.

Towards the end of the term we shall be making a critical appraisal of popular books which draw conclusions about human behaviour from studies of non-human primates.

The course will involve extensive reading. It will be based mainly on discussion and student presentations, with some lectures and films.

Enrollment: By permission of instructor.

Time: Monday, Wednesday, 10-12.

ASTRONOMY:

NS 127 ASTRONOMY FOR POETS AND PROFESSIONALS (Full term)

Courtney Gordon, Kurt Gordon

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

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

The course is designed for a large enrollment of Division I students with a wide range of backgrounds. A core lecture will be given once a week; the class will divide into two groups the rest of the time. The first group will contain the poets -

those who might be afraid of mathematics. They will discuss some of the most tantalizing questions at the frontiers of astronomy, in plain English. The second group, the professionals - will be challenged to expand their minds to the quantitative reasoning of the astronomer. Both groups will make observations with telescopes.

Time: To be announced (one 1 hour and one 2 hour meeting per week, plus occasional evenings).

ASTFC 22 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS

Kurt and Courtney Gordon
(Hampshire)

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

Time: Tuesday, Thursday, 1:30-3:30.

ASTFC 31 SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH

Wm. Irvine
(Amherst)

We are living in an era unique in human history. The entire solar system is experiencing the first direct exploration by mankind. Each of the planets, and in fact each of the planets' moons, is gradually being revealed as a unique world both similar and also vastly different from the earth. The course will describe our current knowledge of the planets and satellites, focusing on such questions as conditions on the surface of Venus, the nature of the Venus clouds, the possibility of extraterrestrial life, recent explorations of the planet Mars, and reconnaissance of the outer solar system. The emphasis will be placed on spacecraft investigations. Text: *Moons and Planets*, Hardman. Requirements: core paper and final exam.

Time: Monday, Wednesday, 1:25-3:20.

ASTFC 37 ASTRONOMICAL OBSERVATION

Professor Seitter
(Smith)

An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend somewhat on individual interests: photography; calibration of photographs; photometry; spectroscopy and classification of spectra; determination of stellar temperatures, masses, and radii; introduction to telescope design and use; the astronomical distance scale. Prerequisite: ASTFC 22 or permission of instructor.

Time: Tuesday, Thursday, 1:25-3:20.

ASTFC 43 ASTROPHYSICS I

Professor Harrison
(U. Mass)

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

Time: Monday, Friday, 1:25-3:20.

BOATANY:

NS 128/228

MUSHROOMS

(Int 4 wks)

Lou Wilcox

Field identification of mushrooms extant in the Amherst area. Emphasis placed upon developing the ability to distinguish between poisonous and edible species.

Time: Tuesday, 1:30-3:30 plus another time TBA by instructor.

NS 129 TWIGGING-OUT OR WINTER BOTANY

(Nov. & Dec.)

Robin Hoffman
(Wilcox - Supervisor)

Take some time to enlighten yourself to "joys" of identifying trees by their winter characteristics. Sharpen your vision. Observe what life persists after autumn dies. Find out how trees survive the cold among other things. Bring your logs, penknives and warm boots. Hopefully, the course will serve as a catalyst for putting ideas together into projects on population studies, tree formation and growth, forestry, hybridization of tree families, or anything else inspiring your interest. Class will meet for a morning hike once a week on the Holyoke Range. Following the hike, students should take an hour or so to key out specimens in the lab. I would like to have weekly discussions on trees. Photographers, artists, poets, scientists, carpenters and farmers are encouraged to take this course. We'll go tramping through the woods.

Time: (see Robin Hoffman, phone 584-8820).
*Robin Hoffman is a Hampshire College student.

BIOLOGY AND BIOCHEMISTRY:

NS 130

BEANBAG GENETICS

(Int 4 wks)

Lynn Miller

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

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

Interested students may continue the Carver study, begun by students three years ago, beginning at understanding the genetic control of the ability to smell certain compounds by humans. The class will meet four times a week for an hour each time. Students taking this course will discuss the limitations of these techniques should be well prepared to develop a Division I Natural Science exam.

Time: Monday, Wednesday, Friday, 8:30-10:30, 2nd section, 10:30-12:30 if needed.

NS 131 INFORMATIONAL MACROMOLECULES

(Int 4 wks)

Lynn Miller

Students in this course will read a series of original research

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

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

Time: Monday, Wednesday, Friday, 8:30-10:30, 2nd section 10:30-12:30 if needed.

NS 132

GENETICS OF EVOLUTION

(Int 4 wks)

Lynn Miller

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

Time: Monday, Wednesday, Friday, 8:30-10:30, 2nd section 10:30-12:30 if needed.

NS 226

THE POISON PROJECT

(Full term)

Ann Woodhull

This is a lab research project for Division II students.

The red eft, a common salamander in this area, is apparently poisonous. Since the eft is a close relative of the salamander (*Taricha*) that produces a very potent and specific nerve toxin (tariachotoxin), the characterization of the eft's toxin is of particular interest.

Several aspects of the eft poison deserve study: Is the poison a nerve toxin; how does it work? If, as reported, there are animals that can eat the eft, are their nerves resistant to the toxin? Can we chemically characterize the toxin at all? Will predatory animals of the area voluntarily eat efts? At present, all these questions remain unanswered. The poison project may lead to Division III projects for some students.

Enrollment: By permission of instructor. (Limited to 10).

Time: Wednesday afternoon, 1 on.

NS 227

CONTROL OF METABOLISM

(Full term)

Linda Slakey

We will explore the subject of control in biological systems, using lipid metabolism in higher eukaryotes as a principal focus. This framework offers us the opportunity to consider the relationships among several multistep metabolic pathways; control by availability of substrates and cofactors; classical feedback systems; the relative importance of synthesis and degradation in maintaining enzyme levels and the mechanisms of action of several hormones.

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

The course is offered jointly with the Department of Biochemistry at U. Mass. It is open to Division II and III students. Please see instructor before enrolling.

Time: To be announced by instructor.

NS 229

TOPICS IN BIOCHEMISTRY AND CELL PHYSIOLOGY

(Full term)

Linda Slakey, John Foster

Many Div. II and III students find a need to gain background in biochemistry in connection with their work, whether it be in nutrition, some specific clinical disorder, biological field work, or some other aspect of biology. As an alternative to a full-term course in biochemistry students have often opted for an independent study. We wish to respond to this need by organizing a group independent study, in the belief that pooling resources and sharing experiences will make the work more rewarding and effective. We are prepared to offer the following:

Guidance in organizing the group and suggesting appropriate library resources.

Leadership in group seminars and discussions, if needed.

Consultation and assistance for students undertaking quantitative laboratory work.

Critical reading and evaluation of student papers and essays on biochemical topics.

As the focus of the group will be on the research literature, including methods, experimental data and the interpretation of those data, we expect the students who sign up to bring the necessary skills. To that end we ask that each student:

Consult with one of us in advance, to discuss plans and expectations.

Have appropriate background in chemistry, or agree to acquire it concurrently by other course work or independent study.

Demonstrate some ability to do quantitative thinking, by working a set of quantitative problems which we will distribute before the semester begins.

Time: Monday, 8:30-10:30, 4-6; Friday, 8:30-10:30.

NS 230

TOPICS IN PHOTOSYNTHESIS AND NITROGEN FIXATION

(Full term)

John Foster

While on sabbatical I became involved in two projects, which I hope to continue with the help of some Div. II and III students:

Photosynthetic energy production by green bacteria:

Chlorobium is a genus of green bacteria which are anaerobic, photosynthetic and nitrogen fixers. Electron micrographs show these cells have small buds, or vesicles, close under the cell membrane, and there is evidence that their chlorophyll is located there. If so chlorobium may be an interesting evolutionary link between other photosynthetic bacteria, where photosynthesis occurs in the cell membrane, and the cells of higher plants, where it occurs in specialized chloroplasts. Part of the project, now that it is possible to isolate the vesicles from chlorobium, is to establish conditions for active photosynthetic energy production (ATP formation) can occur and then explore the biochemical function of the vesicles in some detail. There is also little known about the ecology of these bacteria. Why are they photosynthetic, if their normal habitat is not where there is little light and less oxygen? What role does the nitrogen-fixing ability play in the ecology of the pond? These questions will be explored in the field and in the laboratory (principally in the biochemistry department at UMass.)



Water and nitrogen cycles in evergreen forests: The soil in coniferous (evergreen) forests tends to be nitrogen-poor, raising the question of how trees get enough nitrogen for growth. It is now known in the case of Douglas fir that lichens, growing on the branches high above the forest floor, fix substantial quantities of nitrogen, perhaps enough to meet the needs of the tree. What form is the nitrogen made available in? How does it get into the trees, by direct uptake or by washing to the forest floor during the rainy season? What happens in the summer when it seldom rains but fog is common? What modifications occur in Eastern forests, where the summers are wet and the winters tend to be drier? These are all questions amenable to experiment, involving field work to rig the trees and collect samples and, lab work to do the necessary analyses.

Both projects should afford numerous opportunities to develop Div. III projects. Enrollment by permission of instructor.

Time: Tuesday, 7:30 p.m.

CHEMISTRY:

NS 133

CHEMISTRY FOR THE CONSUMER

(Full term)

David Gay

A course for people with little or no previous chemistry. Emphasis will be placed on topics of easily recognized importance and familiarity (e.g., air-water quality, food additives, cosmetics, etc.).

Time: Monday, Wednesday 10:30-12.

NS 134

INTRODUCTION TO CHEMICAL ANALYSIS

(Full term)

David Gay

With the advent of the "Environmental Crisis", the importance of Analytical Chemistry has been fully recognized! The course will focus on the development of those practical lab skills which are indispensable in answering questions such as: What are their constituents? What are their concentrations? What are the procedures used to establish these? etc....

A wide variety of analytical problems will be dealt with via food, drug and toxic metal analysis.

Time: Tuesday 1-3, Wednesday 4-6.

NS 231

PHYSICAL CHEMISTRY FOR BIOLOGISTS

(Full term)

David Gay

This course will deal with those aspects of physical chemistry of major concern to students of the life sciences (medicine, biology, microbiology, etc.).

Time: Monday, Wednesday 1:30-3:30.

NS 232

ORGANIC CHEMISTRY IN 3-D

(Full term)

Nancy Lowry

This is a beginning organic course with emphasis on structure of molecules and the effect of structure on properties and reactions. The first section considers models for approaching the structure of molecules - what can we know (or think we know) about something we can't see. The second section of the course considers energetics - why do reactions happen or not happen, and why do some reactions happen faster than others. The third section considers further reactions and properties of organic molecules. The laboratory experiments focus on rate and equilibrium studies of organic reactions and methods. The material is presented always with the biologist in mind, and there is an extensive reading list tying class material to other disciplines (biology, biochemistry, physics, philosophy, cosmology). Text: Morrison and Boyd, *Organic Chemistry*, 1 set of models, Benjamin, *Organic Chemistry*.

Background: High school chemistry (Div. I with permission of instructor).

Time: Monday, Wednesday, Friday 11-12.



NS 233 ACIDS, BASES AND BUFFERS

(last 4 wks)

Nancy Lovry

You'll never get anywhere in the world if you can't solve acid/base problems. This minicourse starts with the basics and by the end you will be able to determine the pH of anything (well, almost. (Div. I with permission of instructor).

Time: Thursday, 1-3, Lab, Wednesday or Friday, 1-3).

ECOLOGOY

NS 135

FORESTRY SEMINAR

(Full term)

Bruce Byers*, Scott Morehouse*
(Coppinger - Supervisor)

Basic principles of tree identification and physiology, forest ecology and contemporary forest management will be presented in a series of field trips and seminars given by various faculty and professionals in the Five-College area. The latter portion of the course will be devoted to the various field and office techniques of practical forestry. We will meet twice weekly, one classroom session and a longer session in the field.

Texts: Platt's *The Great American Forest*; Platt's *Pocket Guide to Trees*; and Harlow's *Trees of Eastern and Central U.S.*

Time: To be announced.

*Bruce Byers and Scott Morehouse are Hampshire College students.

NS 136/ WHAT IS GOING ON IN ENVIRONMENTAL EDUCATION?

(Full term)

Gary Hirschberg*
(Bruno, Lutta - Supervisors)

"Environmental Education is a multidisciplinary process focusing on the total human environment including the interrelationships of population, pollution, resource allocation and depletion, and urban and rural planning. It is based on broad ecological concepts taught through inquiry and issue-oriented methods using local examples."

The Maine State Plan for EE, 1974.

The purpose of this seminar is two-fold: 1) to serve as an introduction to students with no background in Environmental Education, 2) to provide a forum for students who already have extensive experience in Environmental Education to share and develop their understandings of the field.

The early sessions will be devoted to building our picture of contemporary environmental education through readings, films, speakers, and exercises. Experienced students and faculty will then be responsible for directing one or two meetings during the semester.

The program is designed to encourage each participant to develop their own understanding of what is going on in environmental education. There will be good possibilities for developing essays, and this (as well as the success of the course) will depend on active and critical participation of everyone in the class.

Time: Tuesday, Thursday, 1-2:30.

*Gary Hirschberg is a Hampshire College student.

NS 137/237 LAND-USE PLANNING

(Full term)

Richard Huber*
(Wilcox - Supervisor)

This course will investigate ecological and social principles related to land-use planning. Hydrology, geology, vegetation and wildlife must be assessed to aid us in understanding principles of resource management and land use allocation.

Post war development has led to a senseless destruction of valuable natural resources and through these mistakes man must learn to adhere to the cycles of our natural system.

After studying the physical process we will examine the environment from a man-within-environment point of view focusing on the social needs that produce a sense of community.

To complete the course we will write a landscape planning model. This task will help the student understand assessment procedures to determine the suitability of the land for development, conservation and management.

Time: Monday, Wednesday 10-12.

*Richard Huber is a Hampshire College student.

HISTORY AND SOCIOLOGY OF SCIENCE:

NS 238

DARWIN'S OTHER BOOKS

(2nd 6 wks)

Susan Goldhor, Mike Grosse

Everyone's heard of Darwin's *Origin of Species*; some people have even read it. But that brilliant and productive naturalist wrote other works also which have much interest and appeal: *Coral Reefs*, *The Descent of Man*, *Expression of the Emotions in Man and Animals*, *Fertilisation of Orchids*, *Insectivorous Plants*, and *The Autobiography*. We would like to read these works and to examine especially the scientific books as further explication of Darwin's theory of evolution.

By the first meeting of the class, members will be expected to have read the *Origin of Species*.

Time: Wednesday 1:30-3:30.

MATHEMATICS:

NS 123/223

WORLD OF MATH

(Full term)

David Kelly

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 123/223 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 (OSC 125) bulletin board will provide an up-to-date listing of current and upcoming seminars, minicourses, lectures, classes, problems and proposals. The following activities are planned for the fall semester:

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

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

The Prime Time Theorems: Prime Time has been set for 4:17 each Thursday, when a visitor, student or faculty member makes a brief self-contained mathematical presentation.

Independent and small group studies in the World of Math 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 Mathematics
- teaching and tutoring at Hampshire and elsewhere in the World of Mathematics.

Remedial Math: (math review) Every Thursday there will be a review of the basic elements of algebra. This review session is in conjunction with Usable Math but can be taken independently of it.

NS 138 MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS

(Full term)

Ken Hoffman, Michael Sutherland

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

Computer simulation
Elementary linear algebra and matrices
Input-output diagrams
Linear models
Quick calculus (basic definitions and ideas; no theory; about two weeks)
Finite difference Δ , Δ^2
Elementary probability and statistics
Markov chains

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

Time: Monday, Wednesday, Thursday, Friday 9-10.

NS 139

USABLE MATHEMATICS

(Full term)

Kenneth Hoffman

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

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

A couple of Div. II and III students will be assigned to the course to work individually with any students wishing tutorial help.

Time: Monday, Wednesday, Thursday, Friday, 11-12.

NS 141

CONFIDENT-CALCULUS

(Full term)

David Kelly

The Fall, '75 edition of the Calculus Workshop will be more intensive than that planned for the Spring. The course is designed primarily for students who anticipate studies in the physical sciences, but all students are urged to consider alternative math courses.

We'll cover in one term most of the standard material of the traditional two-term "freshman calculus" (even any other college catalog), and devote some time to the history, philosophy, and applications of the calculus. The class will meet for four hours each week with additional problem seminars and computer labs to assist the development of technical proficiency.

Time: Monday, Wednesday, Friday 9-10, + 1 hr. TMA + prob. seminar.

NS 242

ALGEBRA

(Full term)

David Kelly

Topics from the theories of groups, rings, fields, and linear algebra will be studied with a view toward developing "mathematical maturity" and making significant applications of these mathematical constructs to geometry and physics.

Time: Monday, Wednesday, Friday, 1-2.

PHYSICS:

NS 142

HOW THINGS WORK

(Full term)

Herb Bernstein

Have you wondered about the mechanical things we all use? Do you wish you knew how a TV, a car, or a record player works? Or are you just curious about the phenomena around you -- sunsets, rainbows, autumnal color changes? This course is designed specifically for those with little background in science. Qualitative, verbal explanations for the natural and artificial phenomena of our world are the subject matter. We might use a little arithmetic, but if so it will be as a tool, chosen by the student, as with all other tools -- library books, reference work, tables of information and definitions, etc.

Time: Tuesday, Thursday, 1:30-2:30.

PHYSICS SEQUENCE

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

First year:	Fall	Calculus (unless previously taken)
	Spring	Basic Physics
Second year:	Fall	Electricity and Magnetism
	Spring	Mechanics

NS 240 ELECTRICITY AND MAGNETISM

(Full term)

Herb Bernstein, David Kelly

The second in a series of three elementary physics courses. Prerequisite for this course is one term of college physics. (See PHYSICS SEQUENCE ABOVE). Electricity and Magnetism studies the special theory of relativity, and the equations of the electric and magnetic fields. The notions of relativity and of a vector field are our predominant themes - the emphasis of the course is mathematical and theoretical. A weekly math seminar will be devoted to the necessary tools from multi-dimensional calculus.

Time: Monday, Wednesday, Friday, 10:30-12.

NS 212 WAVE PHENOMENA

Allan Krass

(See LIGHT, COLOR AND VISION PROGRAM.)

SCIENCE EDUCATION:

NS 143 LOGIC, OPERATIONALISM, VERIFICATION, EXPERIMENTAL DESIGN, AND STATISTICS FOR THE BIOLOGIST AND NATURAL PHILOSOPHER

(Full term)

Krickhaus

(This course could also be called Statistics 101.)

NS 243 SYNERGY - CURRICULUM FOR CREATING

(Full term)

Merle Bruno, Richard Konick*

This course is a joint venture between UMass Ed. School and Hampshire Natural Science. Everyone who signs up will go to classes at UMass on alternate Mondays. This is a graduate level course for UMass students. It will meet from 4-8 (we'll cook and share our meals there). A summary of the description that will appear in the UMass catalogue follows:

1. Introduce new research about left and right brain function.
2. Create curriculum extending devices.
3. Develop curriculum materials.
4. Expand consciousness of personal creativity.
5. Explore trans-disciplinary curricula.

Hampshire students in this course may, if they wish, meet at Emily Dickinson Hall on the other Mondays for 1 1/2 hrs. if they want to:

1. Touch some new science materials in a local school (times to go to the schools will be arranged then.)
2. Spend more time reading and analyzing the split brain research we will be referring to in the UMass section.

(if registration tells you the course is overenrolled, see Merle to check that out). First meeting will be at UMass.

Enrollment: 10 Hampshire students.

Time: Every other Monday, 4-8 (Ed. Bldg., UMass, rm. 226-228).

TBA (Ed. at Hampshire, rm. 13)

*Richard Konick is a Hampshire College student.

SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT

Faculty in the School of Social Science, representing a variety of disciplines and interests, are working toward a curriculum that will encourage students to think about interdisciplinary approaches and to develop their concentrations accordingly. Our Division I courses are intended as an introduction to the methods and perspectives of social science. They deal with a relatively limited topic and afford you an opportunity to develop your skills in formulating questions and answers. With the experience gained in one or two such courses you should be able to prepare an acceptable Division II 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. 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, social and political theory, and many other possibilities. Division II students with social science interests should read course descriptions carefully and discuss with their advisors and concentration coordinators all courses of possible usefulness. It is also advisable that you discuss courses with instructors and determine in advance whether or not they will contribute substantially to your concentration.

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

*See statement on Law Program, page 18

Richard Albert - My main focus during graduate school in political science was comparative political development in Latin America. I did several studies on the development of political institutions in Argentina, Uruguay, and Mexico, and considerable research on the impact of American foreign policy on political institutions in the Caribbean, especially the Dominican Republic. In the last year of graduate school I changed my interest to urban politics and did my dissertation on politics and education. I finished my dissertation as

well as other studies relating to politics and education while a member of the Research Staff of the Urban Institute in Washington, D.C. After leaving the Institute to come to Hampshire College in September 1971, I continued my interest in questions of urban politics and public policy as the Special Assistant to the Director of the Model Cities Program in Holyoke, Massachusetts, from 1971-1973. The courses I offer relate to these interests, especially to the impact of public politics on the lives of the urban poor.

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

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

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

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

Louise Farshaw - I am a clinical child psychologist by training, but that tells little about either my current interests or my past history. My undergraduate work was at the University of Minnesota where I majored in psychology after several false starts in other directions and minored in humanities. As a graduate student, also at the University of Minnesota, I worked in both the Psychology Department and the Institute of Child Development as well as hanging around the Zoology Department taking genetics courses. My dissertation on food competition (and other socializing matters) in mice was successfully defended in 1962 although it was basically indefensible. After a great deal of traveling and experience "caring" children and others, my first job was teaching psychology at Yale and after that the story goes on and on, mostly in California.

My current interests are in the human life cycle from birth to death, in the interaction of constitutional and experiential factors in influencing people's behavior, in behavior genetics and endocrinology, and in the methods and ethics of research. I am still interested in clinical psychology and theories of personality, although I am not a practicing clinician. Although I am a woman, I am no more interested in the psychology of women than in the psychology of men; I am wildly curious about just about anyone.

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

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

Penina Glaser - My major field of interest is United States social history. I especially like history of radical and reform groups, women's history and contemporary social movements. I also try to think of myself as someone who is not very ethnocentric. I have lived and done research in Chile and Israel. Right now I am writing about the history of American radical pacifists in World War II and contemporary Israeli war resisters.

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

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

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

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

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

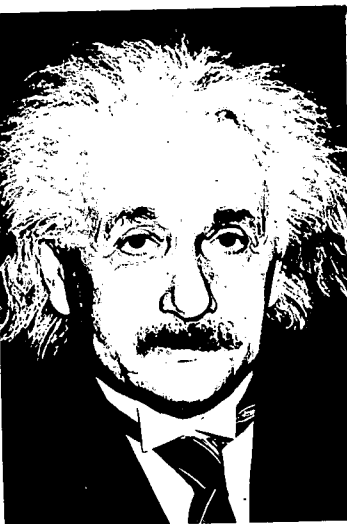
Joan B. Landes - My general field of interest is the condition of women in capitalist society: her relation to such aspects of social organization and everyday life as class, the state, production, housework and reproduction. In law dissertation I am conducting a critical analysis of the theoretical foundations of the women's liberation movement as a preface to further work on these questions. My studies in the theory and practice of the women's movement are integrally connected with my interests in contemporary political and social thought and American politics. I do not believe that "women's issues" can or ought to be isolated from other questions concerning the quality of American life or from the ways these questions are conceptualized. On the contrary, my perspective on women's politics has provided me with a standpoint from which to examine such areas as public opinion formation, aspects of political economy, "ethnic" politics, and community power structure. It has also served as a point of departure for rethinking the categories "traditionally employed" to examine these and other aspects of society. My background also includes work on the California Grape Strike, and on the ideology of the Algerian Revolution. I have taught courses on women's theory, Marx's *Capital*, American politics and data analysis.

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

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

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

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



Fall Term Course Guide 1975

Laurie Nisonoff - I have spent nearly all of my life in the innercity of large cities: New York, Boston, and most recently New Haven, with summer interludes in various artist communities and camps all over New England. I've been involved in several political campaigns and the student movement since junior high school, and these activities brought me from the role of "future New York City high-school math teacher" to the social sciences. In college most of the economics and political science I did concerned the problems of the city and general labor studies. I worked on several projects, including the first study of Massachusetts wetlands and studies of the Boston rental and labor markets. After involvement with several unionizing efforts and several years in the women's movement, I began to study the social and economic history of this society from a Marxist perspective - the position of the working class, the role of women in capitalist societies, the role of the state and its policies. I am just completing a two-year term as an editor of the *Review of Radical Political Economics*, and am currently writing a history of women's work in America and their struggles to control that work.

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

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

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

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

Robert von der Lippe - I grew up in Denver, Colorado and have been dissatisfied with asking anywhere else, ever since! I studied biology as an undergraduate and sociology in graduate school which has led to my interest in interdisciplinary studies and my academic focus on medical sociology. A dissertation on problems in social education with particular reference to the value orientations of student physicians was done at the Stanford Medical School. My main interest at present are in medical care delivery systems but I am also prepared to work with students interested in social stratification, small group studies, professions, and social psychology. What do I do for fun? Well, I love the sea - for sailing, mystery, adventure, and just to look at. Lets start a movement to move Hampshire to the sea!

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

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

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

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

Note: We expect to make several appointments to replace faculty on leave. These people will offer courses on topics in political science, sociology, urban studies, and related fields. Precise listings will be available before the beginning of Fall term.



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SOCIOLOGY AND THE ARTS	M. Faulkner
SS 108	
GERMAN FASCISM (NATIONAL SOCIALISM)	A. Rabinbach
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SS 180	
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SS 195	
MYTH: AN INTERDISCIPLINARY APPROACH	C. Hubbs, J. Hubbs and P. McKean
SS 204 (HA 241)	
AFRO-AMERICAN FOLKLORE -- IN BLACK AND WHITE	K. Baldwin and M. Warner
SS 207	
INTRODUCTORY ECONOMICS	L. Nisonoff
SS 210	
CAPITALISM AND EMPIRE: SEMESTER I - LATE MIDDLE AGES TO 19TH CENTURY	History Group (C. Bengelsdorf, P. Glazer, L. Mazor, L. Nisonoff, A. Rabinbach, M. Slater, F. Weaver)
SS 214	

PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE
SS 217
L. Mazor

PROBLEMS IN MOTIVATION
SS 220
R. Birney

THE POLITICAL EXPERIENCE OF WOMAN IN AMERICA
SS 235
P. Glazer and M. Slater

INEQUALITY AND ACCESS TO JUSTICE
SS 236
O. Fowlkes, J. Landes, L. Mazor and B. Yungvesson

THEORIES OF WOMEN'S LIBERATION
SS 241
J. Landes

ALTERNATIVE SCHOOLS: PHILOSOPHY, STRUCTURE, PURPOSE
SS 253
G. Joseph

SOCIAL SCIENCE RELATED COURSES

INTRODUCTION TO COGNITIVE DEVELOPMENT
LC 192
Y. Tenney

UNDERSTANDING PUBLIC OPINION
LC 193/293
J. Hornik and D. Kerr

COGNITIVE PSYCHOLOGY AND THE ARTS
LC 260
J. Brandeau and Y. Tenney

THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA
HA 211
R. Marquet

HONEY BUSINESS
NS 225
J. Egan

SS 102 BEYOND THE COLD WAR:
AMERICAN FOREIGN POLICY SINCE WORLD WAR II

Carol Bengelsdorf

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 this 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 Vietnam" represent a change in the pattern of American foreign policy, or is it 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 1½ hours each session. Enrollment is limited to 25. Students who register for the course should read Van Alstyne, *The Rising American Empire* and W. A. Williams, *The Tragedy of American Diplomacy* before the semester begins.

SS 108 SOCIOLOGY AND THE ARTS

Monica Faulkner

This course is designed to introduce Division I students to modes of inquiry characteristic of sociology as a discipline. We start from the premise that artists are people who do work in a social context and that this social context impinges on their work. We will use the case of the artist in society to introduce some basic sociological concepts, such as culture, interaction, roles, socialization, career, and stratification.

The readings will fall into three categories:

- basic introductory readings in sociological theory and methods.
- sociological studies which apply these concepts in analyzing various forms of artistic labor such as painting, music, dance, poetry, acting, photography and film.
- journalistic and personal accounts which document the above processes and relationships.

Class sessions will focus on the readings and on discussions of student projects. Evaluations will take into account the course project. The course project will, in most cases, consist of a paper, at least 20-25 pages long, in which the students examine in some detail one or more topics discussed in the course; ideally, it should be the outcome of field work (observations, interviews) done during the semester.

The course will meet twice a week for about 1½ hours each time. Enrollment is unlimited.

SS 112 GERMAN FASCISM (NATIONAL SOCIALISM)

Anson Rabinbach

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 class will meet twice a week for an hour and a half each meeting. Enrollment is limited to 25 students.

SS 114 ECONOMIC PERSPECTIVES ON WOMEN

Laurie Nisonoff

This course will analyze the economic position of women in American society and the process by which economists examine society. We will begin with a brief historical perspective on women's economic role in society, paying particular attention to the sexual division of labor in non-market work and in the labor market, and the development of the distinction between non-paid and paid labor. We will compare and contrast the ideas of the various paradigms of economics concerning these issues.

We will analyze the experiences of women with varying socio-economic backgrounds, and examine the economics of discrimination and hierarchy. We will discuss the strategies that are most effective for organizing women on their own jobs, in order to develop a perspective on the relationship between women's status in the society at large and their economic position. Hopefully, this will lead to a strategy for social change.

Individual presentations in class on the current topic will be expected, and participation in a project (either individual or collective) that is of some use to others outside the course (but pertaining to the course) will be encouraged. For instance, one might write a paper, a series of newspaper articles, or a script for presentation during Women's Week.

The class will meet twice a week for a total of three hours. Enrollment, limited to 25, is open to men and women, and Five College students are welcome.



SS 115 POLITICAL JUSTICE

Lester Haxor and Caren Kaplan*

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

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

The material for discussion will include transcripts of the trials and contemporary news accounts wherever possible; Kafka, *The Trial*, and other works of poetry and fiction; Sklar, *Legislation and Kinship*; *Political Justice*, and other works of political and legal theory.

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

*Caren Kaplan is a Division II student at Hampshire College.

SS 116 PUBLIC POLICY AND EQUAL EDUCATIONAL OPPORTUNITY

Richard Alpert

Education is one of the most important responsibilities of government. Public policy is the means by which government shapes the process, content, and impact of education. This course will explore the role of government in the shaping of educational policy and the assumptions, both philosophical and scientific, of these policies, and will analyze their consequences for various groups within the society. We will particularly look at how public schools are financed, the problem of desegregation and integration, compensatory education, and community control of schools.

This is a Division I course with emphasis on developing analytical skills appropriate to the social sciences. Students will be expected to participate fully through the readings and discussions in class and to write a number of papers.

The course will meet twice a week for an hour and a half each session. Enrollment is limited to 25.

SS 117 INTERPRETING OTHER CULTURES

Barbara Yngvesson

In this course we will raise and explore questions about what it means to be an anthropologist and about the problems involved in attempting to observe and describe a group or society to which one is oneself an "outsider". We will examine fictional and non-fictional accounts by anthropologists about other people, by anthropologists about themselves, and, for purposes of contrast, works by others such as journalists and novelists in which an attempt is made to portray and make sense of a particular way of life.

What, if anything, is special about an "anthropological approach" and how is such an approach similar to or different from others? Can a "way of life" be grasped by one alien person and communicated to others, and what problems are raised by this? How are choices made about what and whom to study? What are the ethical implications of these choices? What are some of the physical and psychological challenges involved in carrying out fieldwork, and how do these influence the written report of this fieldwork? What is the point of anthropology today?

Books we will be reading include Jean Briggs' *Never in Anger*, Elliott Liebow's *Tally's Corner*, Colin Turnbull's *The Forest People*, Eleanor Smith Bowen's *Return to Laughter*, James Agee's *Let Us Now Praise Famous Men*, Dorothy Lee's *Freedom and Culture*, Oscar Lewis' *Five Families*, James Spradley, *You Own Yourself a Drunk*, E. Ferne's *Guests of the Sheik*. It should be stressed that this is not a seminar on field methods or fieldwork, but a seminar to explore some of the premises, challenges and problems of anthropology as a tool for understanding cultural systems and social relationships.

The class will meet for two 1½ hour sessions each week. Three written essays will be required.

Enrollment is limited to 16.

SS 121 SIGMUND FREUD AND THE ORIGINS OF PSYCHOANALYTIC THEORY

Louise Farnham

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

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

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

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

Enrollment is limited to 20.

SS 122 LAW AND SOCIAL CHANGE: CURRENT ISSUES IN PLANNING LAW

Barbara Linden

This seminar will use recent federal, state and local decisions related to planning and zoning controversies to investigate the following themes: the role of concepts of privacy in social conflict; the problems associated with industrial movement and population growth as they affect change in urban and rural living patterns; social stratification systems and their relationship to decisions about town and regional growth; and the possibilities for change implied by legal conflicts and decisions.

Seminar members will be responsible for extensive oral and written presentations to the class, based on readings about specific decisions and reactions to them; the relevant historical developments related to the issues; and more general material on the central concepts involved.

The seminar will meet twice a week for 1½ hours, and is limited to 20 students.

SS 123 MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS

(NS 138)

Kenneth Hoffman and Michael Sutherland

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

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

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

The class will meet 3 times a week for 1 hour. In addition, there will be an optional 4th meeting each week to go more deeply into some of theoretical aspects of the material.

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

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

Barbara Turlington

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

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

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

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

SS 128 BIO-SOCIAL HUMAN ADAPTATION

(NS 126)

Raymond Coppinger and Philip McKean

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

The course will consist of three parts each week:

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

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

Course enrollment is limited to 50. (First come, first served). The course may be video-taped for channel 8/Amerst cablevision.

SS 125 INTELLECTUALS AND SOCIAL CHANGE

Carroll Bergman and James Koplin*

You, as students, have elected to spend approximately four years in an environment where intellectual development is given primary focus. Faculty members have made a life-long commitment to intellectual values. Both groups typically work in a setting (the college campus) which is set apart from, but still embedded in, a larger world which is going through increasingly rapid and often violent social change. How do intellectuals (on-campus and off-campus) view their relationship to society? Can we be clear about our own responsibilities?

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

Jean-Paul Sartre, a case history

"Dirty Hands" by Jean-Paul Sartre
The Age of Reason by Jean-Paul Sartre
Recent interviews with Sartre from the *New York Times* and other sources

General references

Power and Consciousness, Vanech and O'Brien (eds.)
American Power and the New Mandarins, Noam Chomsky
Problems of Knowledge and Freedom, Noam Chomsky

A model for change -- China

The Great Road, Agnes Smedley
Farnham, William Hinton
100 Day War, William Hinton

The class will meet for two 1½ hour sessions per week using a group discussion format. Smaller tutorial sections will be arranged as needed.

Enrollment is limited to 20.

*Co-teachers listed in alphabetical order. Carroll Bergman will be doing Division III work. The description was prepared by James Koplin.

SS 130 THE OUTSIDERS

Penina Glazer

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

The course will focus on a historical analysis of feminists and war resisters in order to understand their assumptions, their criticism of the existing social order, and their methods of seeking change. The use of primary sources will be emphasized.

The course will meet twice a week for 1 1/2 hours each session. Students will do two papers. Open to Five College enrollment. Enrollment is limited to 20 on a first-come, first-served basis.

SS 140 SOCIAL ORDER HERE AND THERE

Robert von der Lippe

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

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

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

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

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

SS 165 THE HISTORY OF THE FAMILY

Miriam Slater

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

The course will examine the following problems:

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

Some texts to be used include:

- Stone, Lawrence, *The Crisis of the Aristocracy*
- Demos, John, *The Little Commonwealth*
- Hunt, David, *Parents and Children in History*
- Leach, R. D., *Politics of the Family*
- Firestone, Shulamith, *Dialectic of Sex*

The course will meet twice a week for 1 1/2 hours each session. The course is open to Five-College students.

Enrollment is limited to 20.

SS 180 FROM LEGAL AID TO LEGAL SERVICES: CHANGING CONCEPTS OF LEGAL REPRESENTATION FOR THE POOR

Oliver Fowlkes

Nineteen-seventy was a momentous year for poverty lawyers: "The Store Front Lawyers" appeared on television while the Nixon Administration, in retreating from the War on Poverty, attempted to restrict the activities of its neighborhood lawyers. In 1974 Congress passed the National Legal Services Act which purported to take the program out of presidential politics, but failed to fund it sufficiently. These recent events set the context in which we will attempt to develop basic skills in analyzing 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 new legislation and changing concepts of legal representation have on the plight of the poor?

What implications does the changing concept of legal representation have for the profession?

Among other things we will read Lewis' *Gideon's Trumpet*, Salt's *Justice and the Poor*, Black's, *Radical Lawyers*, Lefcourt's *A Law Against the People and Sparrow*, "The Illegality of Poverty", legislation relating to legal representation for the poor, canons of professional ethics and important court decisions.

The course will meet twice a week for an hour and a half each meeting, and even though field work is not required and

the instructor will not be able to find replacement for everyone, he encourages and will assist those who want this experience to find it. Lawyers and personnel from legal service offices, public defender programs and governmental agencies will be utilized, where possible, to help students integrate their reading with actual experiences.

Enrollment is unlimited.

SS 184 AMERICAN CAPITALISM

Stanley Warner

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

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

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

The reading will include:

- F. M. Scherer, *Industrial Market Structure and Economic Performance*
- J. K. Galbraith, *Economics and the Public Purpose*
- Milton Friedman, *Capitalism and Freedom*
- Paul Baran and Paul Sweezy, *Monopoly Capital*

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

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

Enrollment is limited to 25.



SS 195 THE DEVELOPMENT OF A REVOLUTIONARY SOCIETY: CUBA

Carol Bengeladorf

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

Enrollment is limited to 25.

This course has been planned in conjunction with a course on Culture and the History of Ideas in 20th Century Cuba which will be offered during the spring 1976 semester by Robert Marquet.

SS 204 (HA 241) MYTH: AN INTERDISCIPLINARY APPROACH

Clay Hubbs, Joanna Hubbs, Philip McKean

A whole volume could be written on the myths of modern man, on the mythologies camouflaged in the plays he enjoys, the books he reads. Profane man is the descendant of *homo religiosus* and he cannot wipe out his own history -- that is, the behavior of his religious ancestors that has made him what he is today. This is all the more true because the great part of his existence is fed by the impulses that come to him from the depths of his being, from the zone that has been called the "unconscious." A purely rational man is an abstraction; he is never found in real life.

--Hirsh Elide, *The Sacred and the Profane*

Part of our purpose in this course will be to study the myths of modern non-religious man, our myths (including the myth of man without myth), alongside a number of the more prominent myths of our ancestors -- myths of creation and fertility, of quest and initiation, of the relations between man and woman and generations. For the most part, the ancient myths we single out for study had their origins in Greece, the Near East and Asia. We will pay close attention to the myths themselves. At the same time, we shall explore the range of methods which modern scholars -- anthropologists, psychologists, historians, philosophers -- and artists have proposed in order to understand and use them.

Readings will include Levi-Strauss, Turner, Frazer, Malinowski, Freud, Jung, Campbell, Eliade, Cassirer, Frye, Wheelwright, as well as the novelists Lawrence and Mann.

There will be two class meetings per week for two hours each session for lectures and discussions plus films and arranged tutorials.

Enrollment is open.

SS 207 AFRO-AMERICAN FOLKLORE -- IN BLACK AND WHITE

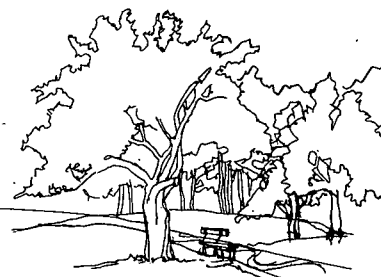
Karen Baldwin* and Mary Ruth Warner

The course will concentrate on three major genres of oral artistic expressiveness among Afro-Americans (blues, narrative recitation poetry and prose narrative) as those materials have been collected and analyzed by both black and white scholars in folkloristics (and related fields) and as they have been used by both black and white literary artists and commercial performers. The course will provide in-depth introduction to Afro-American ethno-regional traditions for those unfamiliar with such materials and will provide a base for development of greater sophistication in analysis of Afro-American folklore for those already familiar with aspects of Afro-American culture. Such an inter-cultural, inter-disciplinary approach (using resources in literature, anthropology, cultural history, etc.) will enable the class to focus on problems of analysis and interpretation such as: using a single folkloric genre as an index to Afro-American culture in general, the manipulative use and abuse of exotic and exoteric stereotypes, the development and maintenance of performance style (by both blacks and whites) through the use of Afro-American traditions. The main text would be: Dundes, ed., *MOTHER WIT FROM THE LAUGHING BARREL*. Readings in the interpretation of AFRO-AMERICAN FOLKLORE, with a supplementary bibliography and discography which would include: Herakowitz, *THE MYTH OF THE NEGRO PAST*; Abraham, *POSITIVELY BLACK*; Jones, *BLUES PEOPLE*; Keil, *URBAN BLUES*; Russell, *BLACKS, WHITES AND BLUES*; Jackson, *GET YOUR ASS IN THE WATER*; SWIN LITE, *Narrative Poetry from BLACK ORAL TRADITION*; Abraham, *DEEP DOWN IN THE JUNGLE*; Negro Narrative Poetry from the STREETS OF PHILADELPHIA; Rosenberg, *THE ART OF THE AMERICAN FOLK PREACHER*; Johnson, *GOD'S PROMISES*; Burton, *HILLS AND MOUNTAINS*; American NEGRO FOLKTALES; Carawan, *AIN'T YOU GOT A RIGHT TO THE TREE OF LIFE?*; Lester, *BLACK FOLKTALES*; Montell, *THE SAGA OF COE RIDGE*; Cohen, *THE RAMPO MOUNTAIN PEOPLE*; Lowas (Folkways Recordings); SOUTHERN JOURNALS; BEEN IN THE STORM SO LONG; various Library of Congress Recordings from the Archives of Folksong, and unpublished field recordings in the private collections of the instructors and folklore archives in Detroit and Pennsylvania.

The course requirements would include extensive reading and listening to materials from and analysis of Afro-American folk cultural materials in the genres indicated and a written term project (library or field research) of major proportions.

Enrollment is unlimited. Permission of instructors is required for Division I students to enroll in the course.

*Karen Baldwin is an instructor of English at the University of Massachusetts.



SS 210 INTRODUCTORY ECONOMICS

Laurie Nisonoff

An introduction to economic analysis, covering the principles of both major areas of economic theory (i.e., micro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations.

The text is R. Lipsey and P. Steiner, *Economics* and the accompanying workbook; we will meet for two 2 hour classes per week.

Enrollment is unlimited. Five-College grades will not be given.

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

History Group (C. Bengelsdorf, P. Glazer, L. Mazor, L. Nisonoff, A. Rabinbach, M. Slater, P. Weaver

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

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

The class will meet twice weekly for 2 hours. Open enrollment: Division II students only.

SS 217 PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE

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 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 capacity 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.

Enrollment is unlimited.

SS 220 PROBLEMS IN MOTIVATION

Robert C. Birney

This course will address the current state of the literature dealing with experimental studies of motivation. A topical approach will be used. Texts dealing with primary systems, aggression, affiliation, and anxiety will be adopted in order to provide an adequate survey of the current state of the art.

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

SS 235 THE POLITICAL EXPERIENCE OF WOMAN IN AMERICA

Penina Glazer and Miriam Slater

The course will analyze the principal elements of the American woman's political and social heritage. 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 widest range of new sources for ourselves and others who wish to explore these topics independently or in other courses.

The course will meet twice a week for one and a half hours each session. Enrollment is open to women and men, and Five College participation is especially encouraged.

SS 236 INEQUALITY AND ACCESS TO JUSTICE

Oliver Fowlkes, Joan Landes, Lester Mazor and Barbara Yagvesson

This course is intended to provide a broad background for Division II students who are interested in concentrating in legal studies. Its main focus will be (1) an examination of the administration of justice in the U.S. (at the present time, and from an historical perspective), (2) a discussion of the ways in which justice is distributed, and (3) a consideration of the relationship between access to justice and the distribution of power in this country.

Topics to be considered will include:

1. Problems in the organization of administrative agencies and "street-level bureaucracies" of various kinds, and in the ways these agencies are used.
2. Problems in the organization and administration of lower courts.
3. Legal aid and legal services.
4. The legislative process and access to the legislative process.
5. The legal profession: how it is organized and whom it serves.
6. Class action and mechanisms devised to constrain class action.
7. The politics of legal reform.

The course will meet twice a week for two hours per session. Enrollment is open.

SS 241 THEORIES OF WOMEN'S LIBERATION

Joan Landes

This is a course in social theory -- theory as applied to a set of historically unique problems: the situation of women, the social determinants of sex differences between men and women, the preconditions for full equality between the sexes, the struggle to create a more fully human community. We will consider a number of important contributions to the theory of women's liberation against the background of some major modern traditions in social thought: liberalism, marxism, and psychoanalysis (in its socio-political aspects). Within each of these traditions one can discover a variety of ways in which "woman" is seen, how she is defined and how her situation is explained. Therefore each theoretical perspective which is identified within the women's literature will then be used to elucidate the significant issues as well as the differing politics within today's women's movement.

The course will meet twice a week for 2 hours per session. Enrollment is open. This course is open to Five College students.

SS 253 ALTERNATIVE SCHOOLS:
PHILOSOPHY, STRUCTURE, PURPOSE

Gloria Joseph

Historical perspective of alternative schools in the U.S. today (i.e., the growth and development, success and demise of the alternative schools movement).

Topics covered will include: philosophies that govern alternative schools; structural differences among alternative schools: the roles and purposes they serve; as an alternative to what: staffing, funding, curriculum; change agent or pacifier.

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

Enrollment is limited to 20.

EDUCATION STUDIES
CURRICULUM STATEMENT

Learning experiences offered in the area of education at Hampshire are actually sponsored by a combination of sources, including the Schools, the Houses, and the Office of the Dean of the College. Although it is possible for Hampshire students to receive Massachusetts State Teacher Certification upon graduation, course offerings in Education are purposefully transdisciplinary in nature, and in no way represent traditional teacher preparation program course experience.

It is the opinion of those involved with the program that it is crucial for each person to develop a sense of his/her own philosophy of education. Consequently, a major focus of the offerings in education lend themselves to that end with particular emphasis given to liberal arts experience.

Many of the course offerings have, in one way or another, become associated with the Residential Learning Center in Education Studies, and as a result, a significant proportion of them are offered in the Center which is located in Donut 5, Greenwich House. The Residential Learning Center has been serving as a resource center for those interested in concentration in Education Studies, and is in the process of developing a student directed advising-resource center. Students are encouraged to seek out the advising center for information about courses, faculty, advising, certification, divisional exam statements, etc.

Plans for courses in Education Studies for next year are not yet complete. The following courses are now proposed; students should consult the revised course listing before the September course registration.

EDUCATION STUDIES

ES 110/210

HUMANIZING THE EDUCATION
OF CHILDREN

Instructor to be Announced

Maintaining the humanizing aspects of growth and development as a focus, this course will grapple with relevant issues and problems concerned with the early childhood years. My basic concern lies within the realm of humanizing the education of children. This is not a course of "open education" (although it could be), but rather a quest for any and all ways of creating a more human environment for learning. Possibilities for individual and group learning range from philosophical questions to diverse concrete areas: the role of the teacher, the effect of space on behavior, fantasy and reality, the subject-matter of a child's world, opportunities for problem solving, and the role of play.

Over the years I have read and remembered a particularly moving statement by Martha Graham:

There is a vitality, a life-force, an energy, a quickening which is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and be lost. The world will not have it.

It is in the light of Martha Graham's philosophy that I would like to offer this course.

I envision this course as being extremely flexible. I see its focus becoming molded as a consequence of the interests, needs and sensibilities of the people involved. Such a focus will become more definite and lucid, as with a camera and artist, in time and through diligent search. This does not imply a lack of structure, just an openness toward whatever the moment might offer. However, we will maintain "humanizing the education of children" as our image.

The course will approach its subject from a number of directions: class discussion, individual projects, field work, workshops, teacher conferences, visual aids, and possible guest speakers. There will be much opportunity for individualization and small group learning. Students will be required to write up a contract specifying the particular areas in which they plan to probe more intensely. There will be many sessions for the purpose of evaluation and guidance to insure the realization of those goals established by both students and teacher.

Meeting times to be announced.



ES 130
(OP 130) EDUCATION OF THE SELF THROUGH
PHYSICAL ACTIVITY

Joy Hardin and Roy Tanashiro*

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

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

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

1. Understanding the assumptions about self-knowledge implied by each tool (instrument). (Example: Fantasy as a tool derived from Freud's recognition of the unconscious, Jung's dreamwork, Aisojoli's psychosynthesis techniques, and athletes' descriptions of previsualizing experiences.)

2. Using analytical tools to make sense of the data gathered about oneself from one's involvement in physical activity. (Example: One student used the "Trumpet" process to change her pattern of "blinking just when I'm about to hit the (badminton) birdie.... just the way I retreat at the point of real contact in a developing relationship.)

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

4. Using these tools to expand his/her repertoire of physical effective and cognitive behaviors.

Readings: from psychological theorists such as Perls, Lowen, Maslow, Kelly, Aisojoli; Zen in the art of Archery, Herrigel; Golf in the Kingdom, Murphy; Run to Win, Jones and Jones; and other handouts and articles.

Format: classes meet Tuesdays from 1 - 4 p.m. and will involve exercises, processing, discussion. Participants will choose a physical activity (e.g., a sport, dance, martial art, hiking) to engage in on a regular basis. Through a personal psychological journal and a final paper/project, we will each record our reflections on body-psychic interrelations.

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

*Joy Hardin and Roy Tanashiro have developed and taught Education of Self through Physical Activity for the last three years, integrating the physical as a source for data about self and a means of increasing one's intentionality. Roy is an instructor at the U.Mass. School of Education; Joy is on the staff of the Outdoors Program.

ES 202
ANTICIPATING EDUCATIONAL CHANGE:
STRATEGIES AND PROBLEMS

Instructor to be Announced

This course will involve a combination of academic work and field work dealing with the issue of creating conditions in the field of education which are conducive to innovation and experimentation. The goal of the course will be to acquaint students with some of the historical realities of innovation in education and to consider various alternative strategies for creating change in the field. We will look at a number of case histories, ranging from early intervention programs to experiments in higher education. The class will attempt to assess the likelihood of success for specific experimental programs in light of the experience of similar programs. Change strategies used in educational and corporate enterprises will be discussed and their strengths and weaknesses will be particularly highlighted.

The field work in the course will involve the students with alternative educational programs in the Valley area with the specific goal of familiarizing students with the case histories of these programs and current developments within them. The predominant style of the class will be seminars and discussion groups integrated with simulations, panels, and presentations by guest speakers.

Course readings will include, but are not limited to:

The Dynamics of Planned Change: Lippett, et al.;
Lateral Thinking: DeBono;
Self-Removal: Osherson;
New Hampshire Educational Voucher Project Proposal:
Crisis in the Classroom: Silberman;

and a series of related articles.

Students are encouraged to participate in planning class discussions and activities. Due to the nature of the course, it will be limited to twelve students, and student enrollment is contingent upon an interview with the instructor.

ES 220
(OP 275) METHODS IN TEACHING OUTDOOR SKILLS

Joy Hardin and Ed Ward*

This course is for people who have at least one outdoor skill such as kayaking, canoeing, orienteering, climbing, or camping and backpacking and who are interested in teaching to high school, college, or community groups. It will examine and practice different methods of teaching these skills. The class will meet on each Thursday from 9 - 11:00 a.m. with an additional half-day a week for observing or teaching. Enrollment is by permission of the instructor.

*Joy Hardin and Ed Ward are on the staff of the Outdoors Program.

Other courses related to Education are:

NS 130/236, What is Going on in Environmental Education?
NS 143, Logic, Operationalism, Verification, Experimental Design, and Statistics for the Biologist and Natural Philosopher
NS 243, Synergy -- Curriculum for Creating
SS 116, Public Policy and Equal Educational Opportunity
SS 253, Alternative Schools: Philosophy, Structure, Purpose

See also Division III Integrative seminars:

IN 323, Individuals and Organization: Hampshire in Perspective
IN 330, Curriculum Development

FOREIGN LANGUAGES

Plans for foreign language instruction for Fall Term 1975 are not completed at this time. Students should consult the Five College course listings for possible courses, and should watch for the revised course listing at Hampshire before the September registration period.

Students wishing to plan study abroad should consult with Mrs. Elizabeth Fitzsimmons (Cole 112A) who has a broad collection of materials on opportunities for foreign study.

DIVISION III INTEGRATIVE SEMINARS

TRANSITIONS IN 302	Boettiger D. Smith
THE ARTS IN 305	McElwaine
THE WAYS AND MEANS OF THE BEHAVIORAL SCIENCES IN 308	Joseph
ETHICS IN RESEARCH IN 312	Farnham Linden
WHAT REALLY HAPPENED? ATTEMPTS TO UNDERSTAND THE HUMAN PAST IN 318	Glick
INDIVIDUALS AND ORGANIZATIONS: HAMPSHIRE IN PERSPECTIVE IN 323	Grothman Spahn Tierney
UNROLLING THE MALE SCRIPT IN 327	LeFournau, et al
CURRICULUM DEVELOPMENT IN 330	Bruno
SCIENCE, SCANDAL AND SOCIETY IN 333	Ann Woodhull Gross

IN 302 TRANSITIONS
John Boettiger and David Smith

"We come to something without knowing why."

--Theodore Roethke

Integrative seminar intended to explore the implications in literature, psychology, and art--and for ourselves--of the symbolism of transitions and boundaries.

At the beginning of the semester discussions will derive from readings in literature (Robert Frost, Virginia Woolf) and Psychology (Erik Erikson). Subsequently, the material of the course should be suggested by the theme as it informs the lives and works of the individual participants. "Transitions" struck us as a particularly appropriate theme for Division III students and for integration.

The seminar will meet once a week for supper and conversation at the Boettiger and Smith homes, beginning at 6:00 and ending around 10:00 in the evening.

Enrollment is limited to 12 students. Selection will be by interview. Please get in touch with John Boettiger or David Smith.

IN 305 THE ARTS
James McElwaine

Hampshire's artists are best characterized by their strange, grouped isolations. This forum will provide those of us who have endured several years of this an opportunity to present our work intimately to those outside our respective immediate circles, for the discussion of effect and affect, and not craft-criticism. As artists, we must cultivate more than intuitive connections with our communities; likewise, we must maintain highly sensitive and sensible dialogue with one another. This seminar will begin to satisfy both needs.

Formost in our considerations of each other's works will be the integrity of the work itself, its form. How is this form a reflection of the culture we describe? What is this art created by (individual like, dislike, or boredom)? How does it assume its role of decoration, or utility, or neither? Or its Truth, or Deceit, or Neither? If self-expression can only be the least and the least of function of art, what is the first? This class will indulge in opinionation and argument and, hopefully, irrationality and excess. Most importantly, we will try to understand why we do as we do, through what and how. Points of departure will include:

The Gutenberg Galaxy, Marshall McLuhan
Art and Illusion, E. H. Gombrich
Understanding Modern Art, Karsten Harries

We will meet only once a week, at my house, for an evening meal and a night's talk. Enrollment is limited to 12. Division III students may enroll with permission of the instructor.



IN 308 THE WAYS AND MEANS OF THE BEHAVIORAL SCIENCES
Cloris Joseph

To aid and abet students who are in the process of working on their Division III projects. Students will have the opportunity to discuss the development and progress of their work with the objective of receiving advice, information, correction, compliments and guidelines pertinent to the completion of their work. Attention will be focused on such aspects as research design, conduct of research, and interpretation and evaluation of results in the area of education, educational psychology and social psychology.

Enrollment is limited to 10 and permission of instructor is required. Meeting times to be announced.

IN 312 ETHICS IN RESEARCH
Louise Farnham and Barbara Linden

The goals of this seminar are: to discuss ethical problems and issues in social science and natural science research, to study the implications of specific research activities (e.g., political interference, manipulation of subjects, manipulation of data, use of results in policy decisions); and then to investigate special problems related to student research projects.

Students interested in participating should consult with the faculty coordinators before the end of Spring term.

Enrollment is limited to 25. Meeting times to be announced.

IN 318 WHAT REALLY HAPPENED?
ATTEMPTS TO UNDERSTAND THE HUMAN PAST
Leonard Glick

The nineteenth century German historian Leopold von Ranke, often cited as the founder of modern "objective" historiography, declared that the function of the historian is to describe the past as it really happened. But European history as presented by Ranke, who was a staunch conservative, certainly does not correspond to everyone's view of ultimate historical reality. Does any historian -- or, for that matter, any other student of human events and human behavior -- ever tell us what really happened? Or is it all just "relative"?

This seminar is intended to bring together Division III students who would like to talk with this perspective as a point of departure. Its primary purpose is to encourage people with related interests to learn from one another. The group will meet each Monday afternoon, continuing at times through sessions will be devoted to student-led discussions based on reading; at others we'll discuss Division III projects and criticize them as accounts of what really happened. Faculty guests will be invited as participants, not lecturers.

Much of the seminar will be organized according to student interests and needs: so be prepared to make suggestions at the first meeting. To begin, I suggest that we might read several books and articles having to do with understanding and interpreting human events -- e.g., E. H. Carr, *What is History?*; C. Wright Mills, *The Sociological Imagination*; Clifford Geertz, *The Interpretation of Cultures*; George Lichtheim, *The Concept of Ideology*. Among the topics that might be considered as we proceed are: the idea of "human nature", social appearance and consciousness, and the context of creativity. Come prepared to propose other topics.

This seminar should be appropriate for Division III students working in various social sciences, history, and historically or sociologically oriented studies in the humanities or natural sciences.

Enrollment is limited to 25. Meeting times to be announced.

IN 323 INDIVIDUALS AND ORGANIZATIONS: HAMPSHIRE IN PERSPECTIVE

William Grohmann, Richard Spahn and John Tierney*

A collaborative inquiry into what happens (what's happening) within a particular human organization. We'll try to increase our understanding of Hampshire as a whole system, as a collection of individuals and groups, as an "institution" and as a College. To do so, we'll share our own experience of Hampshire as well as explore various perspectives on organizational theory, systems analysis and the role and impact of colleges in this society.

Our intent is to focus on people and how they interrelate with organizations; we hope to be "integrative" not only by addressing the problem using a variety of disciplinary insights and tools but also by encouraging both personal and intellectual contributions to the discussions. The instructors see themselves as coordinators and expect each participant to accept a share of active responsibility for the seminar.

Readings will be extensive and varied, centering on attempts by authors in particular disciplines (subsystems) to address the concerns of a whole system.

Enrollment is limited to 25. Meetings might be announced.

*John Tierney is Assistant House Master of Greenwich House.

IN 327 UNROLLING THE MALE SCRIPT

Jack Letourneau, et al.

We know the lines and gestures of the male role because the culture--its media, economic structure, socialization patterns, etc.--rehearses the script for us so persistently.

This course will focus on what it means to be male in this culture at this time in history and how we as men feel about that role. Materials to be read will include works from the academic disciplines of psychology, sociology, anthropology, and biology, dealing with sex roles and sex role acquisition. In addition, we will read, discuss, and, hopefully on a more feeling level, share our reactions to some of the current major works of feminism and a growing, but rather underground, literature dealing with men's liberation. The course will incorporate at times the use of elementary exercises from such areas as transactional analysis, gestalt, and drama in an attempt to integrate our head and feeling reactions to topics/ideas which, while academic, are also intensely personal and touch our daily lives. Exploring ideas which affect us so deeply can be very anxiety provoking. During the term we will focus on some of these tensions and try to build a trusting, open, and noncompetitive support community of men with whom we can share.

The seminar will meet for one afternoon session and one evening session each week.

Enrollment limit: 20, men only.

IN 330 CURRICULUM DEVELOPMENT

Nerle Bruno

Many students in Division III are working in elementary or secondary schools developing innovative ways to teach various things. This can be a frustrating as well as an exciting experience and it often helps to share your experiences with others who have the same interest. Even when the subject matter differs, you can learn a lot from someone else's ideas, mistakes, interpretations, questions, and observations. We will read about some curriculum development methods, talk with teachers and others who have worked at designing new curricula, hear reports from students who are presently doing curriculum development and, when possible, will observe each other's classes. So far, students working on bilingual education, cross cultural curriculum, science, design and art have shown interest in doing this. I know we have also learned from each other. The only prerequisite is that you must be teaching or planning to teach as part of your Division III project.

Time: Thursday, 7:30 a.m. (we may change this to another evening if enough people can't come).

IN 333 SCIENCE, SCANDAL AND SOCIETY

Ann Woodhull, Mike Cross

The Salk polio vaccine, penicillin, and maybe the moon landings represent spectacularly popular scientific/technical achievements. Then there are some embarrassments: polio, water, the mutated state of matter, Lysenko's genetic theories which wreaked havoc on Russian agriculture and husbandry; Sumnerlin's "solution" to transplant rejection based on faked specimens; Kanner's claim that his tests refuted Darwin-by specimens destroyed; the turned out, with injections of India ink; Kriebel's--the miraculous "cure" for cancer; miasm--the eighteenth-century cure of illnesses with magnetic fields; Volkovsky's cosmological theories which so disturb astronomers and physicists.

It occurred to us while thinking about these that similar controversies don't seem to occur in the humanities or the social sciences. We would like to examine these and/or other cases and raise the question of whether such scandals do indeed occur only in science, and if so why. Is it something about the social status of science? Its public image? The self-image of scientists as seekers after truth? Or are we wrong altogether in a faked painting, a pilfered poem, or a bogus survey equally scandalous?

Time: Monday, 2:30-5:30.

LEGAL STUDIES

The Law Program is interdisciplinary. We are interested in examining issues in law and society from a variety of perspectives. We seek to organize and support activity across School, Divisional, and other boundaries within the College. In particular, the Program 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 two, students who want eventually to go to law school and those who want only to include the study of law as part of their undergraduate education, the Law Program as such is concerned only with the latter. Pre-law counseling is done by Bruce Carroll, Oliver Fowlkes, Edward Greer and Lester Mazor.

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. Thus, Division I courses are usually topical in nature. During the fall semester of 1975 we will offer SS 115, *Political Justice*, C. Kaplan and L. Mazor; SS 121, *Law and Social Change*; Current Law and Planning; K. A. Lindner; SS 180, *From Legal Aid to Legal Services: Changing Concepts of Legal Representation for the Poor*, O. Fowlkes.

The Division II 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 aspect 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. This fall we will be offering two Division II courses: SS 217, *Problems in the Philosophy of Law and Justice*, L. Mazor and SS 236, *Inequality and Access to Justice*, O. Fowlkes, J. Landes, L. Mazor and B. Ingveson. The latter we recommend to all students just coming into Division II as a main "introductory" course.

For other legal studies courses offered in the Five-College area, refer to the Legal Studies booklet published by the Five-College Coordinator's Office.

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 (on leave A.Y. 1975-76) 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 (leave A.Y. 1975-76) specializes in administrative law and urban legal process; Barbara Linden has special interest in legal aspects of urban planning and organizational aspects of law enforcement; Lester Mazor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law, and family law; Barbara Turlington is interested in international law and politics; Barbara Ingveson 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, juvenile courts, and relevant portions of concentrations in politics, history, economics, history, economics, sociology, environmental studies, women's studies, urban studies, and a number of other fields. Copies of concentration statements are available in the Law Program Center in Patterson Hall.

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 law 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 Gustavson. The Law Program Center, where students working in the Program may organize and conduct their activities, is in Patterson Hall, C-13. The Program also holds regular informal lunch discussions in Prescott Dining Hall, 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 *CLIMB* and individually by mail to those on the Law Program mailing list.

B. Bruce Carroll
E. Oliver Fowlkes
Ken Garfield
Ed Greer
Gale Gustavson
Pat Hennessey
Howie Lenow
Barbara Linden
Lester Mazor
Meredith Miller
John O'Malley
Barbara Ingveson



OUTDOORS PROGRAM CURRICULUM STATEMENT

The Outdoors Program is a voluntary, co-ed alternative to compulsory physical education and intercollegiate team sports. In the first four 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 1975-76 will try to give special emphasis to integrating outdoor and physical learning experiences with the rest of college and of life. Programmaticity 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' "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 and body awareness - will be initiated alongside the ongoing climbing and kayaking programs.

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

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

- 1. TOP ROPE ROCK CLIMBING:** For people who have no climbing experience. This course will teach people to top rope climb safely and will introduce them to several of the local climbing areas. Class will meet Wednesday mornings from 8:30 am to 12:30 pm for three or four weeks. Limit is 10 students. Sign up at the Outdoors Program office in the Robert Crown Center. OP 106
- 2. TOP ROPE ROCK CLIMBING:** Same as above, except meeting Thursday mornings from 8:30 am to 12:30 pm for three or four weeks. Sign up at OP office. OP 101
- 3. LEAD ROCK CLIMBING:** For people who have some climbing experience but do not yet lead. This class will teach lead climbing. Class will meet Tuesday afternoons from 1:00 pm to 6:00 pm. Permission of instructor, Ed Ward, is necessary. OP 203
- 4. LEAD ROCK CLIMBING:** Same as above, except meeting Friday afternoons from 1:00 pm to 6:00 pm. Permission of instructor necessary. OP 201
- 5. NATURE TRIPS:** Ralph Lewis, instructor. Day trips to local areas of ecological interest will be conducted weekly. Consult Outdoors Program bulletin boards and newsletter. OP 185
- 6. WOMEN AND PHYSICAL COMPETENCE:** Joy Hardin, instructor. Each session we will try out some physical activity we want to feel more confident about or simply enjoy. One purpose is to build a group in which we support each other doing things we want to be able to do and enjoy, but our sex role training may have made unfamiliar or infrequent activities (things like touch football, wrestling, bike and car repair, building and construction, expertness and other wilderness skills). Another purpose is to define the particular ways we most enjoy using our bodies and our time together, perhaps hiking, bike trips, cross-country skiing, or canoeing) and explore them and why we enjoy them more fully. The assumption I work from is that as women become stronger physically, and more in touch with the sources of strength in each other, women's feelings of strength or weakness in unrelated areas are affected. OP 113

SHOTOKAN KARATE: Marion Taylor, instructor. Shotokan Karate is an unarmed form of self defense developed in Japan. It stresses the use of balance, timing, and coordination to avoid an attack and effective means of counter-attack to be used only if necessary. The beginning course will cover: basic method of blocking, punching, kicking, and combinations thereof; basic sparring; and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents. Beginning class will meet on Wed., Fri., and Sun. from 6:30 pm to 8:15 pm in the South Lounge of the Robert Crown Center. OP 115 (Fall and JT only). The intermediate and advanced classes will stress more advanced kata and the polishing of block-counter-attack combinations with greater emphasis on sparring. Intermediate class will meet Tues. and Thurs. from 8:20 pm to 9:40 pm and Sun. from 8:15 to 9:30 pm. OP 116. Advanced class will meet Wed. and Fri. from 8:15 to 9:30 pm and Sun. from 8:15 to 9:30 pm. OP 117. Intermediate class JT and Spring only.

AIKIDO: Marion Taylor, instructor. Aikido is a Japanese form of unarmed self-defense having no offensive capabilities. It depends on effectiveness on the defender maintaining his own balance while redirecting the opponent's attack so as to unbalance him. Aikido techniques allow the opponent's attack to follow the opponent to be helped gently to the ground and pinned there without doing any physical damage to him. The beginning class will learn basic rolling falls both front and rear; methods of leading the opponent off balance and into falling; types of pins; and ways to gain release from various grabbing or holding attacks. All students will meet Tues. and Thurs. from 7:00 to 8:20 pm and Sun. from 2:00 to 4:00 pm in the South Lounge of the Robert Crown Center. OP 118

9. **EDUCATION OF THE SELF THROUGH PHYSICAL ACTIVITY:** Joy Hardin and Roy Yamashiro*, instructors.
Socrates: Let me play with a man for an hour, and I will know more about him than talking to him for ten hours.

E. Herrigel: In the case of (sports), the (player) and his (adversary) are no longer two opposing (persons), but are one reality.
People involved in a sport unintentionally physicalize their interior state: their patterns of behavior and present concerns manifest themselves as choices of movements, interactions, risks and rewards. This course is designed to provide processes which enable people to make sense, gauge and understand their interior states and their subsequent behavior. Our processes towards such self knowledge will be:

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

Readings: from psychological theorists such as Perls, Lowen, Maslow, Kelly, Assajoli; *Zen in the Art of Archery*, Herrigel; *Golf in the Kingdom*, Murphy; *Samurai*, James and Jonagard; and other handouts and articles.

Format: Classes meet Tuesdays from 1:00 pm to 4:00 pm and will involve exercises, processing, discussion. Participants will choose a physical activity (e.g. a sport, dance, martial art, hiking) to engage in on a regular basis. Through a personal psychological journal and a final paper/project, we will record our reflections on body-psychic interrelations. OP 130 (see Ed Studies 130)

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

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

10. **LITERATURE OF GREAT EXPEDITIONS:** David Roberts, instructor. See course description of HMA 179/279. Also listed as OP 179/279.

11. **TO THE WOODS:** Ken Hoffman, instructor.
This will be an introduction to the natural history of the area. Every Wednesday from 1:00 to 5:00 pm, we will poke around in and on the various woods, swamps, mountains, rivers, and ponds nearby. We will learn to identify the common trees and plants, to know the uses of many of them, and develop a general sensitivity to the tremendous variety which occurs out there. The course is limited to 12 people. Only those who are sure they can make it to all sessions should apply. There are no required books for the course, but a fairly extended list of recommended materials will be available. On rainy days there will be lectures and other films on natural history. Sign up at the OP office in the Robert Crown Center. Class meets outside the RCC. OP 175

12. **ADVANCED RED CROSS FIRST AID COURSE:** Brad Smith*, instructor. This course will prepare students in Red Cross First Aid and certify them in advanced First Aid.
Times for this course will be announced through the OP; watch the newsletter and bulletin boards. OP 155
*Brad Smith is a Div. II student.

13. **TAI CHI CHUAN:** Paul Gallagher, instructor.
Tai Chi is a "moving meditation". Although at advanced stages the forms might be used for self-defense, early learning of the forms is rather more for health, centering, fluidity and understanding the principles of the ancient Chinese classics. There will be two classes: Beginning and Continuing classes will both be held on Monday nights. Check at the OP office for exact times. OP 114

14. **THE RED LANGUAGE CONTROVERSY OF THE RED BATTLE:** Ralph Lutz, Merle Bruno, Jane Egan, Whitney Granahv, instructors. Same as RS 125. OP 135

15. **PHYSICAL FITNESS AND PHYSIOLOGY:** Eric Evans, instructor.
This course will examine, and utilize the methods popularly used to acquire fitness: weight training, running, swimming, etc. Reading material and discussion will cover such topics as pulse rate, cardiovascular efficiency, vitamins, effects of alcohol on the body, etc. Participants will keep a diary and record pulse rate, resting pulse rate, and body weight. This course will not be time consuming.
Interview with the instructor is necessary and enrollment is unlimited. The class will meet Monday, Wednesday and Friday afternoons from 3:00 to 5:00 pm in the Robert Crown Center. OP 151

16. **KAYAK ROLLING:** This class is for people who have never paddled a kayak and wish to learn the basic strokes. After mastery of these strokes, a person will learn to do the Eskimo roll (the art of righting a kayak after it has capsized by use of the roll).
This class is for beginners and will meet Monday, Tuesday and Wednesday evenings from 7:00 - 8:30 pm in the Robert Crown Center pool. OP 102

17. **BEGINNER KAYAK CLASSES:** (Outside Classes) These classes will go to nearby flat and easy white-water rivers. The goal of these classes will be to teach people how to handle a kayak with safety and assurance on easy white-water rivers. Classes will meet Tuesday and Thursday afternoons from 1:00 to 6:00 pm. OP 103

18. **ADVANCED KAYAK CLASS:** This class is for people who have mastered the Eskimo roll and wish to learn advanced white-water techniques.
Class will meet Wednesday afternoons from 1:00 to 6:00 pm. OP 202

19. **KAYAK BUILDING CLASS:** Learn to build a fiberglass kayak. Bring old clothes, and expect to participate (get your hands dirty). To be held Sept. 13 and 14. You must attend both days. Held at the Hampshire Boat Shed. OP 104

20. **HATHA YOGA CLASSES:** Yael Ariel, instructor.
Beginning class will cover learning and practice of basic breathing methods and postures. Emphasis will be placed on developing a healthy and supple body. OP 105
The intermediate class will continue with postures and breathing exercises of more advanced levels. There will also be a greater emphasis on meditation. OP 206
Both classes will meet on Monday afternoons. See OP office and bulletin boards for exact times.

21. **ETHICS AND THE ENVIRONMENT:** Ralph Lutz, instructor.
Should large groups be brought into wilderness areas? Is it right to impose population control upon a nation? What is more important, additional housing, or the open space that housing would occupy? Ought we try to prevent the extinction of endangered species? These are both environmental issues and ethical questions. A growing number of people are examining such problems from an ethical perspective. Some have suggested that the major crises of our time are symptomatic of a more fundamental ethical crisis.
We will examine the views of a number of authors in the areas of ecological, evolutionary, and wilderness ethics. We will also, examine the views of those who advocate the human treatment of other creatures. The works covered will range from theoretical writings to case studies. Throughout, we will focus upon the question, "How ought we behave with respect to our environment?"
Students should expect to do a good deal of reading, and to participate in group discussions. Everyone will be expected to prepare position papers dealing with specific issues. These papers will provide a focus for discussion during the latter part of the course.
Anyone who wants to contribute ideas for readings or issue areas to be covered in the course, should contact Ralph Lutz as soon as possible.
Meeting time: Tues. and Thurs. from 3:30 to 5:00 pm.
Enrollment limited to 20. OP 250 (RS, Environmental Policy)

22. **METHODS IN TEACHING OUTDOOR SKILLS:** Joy Hardin and Ed Vard, instructors.
This course is for people who have at least one outdoor skill such as kayaking, canoeing, orienteering, climbing, or camping and backpacking and who are interested in teaching to high school, college, or community groups. It will examine and practice different methods of teaching these skills. Each class will meet on each Thursday from 8:00 to 11:00 am with an additional half-day a week for observing or teaching. Enrollment is by permission of the instructors.
OP 275 (see Ed Studies 220)

23. **WOMEN'S FITNESS CLASSES:** Diane Flaherty.
A chance to get out of your head and into your body. A program of exercise done to music, combining elements of dance, yoga, and calisthenics. Concentration will be on stretching and coming muscles, improving flexibility, coordination, and endurance and promoting a greater sense of body awareness. Please sign up for this course at the Robert Crown Center Office. Contact Julie Walker, P.O. Box 1590, ext. 5647, for more information.

FEMINIST STUDIES

Although Hampshire does not presently have a formal feminist studies program, a number of faculty members are willing to help students with academic work in this field:

Social Science	Humanities and Arts
Laurie Wiscroff	Laurie Brown Kennedy (LV ST 76)
Patricia Cline	Language and Communication
Monica Faulkner (LV ST 76)	Jan Tallman
Janet Landon	Natural Science
Louise Farham	Carol Bengelador (LV ST 76)
Leslee Mavor	Carol Hollander (LV AY 75-76)
Miriam Slater	Susan Goldner
Mary Warner	Nana Godard
Glenn Joseph	Andrea Oyewole
Barbara Turlington	

Related courses for Fall Term 1975 are:

SS 114, Economic Perspective on Women
SS 165, The History of the Family
SS 235, The Political Experience of Women in America
SS 241, Theories of Women's Liberation
NS 103, Male and Female Reproductive Function

Students who wish to do academic work in feminist studies should consult the Five College course listing of course offerings in the Valley, call the Whole Women's Center at 438-2431, or call the Women's Studies Program at the University of Massachusetts. In addition, Prospective expects to be the host for a Five College faculty appointment in Women's Studies/Ethics of Medical Research and Practice. Watch for the announcement of relevant courses in the revised catalog.

THE COLLEGE WRITING LABORATORY

The inability to write well in college is widespread, not limited, and the task of teaching writing in college is a general responsibility, not a chore reserved for English teachers.

We are continuing, this Fall Term, to develop a college-wide writing lab for dealing with the range and variety of writing problems typical at any liberal arts college. Eugene Terry will continue to offer his writing workshop as a regular HMA course in College Writing. Bobby Beal, working out of the Dean's Office, will again be available to offer ongoing individual or small group reading and writing tutorial. Natalie Coleman and other members of the Library Center Staff will work with faculty to develop special instructional units on such typical research problems as location of sources and note-taking.

We shall also begin, with the cooperation of faculty members from the other Schools, creating special modular units with special emphasis on Social Science research, Natural Science reporting, and Communications skills of all the kinds one is likely to require in college. Although it is impossible now, in advance, to specify what the content of such units will be, their creation and development will begin early in the Fall Term, and students will be asked to indicate where they feel the greatest needs lie, so that we can respond effectively.

The general model we are planning will probably include these components: a full-term course in writing, individual tutoring, and some type of recurring modular instruction in writing and study skills which would involve faculty from each school and a number of the Library Center staff.

The four School Advising Centers will be used as information centers for the Writing Lab as it develops. Any students in any Division in any School who want to find out about working in College Writing should take the question to a School Advising Center.

GROUP INDEPENDENT STUDY:

CONVERSATIONS IN ANTHROPOLOGY

Philip McKean, Barbara Yngvesson, and Leonard Glick

This is not a course, but it is a way to learn something about how anthropologists think and work. We'll be meeting on Monday evenings at the McKean home, 763 Bay Road, for informal discussions based on various kinds of reading and centering on anthropology as a way of trying to understand other people. At times we'll see ethnographic films and evaluate them as statements about ways of life. We'll test the usefulness of anthropological perspectives on major contemporary problems, perhaps with invited guests for stimulus and counterpoint. We'll also discuss the work of advanced Hampshire students. But you need not be "advanced"; the only requirement is your interest and willingness to join the conversation.

FACULTY

SCHOOL OF HUMANITIES AND ARTS

Michael Benedikt, associate professor of literature, is an accomplished poet, translator, and art critic. Among his published works are poetry collections *Shir, The Body, and Holy Moses*. He is also poetry editor of *The Paris Review*, editor of the forthcoming anthology, *The Poetry of Surrealism and The Prose Poem*. He was an associate editor for *Art News* for a decade and New York correspondent for *Art International*; and has edited three anthologies of contemporary literature. He holds a B.A. from New York University and an M.A. from Columbia.

John Boettger, associate 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 Bondi, 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.

Jess Cloud is presently concerned with Continental and English Renaissance. His special interests include Shakespeare, the history of ideas and relationship between science and the humanities. He earned his B.A., M.A., and Ph.D. at Columbia University.

Graham Gordon, assistant professor of human development, earned his A.B. in mathematics at Southwestern College in Memphis and a M.Div. at the Louisville Presbyterian Seminary. He was awarded a Fleming Walker fellowship in doctrinal theology for study at the New College of the University of Edinburgh, Scotland. He is also master of Dakin House.

Minda Gordon, assistant professor of human development, holds an A.B. in psychology from Adelphi University. For the past six years she has been associated with South Hampton College on Long Island, where she worked with experiential education groups. She shares the mastership of Dakin House with her husband.

Van B. Helsley, 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. He has a B.A. in history from Pennsylvania and his Ph.D. from the University of Pennsylvania.

Arthur Hoener, professor of design, was formerly chairman of the design department of 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.

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.

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 A.Sch. 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. will be on leave Spring Term 1976.

Jerome Liebman, 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, New York.

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 Marques, associate 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 a Ph.D. from Harvard.

SCHOOL OF NATURAL SCIENCE

Blaine Maves, associate 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 McCallan, assistant professor of dance, received a B.S. in dance from the Juilliard School of Music and was a member of the Joan Kerr Dance Company and the Anna Sokolow Dance Company. In addition, she has assisted Jose Limon. Her principal teachers have been Jose Limon, Antony Tudor, Louis Horst, and Merce Cunningham. She is a certified teacher of Labanotation and will become a certified Effort/Shape Movement Analyst this year. She has reconstructed several works from Labanotation. In addition to teaching a dance and choreography, Francis has studied sensory awareness with Charlotte Selver. Professor McCallan will be on leave from Hampshire College for the Fall Term 1975.

B. Randall McCallan, 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. Will be on leave Spring Term 1976.

James McQuilvin, 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 Mauger, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Paradoxes of the Future*, *Reckoning*, and *Reckoning: Reckoning the Political*. He has taught at the University of Notre Dame and at Indiana University. Professor Mauger will be on leave for the Fall Term 1975.

William O'Brien, assistant professor of theatre arts, has had considerable experience in acting and directing. He received his B.A. 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. Professor O'Brien will be on leave for the Fall Term 1975.

Valeria Filcher, 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 Pickett, assistant professor of history, has been a political writer and commentator for the BBC for whom he wrote and narrated several documentaries. He earned a B.A. at Los Angeles University and an M.A. at the London School of Economics where he is currently studying for his Ph.D. Besides specializing in Hegelian-Marxist philosophy and the history of political ideas, he is an accomplished poet, translator, and film maker. Professor Pickett will be on leave for the Fall Term 1975.

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 the Pratt Institute in New York City. He has been engaged in private practice since 1962.

Daphne Reed, faculty associate in theatre, holds a B.A. from American University and an M.F.A. in Theatre from the University of Massachusetts. She has taught theatre, voice, oral interpretation, and dramatic literature at Mount Holyoke College and St. Mary's College. Her special interests include the techniques of theatre, theatre for the young, and alternative and women in all aspects of theatrical activity. She has worked as director and scene designer for the Dumbarton Players and Black Repertory Theatre of the University of Massachusetts.

David Roberts, assistant professor of literature and director of the Outdoor 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 the Mind*, a book about mountain climbing, and *Deborah: A Wilderness Narrative*.

Glendon Schock, associate professor of theatre, graduated from Manchester College in Indiana and received an M.F.A. from the School of Drama at Yale University, where he was later playwright in residence. He founded a professional summer stock company in Indiana, the Enchanted Hills Playhouse, and helped to establish the Long Wharf Theatre in New Haven, where he has acted, directed, and had a play produced. Professor Schock will be on leave for the Academic Year 1975-76.

David E. Smith, professor of English and American studies, 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 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.

Fred Sokol, adjunct faculty associate in literature, is also assistant master of Merrill House. He holds a B.A. in English from Robert College and an M.A. in education from the Cambridge-Goddard Graduate School for Social Change.

Richard Spohn, visiting assistant professor of human development, played a key role in the establishment of our Residential Learning Center. He has worked in various psychological and psychiatric settings, including the Austen Riggs Center in Stockbridge, and has a long time interest in tantra. He is also Resident Associate of Greenwich House.

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

SCHOOL OF LANGUAGE AND COMMUNICATION

John Branden, faculty associate in film, also serves as non-print media librarian in the Film Information Center at Hampshire College. His B.A. is from Assumption College in Worcester, and he holds an M.A. in English and an M.L.S. from the State University of New York at Albany.

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. From 1969-1973 Mr. Hanson taught in the Computer, Information, and Control Sciences Department at the University of Minnesota. He has particular interests in the areas of undergraduate computer science curriculum development, artificial intelligence and machine perception, and the application of computer technology to nontechnical areas.

John A. Hornik, visiting assistant professor of psychology, received a B.S. from Tufts University and a Ph.D. from the University of Illinois, Champaign-Urbana. He taught for four years at the University of Virginia. His main interests are in social and ecological psychology.

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

James H. Koplin, assistant professor of psychology, received his B.A., M.A., and Ph.D. from the University of Minnesota, and he 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 Flak University. He has taught at the University of California at Berkeley (where he received his Ph.D.) and was a mathematics consultant to the Bay Area public schools. His B.A. is from the University of Washington.

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

William E. Marsh, associate professor of mathematics, was chairman of the mathematics department at Talladega College in Alabama. His B.A., M.A., and Ph.D. are from Dartmouth, and his special interests are in applications of mathematical logic, especially in linguistics. Mr. Marsh will be on leave for the academic year 1975-76.

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 and director of the freshman English program at Syracuse University. His B.S. is from Purdue University, and his Ph.D. is from Indiana University.

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

Michael Rodetky, 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, 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.

Neil B. 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 is a candidate for the Ph.D. at Yale. 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. Mr. Shister will be on leave for the academic year 1975-76.

Neil A. Stillings is assistant professor of psychology. He has a B.A. from Amherst College and a Ph.D. in psychology from Stanford University. Mr. Stillings will be on leave for the academic year 1975-76.

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*. Ms. Tallman is coordinator of the School of Language and Communication.

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

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

*Appointment pending.



Herbert J. Bernstein, associate 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 at Louvain, Belgium. His B.A. is from Columbia University, and his Ph.D. is from the University of California at San Diego. Professor Bernstein is interested in the science of everything, biophysics, quantum mechanics, how things work, general relativity and public policy planning and advising.

Merle S. Bruno, assistant professor of biology, holds a B.A. from Syracuse University and a Ph.D. from Harvard. Her work on crustaceans and vertebrate sensory neurophysiology has been supported by the National Institutes of Health and the Gress Foundation. She is the author of several teacher's guides for elementary science studies. Her academic interests include vision and physiology, "open education," and teacher training.

Raymond F. Coppinger, 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). Ray's varied interests include philosophy, forest management, animal behavior, New England canids, monkeys in the Caribbean, African ecology, biosocial human adaptation (anthropology/ecology) and memory theories (book in progress). He and Lorna Coppinger also have a book in progress on sled dogs.

Jane Egan, assistant professor of animal behavior, received her B.A. in archaeology and anthropology and her Ph.D. in animal behavior from Cambridge University. Her research interests are in physical anthropology, studying the effects of environmental factors on the development of behavior in humans and other animals. She is a member of Survival International, which is involved in preventing the exploitation and/or extinction of indigenous tribes (hunters and gatherers) and other exploited groups.

John R. 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 the University of Chicago and a Ph.D. in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in amateur electronics, ecology and field biology.

David L. Gay, associate professor of chemistry, holds a B.Sc. from the University of London in chemistry and a Ph.D. in physical inorganic chemistry from the University of the West Indies. He formerly taught at Xavier College in Sydney, Nova Scotia. His interests include Caribbean affairs, physical chemistry, kinetics, reactions in electrochemical cells, bio-inorganic chemistry, chemistry for the consumer and, in particular, the mechanism of chemical reactions.

Nancy B. Goddard, associate professor of biology, was previously chairwoman of the department of natural science and mathematics at West Virginia State College. She obtained her B.A. from West Virginia State College and her M.Sc. and Ph.D. degrees from Ohio State University. Involved in teaching courses on human reproduction, health care for women, and endocrinology, she is also interested in field zoology, human and comparative anatomy, parasitology, marine biology and tropical (Caribbean) ecology.

Stanley Goldberg, associate professor of history of science, taught at Antioch College and was a senior lecturer at the University of Toronto. He currently has a NSF 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 the University of Toronto. His teaching interests include physics, the Copernican revolution and photography. (Professor Goldberg will be on leave fall semester at the Smithsonian.)

Susan Goldhor, Dean of the School of Natural Science and associate professor of biology, obtained her B.S. 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 where she worked in cancer research. Her varied interests include science fiction, feminism, literature of natural history, and exportable educational packages on energy issues.

Courtney P. Gordon, assistant professor of astronomy, holds a B.S. from Vassar College and an M.A. and Ph.D. from the University of Michigan. Her work includes studies at the Royal Greenwich Observatory in England and the Harvard College Observatory, the Arecibo Observatory, and observing time at the Kitt Peak National Observatory. She was assistant scientist at the National Radio Astronomy Observatory in Charlottesville, Va. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and ciphers and animal communication (dolphins and chimps). She is a member of the Five-College Astronomy Department.

Kurtis Gordon, assistant professor of astronomy, received his B.S. in physics from Antioch College, and his M.A. and Ph.D. in astronomy from the University of Michigan. His interests include time (including the philosophy of time and space), relativity, extraterrestrial and animal communication, and cosmology. His research interests include galactic structure, interstellar matter and pulsars. He is a member of the Five-College Astronomy Department.

Michael Gratz, assistant professor in the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in 19th Century physiology from Princeton University. His interests include the history of science especially modern Darwinian biology, science and social thought, psychology and modern European social and intellectual history, and death and dying.

Everett N. Hafner, professor of physics, was an associate physicist with the Brookhaven National Laboratory, a NSF 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. His interests include the physics of electronic music, nuclear physics, cosmic rays, environmental science, geography and APL. He served as the first Dean of the School of Natural Science 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 1967-70. In addition to mathematics, Ken's interests include advising at Hampshire, field botany, and farming.

David C. Kelly, associate professor of mathematics, has taught at New College in Florida, Oberlin, Talladega College, and at Boston University. He holds a B.A. from Princeton, an M.S. from M.I.T., and continues his training at Dartmouth. He has, for three years, directed the successful Summer Math Program at Hampshire.

Allen S. Kraus, associate professor of physics and science policy advisor, was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He previously taught at Princeton, U.C. at Santa Barbara and the University of Iowa, as well as the Open University in England. His interests include physics, science and public policy and the environment.

E. G. Krickhaus, consultant in neurophysiology, received his B.A. from Williams College and his Ph.D. from the University of Illinois. He has taught at Yale University, the University of California at Davis, and the University of Massachusetts. In addition to neurophysiology he is interested in the nature of reality.

Nancy N. Lowry, associate professor of chemistry, holds a B.A. from Smith College and a Ph.D. from M.I.T. She has taught at Smith College and the Cooley Dickinson Hospital School of Nursing, and has coordinated a chemical analysis lab as part of the Mill River Project in Northampton. Her interests include stereochemistry and organic molecules, environmental chemistry, science for non-students.

Lynn Miller, 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. His principal interests are applied microbiology (composting, sewage treatment, fermentation) and social aspects of genetics (agriculture, genetic engineering, genetic counseling) as well as stress and disease. He is especially interested in working with students on independent study, tutorials and small group projects. His research concerns ergosterol metabolism in yeasts and PTC tasting in humans.

Sandra Orywala, assistant professor of microbiology, is a post-doctoral research associate in biochemistry at the University of Massachusetts, in addition to her teaching at Hampshire. She received her B.S. from Harvard University, an M.S. from the University of Chicago, and a Ph.D. from the University of Massachusetts. Her research involves membrane development, structure and function. In addition she is interested in microbiology from a public health standpoint in developing countries and research on the microbial contribution to energy production.

John B. Reid, Jr., assistant professor of geology, has pursued his lunar surface and earth's interior research at the Smithsonian Astrophysical Observatory in Cambridge, the Geochronology Laboratory at M.I.T. and Rensselaer Polytechnic Institute. He received a B.A. from Williams College and a Ph.D. from M.I.T. He previously taught in three high school physics programs. His professional interests center around volcanology as a means of understanding the chemical evolution of the earth, and the use of volcanism as a source of geothermal power. (Professor Reid will be on sabbatical during fall semester, 1975.)

Linda L. Slosky, adjunct assistant professor 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 post-doctoral research at Argonne National Labs, and the University of Wisconsin. Her research is in the control of lipid metabolism. She is also interested in human biology and development and atherosclerosis. 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 Natural Science and Social Science. He has been a consultant with the Systems Management Corporation in Boston and has worked on problems involving applications of statistics to the social sciences. His B.A. is from Antioch College and his Ph.D. is from Harvard. His interests include mathematics, statistics, philosophy, carpentry, machinery, automobiles and people.

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 Iyomung and Barham College and was director and professor of biology at the Fakhatchee Environmental Studies Center in Goodland, Florida. His special interests are tropical ecology, particularly mangrove swamps, the structure and function of natural and man-made communities, problems of food supply and environmental studies. He was responsible for establishing and directing the program in Bahamian ecology at Barham College.

Albert Woodhull, assistant professor in biology, received his B.S. from M.I.T. and his Ph.D. from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological bases of behavior and on the visual system in humans and animals. He encourages students to participate in his research on visual thresholds. He is also interested in embryology, electronics for instrumentation and alternative energy sources.

Ann Woodhull, assistant professor of biology, is especially interested in physiology and neurobiology, biochemistry and molecular biology, and biological toxins. Her teaching experience includes mathematics in general, a Peace Corps assignment, and during spring semester was a lecturer in neurobiology at Harvard University. She received her B.A. from Swarthmore College and her Ph.D. from the University of Washington.

Additional Five-College Astronomy Faculty include:

George Greenstein, assistant professor of astronomy at Amherst.

Edward R. Harrison, professor of astronomy at the University of Massachusetts.

G. Richard Huguenin, professor of astronomy at the University of Massachusetts.

David Van Blarckom, assistant professor of astronomy at the University of Massachusetts.

SCHOOL OF SOCIAL SCIENCE

Richard N. 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.

Carollee Bengeladorf, 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. Professor Bengeladorf will be on leave Spring Term 1976.

Robert C. Biney, Vice President of Hampshire College and professor of psychology, was a member of the Four College Committee which helped to establish 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 College, 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. Professor Carroll will be on leave Academic Year 1975-76.



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

Monica J. 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. Professor Faulkner will be on leave Spring Term 1976.

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

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

Edward Greer, 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*. Professor Greer will be on leave Academic Year 1975-76.

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.

Gavle D. Hollander, associate professor of political science, holds a B.A. from Cornell University, an M.A. from Harvard, and a Ph.D. from MIT. She has recently published a book entitled *Soviet Political Indoctrination: Developments in Mass Media and Propaganda Since Stalin*, and is currently doing research on political communications and dissent in the Soviet Union, and women in the Soviet and East European political systems. She will be on leave for Academic Year 1975-76.

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

James Koplin holds a joint appointment with the School of Language and Communication.

Joan B. Landes, assistant professor of political science, holds a B.A. from Cornell University and an M.A. from New York University, where she is presently completing a doctorate. She was formerly an assistant professor of political science at Bucknell University. Her research interests are on the theoretical foundations of the women's liberation movement. She is also interested in political theory, American politics and political development.

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. Professor Linden will be on leave Spring Term 1976.

Lester Manor, Professor of Law, has a B.A. and LL.B. from Stanford, served as law clerk to the Honorable Warren F. Burger, and has taught at various law schools. His special concerns include the limits of the legal process and the role and status of women in society.

Philip P. McKean, assistant professor of anthropology, received a B.S. 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.

Laurie Nisimoff, assistant professor of economics, holds an S.B. from M.I.T. and an M. Phil. from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues.

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 received a Ph.D. in 1973. He is interested in modern and social and intellectual history with special emphasis on Central Europe.

Miriam Slater, associate professor of history and Master of Daktin House until 1974, received a Ph.D. from Princeton University where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half-time. Her undergraduate work was completed at Douglass College.

Michael Sutherland holds a joint appointment with the School of Natural Science.

Barbara Turlington, 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 dean of the college and associate professor of sociology, was director of the National Institute of Human 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 Peabody House, has a B.A. from the University of Delaware and an M.A. from the University of Pennsylvania where she is now a doctoral candidate. Her interests center on Afro-American folk history and expressive culture.

Stanley Warner, associate professor of economics and Master of Merrill House, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell.

Fredrick 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 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.

CLASS SCHEDULE

Hampshire College

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	METHOD OF ENROLLMENT	LIMIT	TIME	PLACE
HA 105 Changing Fam Relat	F. Sokol	Instr Per	20	TTh 9-11	FPH 108
HA 110 Film Workshop I	J. Liebling	Instr Per	12	T 9-12	FPH 26
HA 112 Amer Black Autobi	E. Terry	Open	None	TTh 130-3	FPH 107
HA 114 Music Improvisation	J. McElvaine	Open	None	TBA	
HA 116 Monophony	R. McClellan	1st Come	16	MW 11-12	FPH 107
HA 120 British/Amer Novel	D. Roberts	Open	None	MW 11-12	EDH 15
HA 124 Learning/Experience	R. Spahn	Instr Per	16	TTh 130-330	Donut 4
HA 125 History & Fiction	R. Lyon, et al	Open	None	TTh 11-1	FPH VLB
HA 128 Ear Training	J. McElvaine	Open	None	TBA	
HA 134 College Writing	E. Terry	1st Come	16	MW 11-1	FPH 108
HA 138 Chanting	R. McClellan	Instr Per	12	T 7-830P/F 9-1030	EDH 4/FPH 105
HA 139 Chorus	V. Pilecher	Audition	65-75	MW 7-9PM	FPH ELH
HA 145 Approaches to Design	N. Juster/E. Pope	Lottery	24	MTh 130-430	CSC 3rd Fl
HA 150 Still Photo Workshop	E. Mayes	Instr Per-			
	See J. Liebling	15		T 1-5	Photo Lab
HA 172 Song	J. McElvaine	Open	None	TBA	
HA 179 Lit of Great Exped	D. Roberts	Open	None	TTh 9-1030	EDH 15
HA 187 Poetry Today	M. Benedikt	Instr Per	None	W 110-3	EDH 16
HA 199 Divine Comedy	R.K. Bradt	Open	None	TTh 9-11	FPH MLH
HA 204 Symbolist Poem	C. Hubbs	Open-Div II			
	Instr Per-Div I	None		TTh 9-11	PH D-1
HA 205 Milton	L.B. Kennedy		15	TTh 130-315	PH C-1
HA 207 Identity/Incivacy	J. Soettiger, et al	Instr Per	36	H 10-12/V 10-1	EDH 4/PH A-1
HA 208 3 Russian Writers	J. Hubbs	Instr Per-Div I	40	TTh 130-330	Blair
HA 210 Film Workshop II	E. Mayes	Instr Per-			
	See J. Liebling	12		M 1-5	FPH 26
HA 211 Spanish America	R. Marquez	Open	None	TTh 130-3	CSC 113
HA 212 See HA 112					
HA 214 See HA 114					
HA 216 Avant-Garde: Music	R. McClellan	Open	None	MW 1-230	FPH 107
HA 220 Film/Photo Studies	J. Liebling/E. Mayes	Open-Div II, III			
	Concentrators	None		W 9-2	Blair
HA 221 Metaphysics	R.K. Bradt	Open	None	T 7-11PM	PH A-1
HA 222 Fiction Writers	F. Smith	1st Come	10	F 1-5	EDH 15
HA 225 Photo Workshop	J. Liebling	Instr Per	12	M 1-5	Photo Lab
HA 231 Writing Poetry	M. Benedikt	Instr Per	12	T 730-930PM	EDH 13
HA 238 See HA 138					
HA 239 See HA 139					
HA 241 Myth	C. Hubbs, et al	Instr Per-Div III	None	TTh 9-11	Blair
HA 245 Dark Places	J. Cloud	Open	None	MW 11-1230	CSC 113



SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	METHOD OF ENROLLMENT	LIMIT	TIME	PLACE
HA 250 Man-Made Env	N. Juster/E. Pope	Instr Per	12	MTh 930-1130	CSC 3rd Fl
HA 260 Troubadours	R. Marquez	Open	None	MW 930-11	CSC 113
HA 287 See HA 187					
HA 289 Shakespeare/Woolf	L.B. Kennedy	1st Come	35	TTh 9-11	EDH 16
HA 299 See HA 199					

SCHOOL OF LANGUAGE AND COMMUNICATION

COURSE	INSTRUCTOR	METHOD OF ENROLLMENT	LIMIT	TIME	PLACE
LC 105 Language Acquisition	J. Koplin	1st Come	20	TTh 9-11	FPH 106
LC 106 Strings/Trees/Langs	G. Shrager	Open	None	MW 11-12	FPH 105
LC 173 Actions/Reasons/Free	M. Radetsky	1st Come	20	MW 9-1030	FPH 105
LC 180 Mass Communication	D. Kerr/R. Lynn	Open	60	MW 11-12	FPH ELH
LC 192 Intro-Cogntv Devel	Y. Tenney	1st Come	50	TTh 130-330	FPH VLB
LC 193 Public Opinion	J. Hornik/D. Kerr	Instr Per	None	TTh 9-11	FPH 105
LC 194 TV Workshop	R. Muller				
LC 195 Linguistics	TBA				
LC 202 Formal Logic	J. LeTourneau	1st Come	30	TTh 11-12	FPH 103
LC 206 See LC 106					
LC 224 TV Production I	Staff	Lottery	22/8-SC	TBA	
LC 260 Cogntv Psych/Arts	J. Brandeau/Y. Tenney	Open	None	MW 130-5	FPH ELH
LC 261 Identity Theorics	M. Radetsky	1st Come	32	TTh 130-330	FPH 105
LC 262 Linguistics	TBA				
LC 293 See LC 193					
LC 294 See LC 194					

SCHOOL OF NATURAL SCIENCE

*Courses indicated with an asterisk are not term-long. Check course descriptions for details.

COURSE	INSTRUCTOR	METHOD OF ENROLLMENT	LIMIT	TIME	PLACE
NS 101 Death & Birth	J. Foster, et al	Open	None	WTh 330-530	FPH VLB
NS 102 Have to Die?	Staff	Open	None	TBA	
NS 103 Male & Female	N. Goddard	Open	None	TTh 130-3	CSC 2nd Fl
NS 104 Decide if Dead?	Al Woodhull	Open	None	MTh 1-230	EDH 16

NOTE: COURSE MEETING TIMES AND LOCATIONS, AND COURSES THEMSELVES ARE SUBJECT TO CHANGE. FOR FINAL INFORMATION, PLEASE CONSULT THE REVISED FALL COURSE GUIDE, AVAILABLE IN SEPTEMBER.

SCHOOL OF NATURAL SCIENCE

COURSE	INSTRUCTOR	METHOD OF ENROLLMENT	LIMIT	TIME	PLACE
NS 105 Cancer Research	S. Oyewole/S. Goldhor	Open	None	NV 11-1230	CSC 3rd Fl
*NS 106 Human Genetics	L. Miller	Open	None	TBA	
NS 110 Light/Color/Vision	M. Bruno	Open	None	Th 11-1230	FPH MLR
NS 111 Photochemistry	N. Lowry	Open	None	TBA	
*NS 112 Brain Behnd Eye	Al Woodhull, et al	Open	None	TTb 9-1030	PH 8-1
NS 121 Science-Environment	A. Krass	Open	None	TTb 9-1030	CSC 114
NS 122 Montague	A. Krass, et al	Open	None	F 1-3	CSC 114
NS 123 World of Math	D. Kelly	Open	None	See Instructor	
NS 124 Arms Control	A. Krass	Open	None	TTb 1-3	EDR 4
*NS 125 Sea Language	R. Lutts, et al	Open	None	50 WF 9-12	FPH MLR
NS 126 Bio-Soc Human Adapt	R. Coppinger/P. McKean	Open	None	See Instructor	
NS 127 Astronomy-Poets/Profs	K. Gordon/C. Gordon	Open	None	T 130-330+	CSC 3rd Fl
*NS 128 Mushrooms	L. Wilcox	Open	None	See Instructor	
*NS 129 Winter Botany	R. Hoffman	Open	None	MF 830-1030	FPH 107
*NS 130 Beanbag Genetics	L. Miller	Open	None	MF 830-1030	FPH 107
*NS 131 Infomatri Macromol	L. Miller	Open	None	MF 830-1030	FPH 107
*NS 132 Genetics of Evolution	L. Miller	Open	None	MF 1030-12	FDM 17
NS 133 Chemistry-Consumer	D. Gay	Open	None	T 1-3, W 4-6	CSC Lab
NS 134 Intro-Chemical Analysis	D. Gay	Open	None	See Instructor	
NS 135 Forestry Seminar	B. Byers/S. Morehouse	Open	None	TTb 1-230	EDN 13
NS 136 Environmental Ed	C. Steinberg	Open	None	None	
NS 137 Land Use	R. Juber	Open	None	MF 10-12	FPH MLR/FPH ELH
NS 138 Math-Science/Scl Scn	K. Hoffman/M. Sutherland	Open	None	MF 9-10/Th 9-10	PH 8-1
NS 139 Usable Math	D. Kelly	Open	None	MF 9-10	FPH 106
NS 141 Confidence Calculus	D. Kelly	Open	None	TTb 130-330	FPH ELH
NS 142 How Things Work	H. Bernstein	Open	None	See Instructor	
NS 143 Logic, Etc.	E. Kriechhaus	Open	None	TTb 9-1030	PH 8-1
NS 210 See NS 110	Al Woodhull/E. Kriechhaus	Open	None	Th 230-430	CSC Lab
*NS 211 Psychophysics	A. Krass	Open	None	See Instructor	
NS 212 Wave Phenomena	A. Krass	Open	None	See Instructor	
NS 222 See NS 122					
NS 223 See NS 123					
NS 224 Readings in Ecology	L. Wilcox/M. Sutherland	Open	None	NV 11-1230	CSC 114
NS 225 Monkey Business	J. Egan	Instr Per	10	NV 10-12	FPH 106
NS 226 Polson Project	Ann Woodhull	Instr Per	10	W 1--	CSC Lab
NS 227 Metabolism	L. Slakey	Instr Per	10	See Instructor	U. Mass
NS 228 See NS 128					
NS 229 Biochemistry	J. Foster/L. Slakey	Instr Per	None	MF 830-1030, M 4-6	CSC 114
NS 230 Photosynthesis	J. Foster	Instr Per	None	See Instructor	
NS 231 Physical Chemistry	D. Gay	Open	None	NV 130-330	CSC 114
NS 232 Organic Chemistry	H. Lowry	Instr Per-Div I	None	See Instructor	
NS 233 Acids	H. Lowry	Instr Per-Div I	None	See Instructor	
NS 236 See NS 136					
NS 237 See NS 137					
NS 238 Darwin	S. Goldhor/M. Gross	Open	None	W 130-330	PH C-1
NS 240 Electricity/Magnetism	H. Bernstein/D. Kelly	Open	None	MF 1030-12	CSC 125
NS 241 See NS 124					
NS 242 Algebra	D. Kelly	Open	None	MF 1-2	CSC 115
NS 243 Synergy	M. Bruno/R. Konick	Open	None	N 4-8	EDN 13
ASTPC 022 Intro-Astronomy	K. Gordon/C. Gordon	Open	None	TTb 130-330	FPH 108
ASTPC 031 Space Science	W. Irvine	Instr Per	None	NV 125-320	Amherst
ASTPC 037 Astro Obs	Seitter	Instr Per	None	MF 125-320	U. Mass.
ASTPC 043 Astrophysics I	Harrison	Instr Per	None	MF 125-320	U. Mass.

SCHOOL OF SOCIAL SCIENCE

SS 102 Beyond the Cold War	C. Bengeladof	1st Come	25	NV 2-330	FPH 108
SS 108 Sociology & Arts	M. Faulkner	Open	None	TTb 11-1	PH A-1
SS 112 German Fancions	A. Rahinbach	1st Come	25	TTb 130-3	FPH 104
SS 114 Econ Perspectives-Womn	L. Nisonoff	1st Come	25	TTb 11-1	FPH 106
SS 116 African Justice	L. Masor/C. Kaplan	Lottery	20	NV 9-1030	FPH 103
SS 117 Public Policy/Qual Ed	H. Alpert	1st Come	25	TTb 9-1030	CSC 125
SS 121 Interpreting Cultures	B. Yngvesson	1st Come	24	NV 9-11	EDN 16
SS 122 Freud	L. Farnham	Lottery	20	TTb 9-11	FPH 104
SS 122 Low & Social Change	B. Linden	1st Come	20	TTb 9-1030	FPH MLR/FPH ELH
SS 123 Math-Science/Scl Scn	K. Hoffman/M. Sutherland	Open	None	MF 9-10/Th 9-10	CSC 113
SS 124 Community	B. Turlington	1st Come	20	TTb 9-1030	EDN 15
SS 125 Intellectuals	C. Bergman/J. Koplin	1st Come	50	WF 9-12	FPH MLR
SS 128 Bio-Soc Human Adapt	R. Coppinger/P. McKean	1st Come	50	WF 9-12	FPH 105
SS 130 Outsiders	P. Glazer	1st Come	20	TTb 11-1	PH B-1
SS 140 Social Order	R. von der Lippe	1st Come	20	TTb 130-330	FPH 103
SS 165 History of Family	H. Slater	Open	None	TTb 1-3	FPH 108
SS 180 Legal Aid/Services	O. Fowlkes	Open	None	MF 9-11	FPH 108
SS 184 American Capitalism	S. Warner	Lottery	25	TTb 130-330	Merrill
SS 195 Cuba	C. Bengeladof	1st Come	25	NV 11-1230	FPH 104
SS 204 Myth	C. Hubbs, et al	Open	None	TTb 9-11	Blair
SS 207 Afro-Am Folklore	K. Baldwin/M. Warner	Open	None	M 745-1015	U. Mass.
SS 210 Intro Economics	L. Nisonoff	Open	None	See Instructor	
SS 214 Capitalism and Empire	P. Callaghan, et al	Open-Div II	None	TTb 9-11	FPH 103
SS 217 Law and Justice	L. Masor	Open	None	TTb 130-3	FPH MLR
SS 220 Motivation	R. Birney	Open	None	NV 130-330	CSC 113
SS 225 Pol Exp-Women in Amer	P. Glazer/M. Slater	Open	None	NV 9-11	FPH ELH
SS 236 Inequality & Justice	O. Fowlkes, et al	Open	None	TTb 11-1	EDN 15
SS 241 Women's Liberation	J. Landes	Open	None	TTb 130-330	FPH 106
SS 253 Alternative Schools	G. Joseph	Open	20	TTb 130-3	

INTEGRATIVE SEMINARS

IN 302 Transitions	J. Boettiger/D. Smith	Instr Per	12	See Instructor	
IN 305 Sinsme the Arts	J. McIlvaine	Instr Per-Div II	12	See Instructor	
IN 308 Behavioral Sciences	C. Joseph	Instr Per	8	See Instructor	
IN 312 Ethics in Research	L. Farnham/B. Linden	Instr Per	25	NV 9-11	FPH 104
IN 318 What Really Happened?	L. Click	Div III	25	N 330-530	PH B-1
IN 323 Hampshire in Perspective	W. Crohmann, et al	1st Come	25	W 9-11	Donut 5
IN 327 Male Script	J. LeTourneau, et al	1st Come	20/sem	T 330-54	PH C-1
IN 330 Curriculum Development	M. Bruno	Open	None	Th 730PM	EDN 13
IN 333 Science/Scandal/Society	A. Woodhull/M. Gross	Open	None	W 230-530	Kiva

OUTDOORS PROGRAM

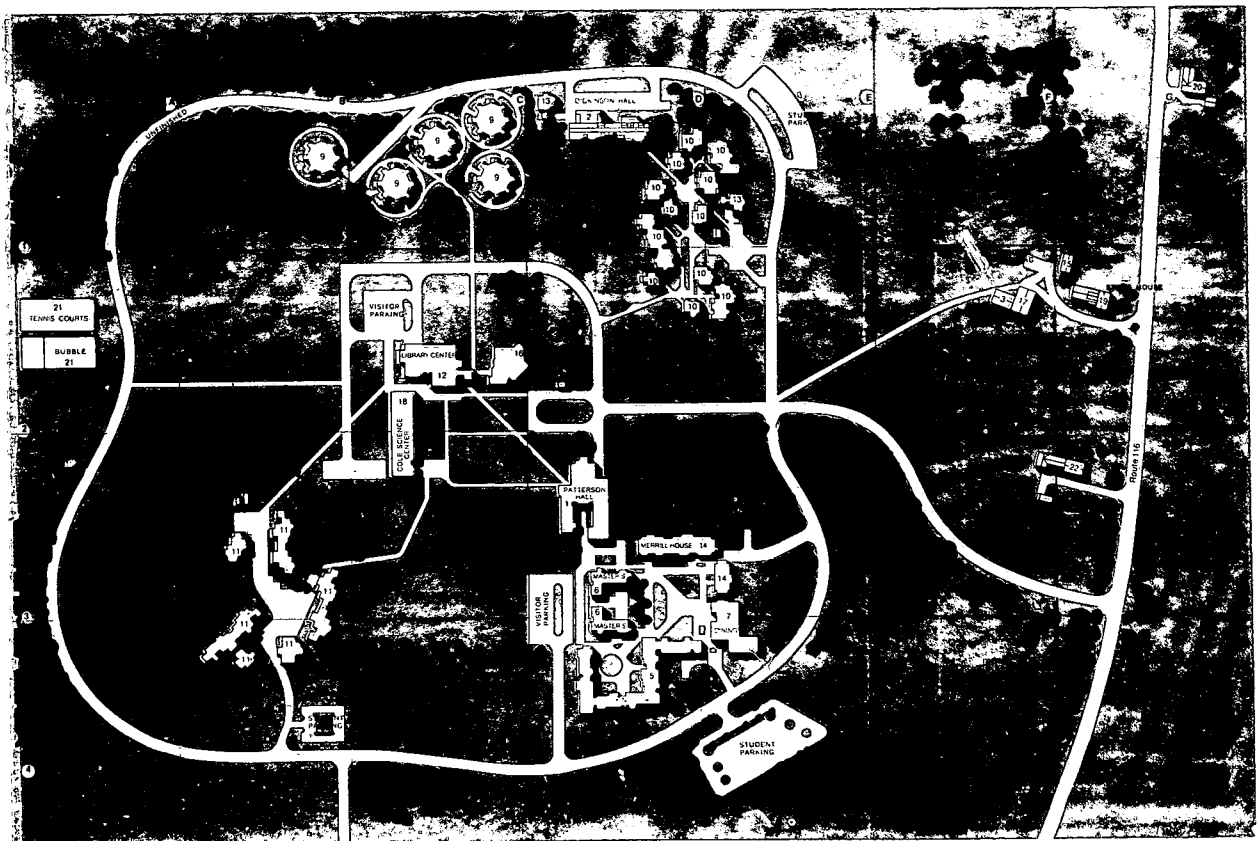
OP 101 Top Rope Rock Club			10	Th 830-1230	RCC
OP 102 Kayak Rolling				MTW 7-830PM	RCC-Pool
OP 103 Beg - Kayak				TTb 1-6	Boat Shed
OP 104 Kayak Building				9/13-14/75	Boat Shed
OP 105 Hatha Yoga - Beg	Y. Ariel			TBA	
OP 106 Top Rope Rock Club			10	W 830-1230	RCC
OP 113 Women/Phys Comp	J. Hardin			Th 1-5	RCC
OP 114 Tai Chi Chuan	P. Callaghan			TBA	Dance Studio
OP 115 Shotokan Karate-Beg	M. Taylor			WFsun 630-815PM	RCC-Solng
OP 117 Shotokan Karate-Adv	M. Taylor			WFsun 815-930PM	RCC-Solng
OP 118 Aikido	M. Taylor			TTb 7-820PM, Sun 2-4	RCC-Solng
OP 130 Ed of Self	J. Hardin/R. Tamashiro	Instr Per	18	T 1-330	Donut 1
OP 151 Physical Fitness	E. Evans	Instr Per	None	TBA	
OP 155 Adv Red Cross	B. Smith			W 1-5	RCC
OP 175 To The Woods	K. Hoffman		12	W 1-5	
OP 179 Lit of Great Exp	See HA 179/279			TBA	
OP 185 Nature Trips	R. Lutts				
OP 195 Bee Language	See NS 125				
OP 201 Lead Rock Club	E. Ward	Instr Per		F 106	RCC
OP 202 Adv - Kayak		Instr Per		W 1-6	Boat Shed
OP 203 Lead Rock Club	E. Ward	Instr Per		Th 1-6	RCC
OP 206 Hatha Yoga-Int	Y. Ariel			TBA	
OP 250 Ethics	R. Lutts	Instr Per	20	TTb 9-11	PH C-1
OP 275 Teaching Outdr Skills	J. Hardin/E. Ward	Instr Per	12	Th 9-1	EDN 17
OP 279 See OP 179					


















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



EDN	Emily Dickinson Hall
FPH	Franklin Patterson Hall
CSC	Cole Science Center
PH	Prescott House
RCC	Robert Crown Center
ELH	East Lecture Hall
MLR	Main Lecture Hall
WLB	West Lecture Hall
SOLNG	South Lounge
TBA	To Be Announced or Arranged

campus guide



- 1  **FRANKLIN PATTERSON HALL.** As a part of the Merrill-Dakin Houses complex, this building contains a large lecture hall, two large classrooms, eight seminar rooms and thirty-two faculty offices. D3
- 2  **EMILY DICKINSON HALL.** In close proximity to Greenwich and Enfield Houses, this building helps integrate residential and academic life. It has a student-run food facility, a performance space, classrooms, and faculty offices. D1
- 3  **BLAIR HALL.** Although it blends with its New England farmhouse setting, Blair Hall was built by the College in 1967 to house several administrative offices. F2
- 4  **COW PALACE.** Just past the Amherst town line into Hadley via West Bay Road, this renovated barn serves as headquarters for the College's Physical Plant staff. B4
- 5  **WINTHROP S. DAKIN HOUSE.** Named in honor of the College's first treasurer and founding trustee, Dakin House consists of seven interconnected "cottages" housing 296 students. D4
- 6  **DAKIN AND MERRILL MASTERS' HOUSES.** These buildings serve as homes for the Dakin and Merrill House Masters and their families. In addition, they contain offices for the Masters' staffs and accommodations for guests of the College. D3 D4
- 7  **DINING COMMONS.** Located on the east side of the quadrangle, the Dining Commons primarily serves Merrill and Dakin House residents for meals and snacks. E4
- 8  **HAMPSHIRE BOATHOUSE.** Located less than a mile off Route 116 toward Hadley on West Bay Road, the Boathouse is a workshop and storage area for students' kayaks and canoes. B1

- 9  **GREENWICH HOUSE.** Five modular facilities comprise Greenwich House. Each structure houses 44 people and is divided into apartments encircling an enclosed common core for recreation and workshop space. BC1
- 10  **ENFIELD HOUSE.** Modular townhouse has four to six bedrooms on two or three levels. Students share cooking and housekeeping duties. The townhouses are arranged in clusters near Greenwich House. D1
- 11  **PRESCOTT HOUSE.** This latest House accommodates 270 students in suites of four to 14 people. Also included in the modern complex are 16 faculty offices, four conference rooms, an 80-seat dining hall, and a separate Master's residence. B3
- 12  **HAROLD F. JOHNSON LIBRARY CENTER.** This multi-purpose facility houses: print and non-print collections; TV, film, graphics and photography studios; experimental classrooms; INTRAN center; bookshop; post office; duplication services and a display gallery for student and faculty art work. C2
- 13  **GREENWICH AND ENFIELD MASTERS' HOUSES.** These new Masters' Houses each contain four bedrooms, a master bedroom, dining, living and guest rooms, a study, three baths, and a kitchen. Both are on two levels. D1 E1
- 14  **CHARLES E. MERRILL HOUSE.** The College's first residence is named in honor of the late investment pioneer. Three "cottages", forming two sides of a quadrangle, house 251 students. Rooms are mostly singles arranged in suites. D3
- 15  **MONTAGUE HALL.** Originally a farm equipment shed, Montague Hall now houses the College's Health Services for out-patient care. C2

- 16  **ROBERT CROWN CENTER.** This recreation facility contains a 25-yard swimming pool, games area, gym floor, sauna, lounges, climbing wall, and offices for both the Athletic and Recreation Coordinator and the Outdoors Program. C2
- 17  **RED BARN.** This large barn is being converted into a student center by members of the College community—students, faculty, staff and administrators. F2
- 18  **CHARLES W. COLE SCIENCE CENTER.** Natural science and mathematics facilities include computer terminals, seminar rooms, offices and three floors of open laboratories with research quality equipment. Special facilities for all the major sciences are available. In addition, a number of administrative offices are located here. C2
- 19  **STILES HOUSE.** One of the College's original buildings, Stiles House served as Hampshire's planning headquarters from 1966 until the College opened its doors in 1970. It now houses the Admissions and Financial Aid Offices. G2
- 20  **WAYNE STILES HOUSE.** The first floor of the Wayne Stiles House is an arts and crafts workshop for individual student projects. Students provide their own equipment. A student caretaker and his family live on the second floor. G1
- 21  **TENNIS COURTS AND SPORTS BUBBLE.** The Hampshire community has unlimited use of 8 all-weather tennis courts located at the end of a field west of Cole Center. During winter months, four courts are covered by an air-supported fabric "bubble" to provide space for indoor recreation. A2
- 22  **WARNER HOUSE.** An old New England farmhouse, Warner House is presently being used as faculty offices. G3

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amherst massachusetts 01002