

A MONTH OF MIME · VIEWS UPON NATURE · PRODUCTION OF
 TANGO · PERSONAL EMPOWERMENT · BUILD A YURT · 16MM ·
 FILM · TRACKING THE NEW ENGLAND CANIO · WOMEN'S WORK ·
 MOTHER-DAUGHTER; FATHER-SON · POET'S SEMINAR · MURDER
 FOR PLEASURE · A SEMINAR ON THE DETECTIVE NOVEL · ART · ART
 ISTS, MUSEUMS, MONUMENTS · INTENSIVE DRAFTING · CRITERIA
 FOR SCIENTIFIC CHOICE · WOMEN AND WILDERNESS · NATURAL
 HEALING · CALLIGRAPHY WORKSHOP · THE SEARCH BY WRITERS
 FOR NEW FORMS OF STORYTELLING · MEDIEVAL UNIVERSITIES ·
 A STUDY GROUP ON JAPAN · THE NATURAL HISTORY OF THE AM-
 ERICAN · SOUTHWEST · BIO · INORGANIC CHEMISTRY · CARIBBEAN
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 WORKSHOP IN GREEK DRAMA · BUILD A YURT · THE SEARCH BY
 WRITERS FOR NEW FORMS OF STORYTELLING · WORKSHOP IN FICTION

January term

hampshire

College

1975

january term
1975

hampshire
college

NOTE FROM THE JANUARY TERM COMMITTEE

January at Hampshire is a time when members of the Hampshire community can intensively pursue one goal for one month with a degree of involvement not possible during the fall and spring terms. Hampshire and visiting students may choose from more than sixty courses, projects, and activities ranging from androgyny to blues to perestroika and revolution. For those students who do not wish to devote the entire month of January to a course or activity there are mini-courses offering short-term involvement of one or two weeks. If spending January in New England is a chilling prospect there are opportunities to travel to warmer places. And, as usual, those students who wish may pursue their own independent projects either on- or off-campus.

As in past January Terms most of this year's instructors belong to the Hampshire community. Faculty and staff members are once again offering the opportunity for intensive involvement in the areas of their specialties or interests. There are many student-led courses and group projects. These are encouraged with the belief that as the number of Division II & III students increases our pool of teaching resources also increases. Also, outside instructors are bringing to the Hampshire campus their talents in crafts, music, writing and other areas.

We feel sure that you will find this year's January Term an experience full of vitality, spontaneity and excitement, reflecting a wide variety of areas. We look forward to receiving your comments and suggestions for next year.

The January Term Committee

The committee members are:

Richard M. Rose, coordinator
Diane Damelio, secretary
Barry M. Cohen, student
Edward Dees, student
Monica Faulkner, School of Social Science
Tori Landise, student
Robert Márquez, School of Humanities and Arts
William Marsh, School of Language and Communication
Daphne Reed, Assistant to the Dean
Richard L. Sadowsky, student
Albert Woodhull, School of Natural Science

SOME USEFUL INFORMATION

JANUARY TERM DATES: Thursday, January 2 - Wednesday, January 29

REGISTRATION DATES: December 2 - 13

REGISTRATION INFORMATION: Five-College students may register in person at the January Term Office, or by mail (be sure to include address, phone number, and second-choice course if desired).

Students in colleges outside the Five-College area are welcome to attend January Term at Hampshire. Student exchanges will be arranged whenever possible, or visiting students will pay tuition, room and board. We are members of the 4-1-4 Conference.

JANUARY TERM OFFICE: The January Term office is located in Dakin House, D-102. Our phone number is 413-542-4848.

LIBRARY HOURS FOR JANUARY:

Monday - Thursday	8:30 a.m. - 10:00 p.m.
Friday	8:30 a.m. - 5:00 p.m.
Saturday	10:00 a.m. - 5:00 p.m.
Sunday	1:00 p.m. - 10:00 p.m.

NOTE: Any course with a very low registration figure may be canceled, at the discretion of the instructor(s) and the January Term office.

MURDER FOR PLEASURE: A SEMINAR ON THE DETECTIVE NOVEL

JT 101

Monica Faulkner and David Kerr

"Is there any point to which you would wish to draw my attention?"
 "To the curious incident of the dog in the night-time."
 "The dog did nothing in the night-time."

"That was the curious incident," remarked Sherlock Holmes.
 Sir Arthur Conan Doyle, "Silver Blaze"
The Adventures of Sherlock Holmes

I climbed out of the ventilator, slipped my .38 from my shoulder clip and held it curled against my ribs, hiding it with my sleeve. I walked three silent steps and listened. Nothing happened.....
 Raymond Chandler, Farewell, My Lovely

The detective novel, like its cousins the western and science fiction novels, has customarily been considered an inferior genre, suitable for passing time between airline connections or for pacifying elderly relatives. Commonly the highest praise accorded detective fiction is something like "Well, that's pretty good — for a detective novel."

This seminar will begin with no such assumptions. We will explore the detective novel from a number of critical and analytical points of view in addition to studying the function of detective fiction as recreation.

In the seminar we will read a number of classic and not-so-classic works of detective fiction, beginning with Edgar Allan Poe and concluding with the most recent examples of the genre in an attempt to answer some of the following questions:

How representative is the development of the detective novel of the Anglo-American literary tradition in the last hundred years?
 Are there any systematic differences in approach and treatment among novels written in the Anglo-American tradition, and those from other European and non-European societies?
 In what ways is detective fiction reflective of cultural values and social mores?
 How does the "detection" in detective fiction relate to the process of observation, induction, deduction, hypothesizing, and proof used in various ways by historians, physicians, and natural science researchers as well as real-life criminologists?
 What are some of the technical and conceptual problems involved in translating detective novels into films, plays and television productions?
 Who is the audience of detective fiction? What effect if any does it have on its readers?
 And others.

In addition to secondary sources in the areas of literary criticism and the social sciences, we will make use of parts of the following critical studies of the genre:

Barrum and Taylor, <u>A Catalogue of Crime</u>	Starrett, 221-B, <u>Studies in Sherlock Holmes</u>
Maycraft, <u>Murder for Pleasure</u>	Symons, <u>Mortal Consequences</u>
Nevins, <u>The Mystery-Writer's Art</u>	Winks, <u>The Historian as Detective: Essays on Evidence</u>

And of course we will read detective novels, lots of them — 4-5 per week during the three weeks of the course. The reading list will be available before the end of Fall Term, so some reading should be done over the holidays. Each student will write a critical paper dealing with some aspect of the subjects explored in the course. The seminar will meet from January 6-24, Monday thru Thursday, for three hours a day.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

THE NOVELIST AS CHRONICLER: JOHN DOS PASSOS' U.S.A.

JT 102

Robert Márquez

One would have to go back to the poetry of Walt Whitman or, more recently, to the Carl Sandburg of *The People, Yes!* to find a white American writer with so keen a sense of the anonymous grandeur and epic stature that historically give dimension to the lives of the common folk; or to the naturalist and muckraking tradition — Zola, Balzac, Crane, Dreiser, Sinclair — to find one more analytically unsparing of the waste and predatory nature of life under capitalism; or, finally, to a Cervantes, a Tolstoy, or a Joyce to find one with so grand a design who managed too to develop an original personal style and technique perfectly suited to his task as chronicler, to the range and compass of his vision.

U.S.A. may well be that elusive but much vaunted creature "The Great American Novel." Certainly no modern American writer has set out with more deliberateness — or with more success — to reflect, simultaneously, the fluid immediacy, social complexity, and epochal sweep of life in the twenties and thirties; none, with the exception of Hemingway and Faulkner, has left a more lasting imprint on the craft of fiction on a world scale.

The aim of this course, then, is at once modest and ambitious. I would like, during the four weeks of January Term, to undertake a close reading of Dos Passos' monumental trilogy and, complementing it with a look at the letters and diaries collected in *The Fourteenth Chronicle*, to examine how the novelist transmutes as he mirrors historical phenomena, the clash of social forces, and his own social, ethical, and esthetic concerns as a creator of fiction.

We will meet two to three times a week for two and three hour sessions; students will be expected to have begun reading the first section of *The Fourteenth Chronicle* before our first meeting.

Enrollment: 16

Prerequisites: None

Special Costs: None

POETRY SUPERVISION

JT 103

Lawrence Pitkethly

This course will continue the supervision of student poetry we have been following in the Fall Term. Here seven or eight students have been discussing their poetry and other writings on a regular basis. January Term will continue this, working basically with the original group but allowing for others where there are spaces. The group will meet whenever is most convenient.

Enrollment: 9

Prerequisites: Interview with instructor

Special Costs: None

 THE SEARCH BY WRITERS FOR NEW FORMS OF STORYTELLING

JT 104

 Chip Insinger*

In the late 1960's a number of collections of short fictions were published in which the visible form or structure of the fiction acquires an importance that vies with and sometimes appears to dominate content. The question, "What is the writer presenting?" becomes entangled with the question, "How does the writer present the material?" The three books we will read are Donald Barthelme's City Life, Robert Coover's Pricksongs and Descents and Ronald Sukenick's The Death of the Novel and Other Stories. The course will meet twice a week for one and one-half hours.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

*Chip Insinger is a Division III student in writing.

 ULYSSES

JT 105

 Robert Gogan*

For the average reader, reading James Joyce's Ulysses is like sprinting through a museum. He or she only has time to see the reconstructed Viking Ship, the giant medieval tapestry, the English weapons of the 1800's. There is not enough time to look at the Pharaoh's ring, the Chinese snuff boxes or the seashells of Polynesia. To have the time to savor the less gigantic literary trinkets is why I am setting aside a month to re-read it. With ten or so others I'd like to explore this great work of Ireland.

My interests lean toward Joyce's treatment of consciousness, the nature of freedom, and idealism. Some exercises I'd like to have us do at certain points are: Spending a few hours without words; without speaking, thinking or, as much as it is possible, hearing them. Writing accounts of our own perceptions and thoughts in a city, at a seashore, in your kitchen, in bed. - Writing a letter to a good friend in which you describe a good time you had together. Playing a master/slave relationship game. Hopefully these activities will help us to relate to movements within Ulysses.

These are my biases. Together with yours, they will comprise the course.

Readings: James Joyce's Ulysses 800 (dense) pages
Homer's Odyssey

Enrollment: 10

Prerequisites: None

Special Costs: None

*Robert Gogan is a Division III student in stories and literature.

 THE LITERARY MAGAZINE

JT 106

Michael Benedikt

Designed for the editor-to-be and writer of both prose and poetry, this course will offer an introduction to a wide spectrum of professional editing approaches from philosophical as well as technical standpoints.

Through field trips or other arranged meeting, students will come into direct and personal contact with editors of some of the leading literary magazines in this country. These publications will include at least two or three of the following: The Paris Review (of which the instructor is Poetry Editor), The Hudson Review, The Nation, Chelsea, Antaeus, American Poetry Review.

In addition, students will meet with the editor of one of the more established "little" magazines or presses primarily publishing work by younger writers.

This course is conceived as a field study project, since none of the publications named above is located in the Amherst area. Scheduling will be arranged in advance, and geared in with the schedules of professional editors, and also as far as can be arranged, according to student preferences and priorities. In addition to the arranged discussions above, the instructor will introduce the student to other literary magazines, and their policies generally.

Enrollment: Limited

Prerequisites: Interview with instructor

Special Costs: Students should be prepared to defray cost of travel to magazines

 WORKSHOP IN FICTION

JT 107

Robert Ullian

This is a workshop for students who are writing fiction. The course will best function for a group of up to 12 students who have done some fiction writing, have projects underway, and are interested in talking about their work.

Seminar meetings, two or three times a week, will be augmented by tutorial sessions with each student, so that work can also be discussed at length and in privacy. We will study examples of different kinds of published stylized and some magazines where the work of young writers can be seen. A consideration of the nature and history of the English language, and exercises in form and translation which will call attention to line-by-line problems of writing technique will be offered.

Enrollment: 12

Prerequisites: Experience in writing fiction and/or current project.
Interview with instructor, December 2-3, Dakin D-111.

Special Costs: None

THE POLITICS OF WOMEN WRITERS

JT 108

Jan Tallman and Marcia Holly*

I'd like to lead a reading group-study group of people interested in reading women's biographies and autobiographies over January Term. Choices of (auto)biographies read will be made by people wanting to participate in the group. My own preference is for biographies and autobiographies of political women and writers, most important of course being Emma Goldman, and for the semi-autobiographical writings of such people as Doris Lessing and Agnes Smedley, among others.

I would like to hold the group to about ten people, and give first preference to Div III and late Div II students so we can run it as an integrative seminar. I would also like to talk to interested people as soon as possible, so the group could be more or less put together before JT begins. Given the needs of the people involved, I would like us to meet as a group but am willing to work on an independent study level with those interested if that makes more sense. Meeting times will be arranged.

Enrollment: 10

Prerequisites: Interview with instructor, as soon as possible

Special Costs: None

*Marcia Holly has taught for several years in a women's studies program at Quinnipiac College in Connecticut.

THE DEBATE OVER WOMEN'S WORK

JT 109

Joan Landes

We will consider the nature and forms of women's work, and its social and economic importance in various societies. We will be especially interested in the transformation of women's work within the family inside capitalist societies. We will attempt to arrive at an adequate theoretical position on the nature of housework in such societies through readings on the Housework debate deriving from distinct positions within the women's movement (reformist, radical feminist, socialist feminist and marxist perspectives). All students with some interest in this debate are welcome, whether or not they have a background in women's studies.

The course will meet initially for two sessions during which some of the problems will be posed and the readings assigned; we will then break up into smaller reading groups for two weeks and finally reconvene as a whole group for the last two weeks of the course to pursue discussions arising from the issues raised in our readings.

Enrollment: 15

Prerequisites: None

Special Costs: None

ANDROGYNY

JT 110

Patti Klindienst *

"Different though the sexes are, they intermix. In every human being a vacillation from one sex to the other takes place, and often it is only the clothes that keep the male or female likeness, while underneath the sex is the very opposite of what it is above... It was this mixture in her of man and woman, one being uppermost and then the other, that often gave her conduct an unexpected turn."

Virginia Woolf, Orlando

I CAN LIVE NO LONGER BY THINKING.

William Shakespeare, As You Like It

This course will be an intense exploration of the idea of androgyny as a humanist alternative to the polarization of the sexes both within the personal and collective human psyche. The two chief literary sources to be read and thoroughly examined will be Virginia Woolf's Orlando and Shakespeare's As You Like It. If time permits I would also like to do Woolf's The Waves. In addition we will be examining a few medieval folk tales, one or two essays by Emma and Carl Jung, and Carolyn Weilbrun's book Toward a Recognition of ANDROGYNY.

Enrollment: 15

Prerequisites: Interview with instructor

Special Costs: None

* Patti Klindienst is a member of the Hampshire College staff.

FINDING OUT THE TRUTH ABOUT OUR SEXUAL SELVES

JT 111

Renee Schultz and Rosemary Simon

Perhaps one of the most important areas yet least emphasized realms of human development for women is the area of sexuality. This workshop will deal with a number of aspects including general attitudes about sexuality, sexual myths, sex roles (male/female - masculine/feminine), fantasy, masturbation and body awareness exercises. The course is open to women who are interested in sharing their thoughts and feelings with one another.

Enrollment: 15-20

Prerequisites: None

Special Costs: None

 WOMEN IN UNIONS AND UNION ORGANIZING

JT 112

Cheryl Schaeffer

This will be a seminar on the participation, present and historical, of women in unions and union organizing. While in general union organizing and union control have been in the hands of men, there has always been a significant number of women who have worked towards encouraging working women to organize and participate in unions. These women have often been ignored, or sold out, by the union hierarchy, but have won significant gains for women, and all workers, through their efforts. This group would examine, by means of reading, discussion and meetings with women currently involved in some aspect of union activity, the extent of women's participation in present day unions, the historical background of women's organizing efforts, and the viability of union organizing as women's organizing.

The main purposes of this seminar are:

1. To develop an understanding of the function and purpose of unions for women, both "blue collar" and "white collar" unions. We will not be looking at just industrial unions and unionizing attempts, but will examine professional unions such as the nurses' union, social workers' union, etc.
2. To acquaint Hampshire students with the extent of women's participation in unions.
3. To encourage Hampshire women to consider career involvement with unions.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

NATURAL HEALING

JT 113

Sandy Lillydahl

This will be a four week seminar on natural healing. Classes will have an emphasis on practice, but theory will be discussed and a reading list given out. The purpose of the course is to discuss complements to doctors and chemical medicines. Preventive medicine (the building and maintaining of health) will be stressed.

The following subjects will be covered: history of western healers; chemical and natural healing; relation of environment and emotions to illnesses; causes of disease; purification and healing of body through breathing; diets, water treatments, herbs, massage; diagnosing and nursing; esoteric medicine and psychic healing.

Enrollment: No maximum

Prerequisites: Permission of instructor.

Special Costs: None

WOMEN AND WILDERNESS

JT 114

Joy Hardin, Kris Carrillo*

The southwestern landscape holds a special attraction for many people: it will be a part of this course to try to come to a personal understanding of this region, through intensive involvement with two very different aspects of the landscape. How will women respond to an area that is out of the realm of their experience? Are there lingering taboos associated with an all-women's group experiencing the landscape?

It is hoped that a significant part of the trip will be an effort towards coming to know other women's responses to this landscape: through early journal literature, fiction, poetry. An attempt will be made to familiarize the group with a general sense of the history of areas to be explored -- how does a feeling of history affect one's personal involvement with the landscape?

We will explore these themes experientially -- by two weeks of hiking, climbing and camping in the mountains and canyons of New Mexico. Depending on the preferences set by the group, we will spend our time in the Pecos mountains, Bandelier National Monument and possibly the Gila Wilderness area. Beginning skills in winter camping, backpacking, map and compass, and first aid will be taught. (There will be no technical climbing.) Weather permitting, the two weeks will include a peak climb and a two day solo.... not to learn survival skills but for illumination of one's relationship with nature, oneself and the group. Participants will keep personal journals and wear warm clothes.

Tentative Readings: selections from Willa Cather, Mary Austin, Agnes Smedley and early pioneer women; articles dealing with literary relationship of women and wilderness; various introspective journals.

Time: January 6 - January 27 (including driving time)

Enrollment: 8

Prerequisites: Attend organizational meetings before Christmas.

Special Costs: approximately \$75.00

*Kris Carrillo is a Division III transfer student from New Mexico, whose project centers on women writers and the sense of place/wilderness in the southwest.

VIEWS UPON NATURE

JT 115

Ralph H. Lutts

Different people view nature in different ways. Even those who approach the natural world in a positive, loving manner differ in the values and meanings they find through the encounter. This seminar will examine the writings of a number of naturalists in an effort to explore this kind of encounter and these differences in individual discoveries. We will, also, examine the role that these experiences play in the larger life of the authors.

Emphasis will be placed upon reading works which report the authors' personal experiences of nature, rather than those which intend primarily to convey information about the objective world. The readings, then, will tend to be more autobiographical than scientific in character. They will include: John Muir, In My Boyhood and Youth; Henry Beston, The Outermost House; Edward Abbey, Desert Solitaire; Sally Carrighar, Home to the Wilderness; Aldo Leopold, A Sand County Almanac; Paul Brooks, The House of Life - Rachel Carson at Work; Loren Eiseley, The Night Country and Annie Dillard, Pilgrim at Tinker Creek.

The seminar participants will share the responsibility for gathering background information about each book and its author. Also, they will examine their own experiences in nature by either maintaining a journal, or preparing an autobiography. The seminar discussions will provide an opportunity to examine the readings and to compare our experiences with those of the authors.

Please read Muir's, In My Boyhood and Youth, in preparation for the first meeting. People who wish to assist in leading the discussion of particular books should contact Ralph as soon as possible.

We will meet for two hours on Tuesday and Thursday mornings.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

AN EXPEDITION IN SEARCH OF SOLITUDE AND BEAUTY

JT 116

Ed Ward, Sue Eriksen* and Kevin Jordan*

Depending upon group feeling, twelve people will leave Hampshire on December 28 or January 3 to experience the wild, white winter wilderness of Maine. North of Greenville and west of Millinocket, we shall spend ten days in and around four small cabins on the fourth Debeconeg lake forsaking modern conveniences, learning about winter survival, cross-country skiing, reading and relaxing.

Enrollment: 12

Prerequisites: Interview with instructor

Special Costs: \$50 to \$65 for food, fuel and bush pilot fee.

* Sue Eriksen and Kevin Jordan are students in the Outdoors Program.

COLORADO MOUNTAINEERING TRIP

JT 117

Jon Krakauer, Jeff White and Helen Apthorp, leaders *

A 12-14 day high-altitude mini-expedition to the Gore Range in Colorado (just north of Vail). The goals of the trip will be to provide Hampshire students who have never climbed high mountains in winter with an introduction to this experience --- the best model of expedition mountaineering available in the continental U.S. during the school year. No particular experience is assumed of people going on the trip. Depending on weather and snow conditions, members of the group will hike for probably three days into a base camp on Piney Creek with an altitude of around 11,000 feet, camp there for seven or eight days in mountain tents, explore on skis or snowshoes above timberline, and -- if conditions permit -- attempt ascents of peaks in the vicinity, including 13,500 foot Mt. Powell. Hopefully, the peaks will provide opportunities for both non-technical and mildly technical climbing.

The dates are: January 3-23 inclusive, leaving from Hampshire on January 3, the group will drive a Hampshire van to Colorado, buy and pack food there; we will actually be in the mountains January 6-20. Drive back, January 21-23.

Additional requirements: one group meeting after the trip to discuss the experience and a paper from each student due February 1, evaluating his/her subjective responses to the trip.

Enrollment: 9

Prerequisite: Interview with instructors

Special Costs: Approximately \$80.00 per person, exclusive of special equipment. The Outdoors Program provides sleeping bag, ensolite pad, tents, cooking gear, ice axes, skis, snowshoes, etc. Students must provide only warm clothing and good boots (some mouse-boots are available from the OP). Cost, then, is for food and gas only.

* Jonathan Krakauer, Jeffery White and Helen Apthorp are students in the Outdoors Program.

CARIBBEAN STUDIES

JT 118

Gloria Joseph

A small number of students will travel to 2 or 3 Caribbean Islands (Naiti, Guyana) to video tape, interview and record custom, oral history and folklore. We will document history and cultural aspects. This activity is a continuing part of the development of Caribbean Studies at Hampshire.

Enrollment: Limited

Prerequisites: Interview with instructor

Special Costs: Transportation and other expenses

THE NATURAL HISTORY OF THE AMERICAN SOUTHWEST

JT 119

John Reid

During the Fall term the instructor offered a combination of lectures and seminars intended to introduce principles of desert geology and geomorphology, arid zone botany and some elements of pre-Columbian archaeology. A vital conclusion to this course is the proposed January trip to various locations in the southwestern United States. Approximately fifteen students will participate in the trip. Because of the many aspects of reconstructing the history of the area, the group will be divided into at least four sub-groups, each dealing with a specific facet of natural history: geology, archaeology and architecture, mammals and birds, and botany.

In order to thoroughly study each one of these various subjects it is important to have a high degree of mobility while in the Southwest. For instance, the archaeological site we plan to investigate is near El Paso, Texas, while geological and botanical studies are planned for the area in southern Arizona where the Sonoran, microphyll, and Arizona succulent deserts overlap. We also feel that an overall understanding of the variety of desert biomes and geomorphic types can only be gained by seeing a number of different areas.

Enrollment: 15

Prerequisites: Interview with instructor

Special Costs: Students will have to pay the cost of food, equipment and other expenses; amount to be determined

PERFEKSHUN

JT 120

Robert Rardin

"Now you...want to cure man of his bad old habits and reshape his will according to the requirements of science and common sense. But what makes you think that man either can or should be changed in this way? What leads you to the conclusion that it is absolutely necessary to change man's desires? How do you know that these corrections will actually be to man's advantage?" --- Dostoevsky, NOTES FROM UNDERGROUND

"I am...in no way the first to presume that there is a sense and purpose behind the slight functional disturbances of the daily life of healthy people." --- Freud, THE PSYCHOPATHOLOGY OF EVERYDAY LIFE

We all have our bad old habits. We all make "mistakes" - those slight functional disturbances to which Freud refers. The world is plagued by imperfection - crop failures, energy crises, mechanical breakdowns, misprints, dented fenders, slips of the tongue, fallen arches and frizzy hair. Alongside this imperfect reality is the perfect ideal - the utopian society, the frictionless plane, the troublefree car, the self-adjusting color television, the carefree relationship, the good, the beautiful, and the efficient.

This integrative seminar will explore the connection between reality and ideal. We will examine the following questions, drawing upon a wide range of disciplines and experiences: Do mistakes have meaning? Can the study of errors reveal to us unexpected insights? How do we learn to learn from our mistakes? Can the goal of perfection be pursued without doing violence to the (beautifully) imperfect reality of life? Is the goal of perfection even a desirable one?

Readings for the seminar will include Notes From Underground by Dostoevsky, The Psychopathology of Everyday Life by Freud, "Slip of the Tongue" by Victoria Fromkin, The Imitation of Christ by Thomas à Kempis, and This Perfect Day, a novel by Ira Levin and The Perfectibility of Man by John Passmore. Other readings will be suggested by participants.

Enrollment: 10

Prerequisites: None

Special Costs: None

PERSONAL EMPOWERMENT

JT 121

Linda and Graham Gordon, and Ellie Balling*

In this course we will explore the dimensions of power and powerlessness. We will investigate the resources available to us from within ourselves and around us. We will engage ourselves in the process of exercising power, and we will seek from this to derive learnings which will increase our personal effectiveness as power filled people. In this process we will have the opportunity to reflect together on the impact and the moral implications of our exercise of power on those around us.

This course will be experiential — this is, we will be involved in "doing" and reflecting on what we do rather than simply "talking about."

The course will meet Monday, Wednesday and Friday of each week during January Term from 12:30-3:00 p.m. at the Dakin Masters' house.

Enrollment: 16

Prerequisites: None

Special Costs: None

* Ellie Balling is Assistant Master of Dakin House.

FEELINGS AND THOUGHTS ABOUT DEATH

JT 122

Michael Gross

Does death extinguish consciousness? Sooner or later, we will all research this question, although the results of the inquiry may be difficult to publish. In the meantime, I'd like to learn about the experiences and feelings people have before they die or while dying — a rather morbid topic for midwinter, but perhaps a fitting one. We might explore this area through fiction, non-fiction, and perhaps some films.

I would also like to begin to explore a somewhat related problem: While scientists have long been aware that individual plants and animals die, they still have not elucidated specific mechanisms which lead to natural death. Nevertheless, they have speculated about such mechanisms for centuries (trying to understand, for example, why parts of the body break down or why it fails to heal itself as fast when older). I would like to examine theories of natural death, especially in the nineteenth and early twentieth centuries, to find out how this most personal and subjective subject is transmogrified when dealt with by "objective" science.

I am expressly limiting the scope as stated above, for I do not propose to treat related but — for a short-term project — tangential topics such as suicide, euthanasia, the medical sociology of death, or even the anthropology of death (except as it offers insight into the subjective experience).

Enrollment: No maximum

Prerequisites: None

Special Costs: None

CAREERS AND FAMILIES

JT 123

Yvette Tenney and John Hornik

We are two faculty with spouses who also have careers and are concerned about the management of two careers and a family. One of us is a cognitive/developmental psychologist and one, a social psychologist, but our primary interest in this topic is really on a practical, non-academic level. We are a woman and a man trying to work out the conflicts created by wanting both an interesting and valuable professional career and the love and pleasures of a family.

Our focus in the course will be on two career families, the problems they encounter and their attempts to cope with them. How do couples find time for each other and the development of their relationship? How do they manage household responsibilities in a culture with "unequal", traditional marriage role relationships? What do they do if only one is professionally employed? Or if both are employed in one location and one receives an attractive job offer that requires moving elsewhere? How do they manage child raising, particularly the provision of reliable care for their children? How do the demands of career and family affect their friendships and the pursuit of non-professional interests? Many of these questions are relevant to any individual with a career; they are examples of the general problem of deciding what the limits of commitment to a job will be and of defining a professional identity.

We plan to pursue these questions in a number of ways. We have come across a number of books and papers which we would like to discuss, including a Division III thesis completed last year on the concerns of the male and female faculty at Hampshire, a new novel called The War Between the Tates, a nonfiction work on The Two Career Family, and a recent magazine article on the growing ease and popularity of having babies after the age of 35. We would also be interested in discussing any movies or television programs which have implication for our theme. We plan to invite as many different people as we can to talk to the class as a whole or to individual class members (where confidentiality is desired) about their own experiences so that we can learn from them.

We encourage everyone who is interested, for whatever reasons, to join in this class. Class will meet for two and one-half hours, two mornings and one evening a week.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

A STUDY GROUP ON JAPAN

JT 124

William Marsh

Japan is interesting to study, especially when contrasted and compared with the United States. For example, its culture is over a thousand years old with virtually all borrowing before the end of the last century confined to China, while both countries became Pacific imperialist (sic) powers at the same time and are at present the two major capitalist economies in the world. Hampshire is the only one of the Five-Colleges with no courses on Japan; we will try to provide ourselves with some background for study elsewhere or for possible travel to Japan.

The "course" will attempt an experiment in attitude and commitment in that it will meet for eight hours every day except weekends between January 2nd and January 21st, and in that we will ask and expect each other to work as much to help the rest of the group as for one's own benefit. (Note that we have left over a week to catch up on other things before Spring Term starts.) In addition to reading and talking together, we will visit museums in Boston and Springfield, watch movies — including a series of contemporary films sponsored by the School of Language and Communication, and eat and sometimes prepare meals together; those who want to can practice aikido with me before class.

The world's first novel was written by a Japanese woman; students will read part of it and all of any standard history of Japan before the class starts.

Among the topics we will read about and discuss are: the Japanese language; haiku in translation, and English language use of the form; higher education in Japan; a few modern novels; and the historical figure of the samurai and its reflection in popular culture as compared with our own figures of the knight, the cowboy, and the detective-policeman.

Cathy Cohen of the Development Office staff, who studied tea ceremony in Kyoto last year, will join the group as much as her schedule permits, to discuss traditional Japan, tea ceremony, and other aspects of Japanese culture.

Enrollment: 16

Prerequisites: None

Special Costs: Students should expect to spend about \$30.00 for food, travel and books.

THE SHAKERS

JT 125

Lori Woody*

We are indebted to the Shakers, more than to any or all other Social Architects of modern times.

Alfred Noyes

The Shakers were a religious sect whose differentiation from other religious sects lay in their extraordinary social communities. Their way of life was productive and economically stable, and they were strict in incorporating their religious beliefs into their everyday life. The Shakers adhered to the basic dogmas of celibacy and 'joint interest,' or communal property. Their failure to survive as thriving economic and social communities has caused much speculation among anthropologists. What were the reasons for their downfall?

This course will provide the opportunity for a small group of people to examine the Shaker society as a unique experiment in association. What were their diverse social and economic contributions? How did their status as a separatist sect play an unobtrusive but important part in America's developments? Why are the Shakers significant in our history, and how is it reflected in our personal lives?

The class will include informal discussions, for which selected readings as background material will be used to help formulate answers to these and other questions. If possible, field trips to places such as the Hancock Shaker Village in Hancock, Massachusetts, or the Shaker Museum in Chatham, New York, to name two, will be planned. Each participant will be asked to create a project which will give him/her insights into the Shaker way of life (e.g., one might prepare a Shaker meal, build a piece of Shaker furniture, or learn a Shaker dance). Hopefully, at the end of the course, a feeling for the Shaker culture will help lend an understanding of the Shakers.

Enrollment: 10-15

Prerequisites: None

Special Costs: Possible field trips

* Lori Woody is a Division II student concentrating in a study of Shaker society.

ALL IRELAND: A SOCIETY IN STRUGGLE FOR A REVOLUTIONARY THEORY

JT 126

R. Caldwell*

Ireland is in a struggle against history, against forces that seek to negate its sources of identity, and against ideologies that conceal the contradictions of centuries of domination. The course will explore this struggle through its revolutionary social theorists, its revolutionary practice, and its strategy of contemporary reassertion. To direct and contain the essential unity of this perspective eight themes will be explored:

Irish Revolutionary Social Theorists	Guerrilla Warfare
Nationalism, Religion and Socialism	Formation of the Politics of Violence
Forms of Counter-Insurgency and Repression	The Shape of Neo-Colonialism in Ireland
The Sex-Class Politics of Resistance & Revolution	A New Strategy

The course will not attempt to resurrect a complex historical struggle turned in upon itself by force and circumstance. My aim is to view the "particular" meaning and tragedy of the struggle in its present historical unfolding and in relationship to other societies caught in the same dominant processes that deny societal self-direction and social transformation.

Enrollment: 8

Prerequisites: Interview with instructor

Special Costs: None

*Raymond Caldwell is a Division III student from Belfast, N. Ireland.

SHAYS REBELLION, OR THE DARK SIDE OF THE BICENTENNIAL

JT 127

Harvey Wasserman

In the winter of 1786-7, independent farmers in this area took up arms against the government of Massachusetts. High taxes, shrinking currency and unjust administration of the law were combining to force the small farmers off their land. The General Court turned a deaf ear to the farmers' pleas, and in the summer of 1786 bands of quasi-organized farm rebels began shutting county courts to prevent foreclosures and lend muscle to their protest.

Many of the rebels were veterans of the Revolutionary War. Many of their farms sank into debt while they were off fighting the British. When they returned, creditors held notes that could not be paid. At the same time, the farmers' war wages, which took the form of Continental notes, proved to be essentially worthless.

By the winter of 1787, an army of disgruntled farmers grew up under the halting leadership of Daniel Shays. In late January, 1200 men stormed the Springfield Armory, only to beat a hasty retreat when militia opened fire with cannon.

But Shays Rebellion sent waves of paranoia running through the nascent American ruling class, and soon thereafter a strong national government was born in the form of the Constitution.

In this course we will center on Shays Rebellion but examine the entire course of events from the founding of the colonies through the Ratification of the Constitution. The basic orientation of the course will be a view of pre-1800 America from the bottom up. We may find that the myth of consensus and good fellowship in Revolutionary society was just that — a myth.

The course will meet twice a week for two hours, plus individual consultation.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

HISTORY AND DEVELOPMENT OF EARLY BLUES AND ITS INFLUENCE ON CONTEMPORARY MUSIC

JT 128

Howard Stith

The course will trace the development of early blues and ragtime styles both in rural and urban areas, and show the importance of this music in paving the way to contemporary jazz via dixieland and rock-and-roll via Chicago and Detroit electric blues. In addition to musical styles, a study will be made of blues lyrics and the use of metaphors. Special workshops will be held for those who play guitar and wish to learn various blues styles.

We will meet three days a week (Monday, Wednesday, Thursday) for discussions and instruction.

Enrollment: 20

Prerequisites: None

Special Costs: None

RECORDER PLAYING

JT 129

Phoebe Larkey

The recorder is an end-blown flute, widely used from before 1450 to the time of Handel and Bach. With the revival of interest in early music, many people are eager to learn to play the recorder since its use permits more authentic interpretation of this music.

Along with its use as a valid, serious musical instrument, the recorder is the ideal instrument for recreational music. Relatively inexpensive, easy to transport and often at its best played in ensemble, there is a wealth of medieval, renaissance and baroque music which may be played.

Daily classes in technique and consort playing using all sizes of recorders will be given as needed for students at all levels of proficiency. If there is enough interest a mixed consort with other instruments will be organized. Private lessons may also be scheduled and I would like to have some open playing sessions with other early music groups in the community.

Students will be expected to practice daily. A knowledge of music notation is not a prerequisite; it can be learned as we go.

Enrollment: 20 beginners maximum

Prerequisites: None

Special Costs: A recorder. If you haven't got one, please wait and talk to me before you buy.

ENSEMBLES AND CONSORTS

JT 130

M.W. Birndt-Webb

It has become increasingly evident that there is a need for instruction and coaching in ensemble performance and early music performing — consorts. Although performance was included in the English Renaissance course last January, there was a demand for performance which could not be met in conjunction with the historical course. During January we will concentrate on the performance aspect, which will then be supplemented by historical information.

It is intended that the consorts be closely integrated with Mrs. Larkey's recorder course, and that we work together in the distribution of students into consorts of all levels, so that the maximum performance time may be made available to each student as an individual.

Hampshire College has available Renaissance and Baroque recorders and other reed instruments which will be available for flexibility in instrumentation. Elementary viola da gamba classes may be offered, or individual lessons set up as the demand requires. Three or more viols may be made available for use of individual students.

Ensemble playing will also be encouraged with other groups in the community; it is hoped that the participants will work toward a performance at the end of the term.

Enrollment: No maximum

Prerequisites: Viola da gamba only — interview with instructor about lessons, instruments, etc.

Special Costs: None

MEDIEVAL UNIVERSITIES

JT 131

 Jim Davidson and Gretchen Vermilye*

Modern colleges and universities are an outgrowth of the earliest universities in Western Europe. These early scholastic communities established the foundations upon which modern institutions of higher learning have built their economic, social and political structure.

In this course we hope to explore the implications of Medieval academic life as they pertain to contemporary trends in education. As background we will look briefly at the political, social, economic and intellectual life of Western Europe just prior to the development of universities in the twelfth century. We shall investigate the students, faculty and administration in three schools: Paris, Bologna and Oxford in order to understand their distinct approaches to organization.

We shall be looking for structures and historical phenomena which served as the basis for the evolution of modern "traditional" universities. We'll also be looking for alternatives to what have now become ritualized forms or modes of behavior within academic communities. Along these lines we shall examine the life of Peter Abelard, the first radical college professor; study the basic elements of the rights and privileges of faculty and students *vis a vis* society, and delve into the medieval curriculum.

The course will require a good deal of reading and a brief paper. Classes will be held two times a week for 1½ hour sessions.

Enrollment: 15

Prerequisites: None

Special Costs: None

*Gretchen Vermilye is a Division II student studying death.

MODERN EUROPEAN JEWISH LITERATURE: PREPARATION OF A STUDY GUIDE

JT 132

 Leonard Glick

I want to begin working with students during January Term and continue on an informal basis during Spring term. During January we'll meet two or three times weekly; during Spring term, once weekly, possibly in the evening. Teams of two or three people will work on sections of the guide, but everyone will be expected to read as much as possible and to comment on the work of others. The final product will be a comprehensive guide to nineteenth and twentieth century fiction, poetry, and other creative writing by European Jewish authors. I'm inclined to include every author whose work was influenced by Jewish identity, even indirectly — e.g., Franz Kafka, Isaac Babel. Of course, considerable attention will be devoted to the Yiddish literary tradition and to authors writing in Hebrew on European Jewish themes — e.g., Agnon. If time and resources permit, we should also include the work of the first generation of Eastern European immigrants in the United States — e.g., Henry Roth, Abraham Cahan.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

TEACHER RESOURCE CENTERS

JT 133

Merle Bruno and Nancy Mairs*

Elementary school teachers spend many hours with young children but rarely have a chance for intellectual contact with each other or with other educators. Where can teachers receive this kind of stimulation to renew their outlook, to share ideas and problems, and to review programs and materials that they otherwise might not see?

Teacher resource centers try to respond to this need in various ways by offering courses for teachers, classroom advisory services, places for teachers to drop in for informal work and study, or cheap or free materials and ideas about how to use them.

In areas like ours which have many small scattered school districts, teachers often aren't aware of the resources open to them. This January we will investigate centers in this area and collect our findings in a booklet to distribute to local teachers for their information. We will visit resource centers near Amherst and around New England and will participate in workshops with teachers here and at the Workshop for Learning Things near Boston. We will visit factories to find if they have free waste products that can be "recycled" for classroom use and develop some ideas on how they could be used. We will also try to find out if there is enough local interest to support a teacher center at Hampshire and if so, how it could become self supporting.

The class will meet 3 times a week to share information on school and resources that class members visit, to participate in center activities and to plan the booklet. The first meeting will be Friday, January 3, 10 a.m., AB II, Rm. 13. We will schedule future meetings at that time.

Enrollment: No limit

Prerequisite: None

Special Costs: There will be minimal food and travel expenses and we may occasionally encounter entrance fees at centers. I don't expect these expenses to exceed a total of \$20 per person.

* Nancy Mairs is a Div. III student at Hampshire who is working on the creation of a teacher center in Springfield.

HOW TO WRITE A DIVISION I EXAM

JT 134

L. Brown Kennedy and library reference staff

This is a workshop on the basic processes of producing a library research paper -- the use of reference sources, compilation of bibliography, note-taking, précis writing, the statement of a thesis, and the organization of an argument, among others. It is designed for students at the Div. I level who, having already proposed and begun work on at least one exam, know that they want to do some concentrated work on improving their research and writing skills. The material for the workshop sessions will, in fact, come directly from the research projects which different members of the group have underway. For example, in one early session the group will meet with a number of the reference staff to explore the resources of the valley libraries. We will see how to sharpen our focus on a subject by following it through bibliographies, indexes and periodical articles and then split up to apply these techniques to our various topics. Later sessions will be taken up with tutorials or small group discussions of the specific problems people are having in writing their papers. Students applying for the workshop must, therefore, have in mind a project to which they want to devote a lot of time and which they intend to largely complete during January Term.

Though writing method is never divorceable from substance people should remember that this is a workshop almost wholly concerned with the "how-to." If work done during the workshop is to be presented for an exam, the student should be sure that the exam proposal has been approved and that the faculty sponsor of the exam is willing to be the "substantial" advisor for the project.

Workshop sessions will meet three mornings a week during the first half of the month and two mornings per week in the last half.

Enrollment: 15

Prerequisites: None

Special Costs: None

WHAT IS ENVIRONMENTAL DESIGN?

JT 135

Harris Stone and the Environmental Design Group*

This course is offered as a service to those students who are interested in pursuing a January Term independent study project in the realm of environmental design. We will discuss the idea of environmental design as well as present an open-ended forum to share each other's work and ideas.

Weekly meetings will be held for discussion and consultation.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

*The Environmental Design Group is an on-going group of students interested in architecture, urban studies, regional planning and other aspects of design.

INTENSIVE DRAFTING

JT 136

Peter Daly* and the Environmental Design Group

Drafting is learned through a continuous application of drawing techniques. It is not a god-given talent or a magic power, but a skill that can be acquired by anyone wishing to communicate a design idea.

We will explore the following drawing techniques: lettering, orthographic projection, oblique projection, section drawings, construction details, perspectives, shades and shadows, and presentation drawings.

The class will meet five times a week for one hour in the morning. Print and drawing paper will be provided. Participants are expected to supply their own drawing tools.

Enrollment: 10

Prerequisites: None

Special Costs: For drawing tools.

*Peter Daly is a Division III student in land planning and design.

BUILD A YURT

JT 137

George Hutchinson* of the Environmental Design Group

What is a yurt? Build one, study one, draw one and you will find out! As a group we will try to get to know yurts by pursuing one or more of these projects. We will look into the history of yurts and their origins in ancient Mongolia, study recent developments in design, build models, and visit local examples. Ultimately if the group is willing we can build a full size lattice work structure similar to the original Mongolian design. Thus we will experience the process of making shelter in general and the process of yurts in particular.

The precise content of the course will be influenced by the group at the first meeting. We will meet twice a week for about three hours.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

*George Hutchinson is a Division III student in environmental design.

CALLIGRAPHY

JT 138

Robert Saunders*

In this course we will explore the aesthetic and techniques of the scribe.

The class will begin with a study of the italic hand leading into improvement of your everyday handwriting and a study of more formal lettering. We will explore illumination and traditional techniques -- quill pens, skins, inks and pigments, gilding, etc. Practice will include copying an old manuscript illumination using the original materials and techniques. We will then concentrate on creating works for this age.

The course is designed for intensive involvement. Students will be expected to set specific goals and commit themselves to fulfilling them. Anyone from rank beginner to experienced amateur can benefit from the course as instruction will be quite individualized. No art background is necessary.

Field trips to New Haven and Cambridge to view rare manuscripts will be arranged.

The studio will be open every day. Discussion and demonstrations will be held in the early afternoon, and small group tutorials will meet in the late afternoon.

Enrollment: 20

Prerequisites: Interview with instructor

Special Costs: \$20 to \$50 for books, tools and materials depending on resources and degree of involvement

*Robert Saunders is a Division I student.

WEAVING ON A FOUR-HARNESS FLOOR LOOM

JT 139

Donna Muller and Barbara Elkins

During the first two weeks beginners will learn to put a warp on a floor loom and how to manipulate the loom. Experienced weavers will do sample weaving in double weave, overshot, summer and winter, finger manipulated weaves, tapestry and rug techniques. During the third week everyone will have instruction in elements of weave, fabric analysis and draw downs. Also we will work on fabric design problems in color, texture, function medium, etc. Students will weave fabric to solve the problems by meeting the established criteria. For the last week everyone will work on designing and carrying out an individual project. We hope to have a show of our masterpieces.

During coffee and stretch breaks we plan presentations and discussions on the history of weaving, slides of weaving, analysis of woven samples, yarn structures, yarn sources, spinning and more. We also hope to organize field trips to commercial yarn and fabric manufacturers and the Old Deerfield Fabric Hall.

Students should plan to be in class every morning from 9-12 for direct teaching. In addition, count on at least 2-3 hours of weaving on your own each day.

Enrollment: 15, including up to 10 beginners

Prerequisites: Early sign up in the January Term Office so that students may reserve looms

Special Costs: At least \$20 for yarn and \$16 for loom rental fee. Merrill House has four looms which may be available for student use by lottery or some other method of selection.

MOTHER-DAUGHTER, FATHER-SON

JT 140

Sue Ballou*

This will be a beginning video course. During the month we will plan and create two documentaries. One will be Mother-Daughter and the other, Father-Son. The topic was chosen because of its relevance to everyone's lives and the variety of form the documentaries can take.

The first week will be devoted to developing a format. The general tone and substance of the documentaries will be determined by the group. After this has been worked out, the work load will be divided among the members of the class.

The second and third weeks will be devoted to actually taping the shows. Most of the technical training will take place during this time. I will work primarily on an individual basis with the students to teach them to use the equipment.

The final week will be devoted to editing and critiquing the two shows. Through these two processes the group will determine what the documentaries are saying and who they are reaching.

Enrollment: 12

Prerequisites: None

Special Costs: None

* Sue Ballou is a Division III student in television production.

EXPLORING THE POTENTIALS OF THE VIDEO PORTA-PACK

JT 141

Sandy Wexler* and Kyle Kibbe*

In this course we will try to answer the question whether the video porta-pack is a revolutionary tool in the communications field. Using the Sony porta-pack deck and camera we will begin to explore video's artistic potentials as well as its potentials for social change and commentary.

The course will emphasize the instant replay aspects of the video medium. We will examine such questions as: How does the video documentary differ from the film documentary? How does the video experience affect its audience and subject?

There will be readings and discussions on the potentials of this revolutionary new medium.

We want to have people in this course who have never worked with the porta-pack. Artists are especially welcomed to participate. We would like to explore how video tape can be used by the artist as a new medium of artistic expression.

Enrollment: 10

Prerequisites: None

Special Costs: None

*Sandy Wexler is a Division II student in film and video.
*Kyle Kibbe is a Division II student in film and video.

INTRODUCTORY PHOTOGRAPHY

JT 142

Maureen Perkins*

This course in basic introductory photography is open to people who have had no experience with photography and simply want to learn the basics of using the camera, developing film and printing pictures. Students must provide their own camera.

Enrollment: No maximum

Prerequisites: None

Special Costs: Cost of camera if you don't have one

*Maureen Perkins is a Division III student in photography.

A PHOTOGRAPHY COURSE

JT 143

Benjamin T. Staples* and Edward Levy*

The course will serve as an intensive exploration into photography from both a technical as well as artistic perspective. The focus of our inquiry will be camera use, developing and printing. To fully exploit the potentialities of the course, we are asking each student to shoot a roll of film per day. There will be one two-hour classroom session and two five-hour darkroom sessions each week of January Term. We also plan to hold informal critique sessions throughout the course. There will be a number of field trips. Students must provide their own camera.

Enrollment: 15

Prerequisites: None

Special Costs: Cost of camera if you don't have one

*Benjamin Staples and Edward Levy are Division I students interested in photography.

16 mm. FILM

JT 144

Doug Eisenstark*

This will be a course on 16 mm film. We will concentrate on creating short, low budget, experiential films. After acquiring the necessary technical skills the participants will be asked to film their immediate surroundings (e.g., the class itself) in order to form a common denominator in which to compare each individual's personal camera vision. Intrinsic to the course will be a film highlighting the processes of learning and using the equipment.

Enrollment: 15

Prerequisites: Interview with instructor

Special Costs: Students may have to buy some of their own film

*Doug Eisenstark is a Division III student in film.

SEMINAR IN MULTI-ARTS

JT 146

Pauletta Brooks* and others

Participants in this seminar will work collectively on a series of group projects in dance, music, theatre, painting, etc. We will each work in the medium with which we are most comfortable and creative, yet with an opportunity and openness to learn about each other's art. Our purpose will be to explore and experience a common creative energy. The group will be organized as a collective, each member taking a role as leader, participant and observer. Various problems for concentration will be determined by the group prior to January.

Enrollment: 14

Prerequisites: None

Special Costs: None

*Pauletta Brooks is a Division II student in media and visual arts.

COMPUTER GRAPHICS

JT 147

Gary Shrager* and Chris Spelman*

A workshop course on the use of the Tektronix graphics computer. After learning APL we will plan, program and film a computer graphics film.

Enrollment: 12

Prerequisites: None

Special Costs: None

*Gary Shrager is a Division II student in educational mathematics.

*Chris Spelman is a Division II student in mathematics and computer sciences.

ART, ARTISTS, MUSEUMS, MONUMENTS

JT 148

Chris Enos

During the month of January the group will visit museums, galleries and institutions having to do with art and photography.

In Boston we will visit museums and galleries and will meet with artists and curators. In Rochester, New York, we will visit the R.I.T. Visual Studies Workshop, Light Impressions, and the Eastman House photography collection. In New York City the group will go to museums and galleries as well as some art and photography schools.

Two or three days of each week will be spent traveling and visiting the cities. The itinerary will be determined by the interests of the group.

It is essential that the students as individuals or as a group be able to arrange for transportation and lodging during the periods off-campus.

Enrollment: 10

Prerequisites: Interview with instructor, as soon as possible.

Special Costs: Approximate cost per student will be \$250.00 although this cost may vary depending upon travel and lodging arrangements.

WORKSHOP IN GREEK DRAMA

JT 149

Robert E. Meagher

The plan and the purpose of this course will be simple and modest. We will meet twice weekly and each time read aloud together a classical Greek drama. Afterwards, we will discuss the drama we have just read. In addition to these meetings, which are likely to be at least several hours in length, I would anticipate at least several lecture classes in which I will endeavor to provide a historical context for our readings and discussions and, occasionally, to offer sustained comments on the plays we will have read. At the moment I would anticipate the following list of readings: Aeschylus *The Oresteia*; Sophocles *Antigone*, *Oedipus the King*, *Oedipus at Colonus*; Euripides *The Bacchae*, *Alceste*; and Aristophanes *The Birds*.

Enrollment: 10

Prerequisites: Read the *Iliad* before the first meeting if this is not already familiar.

Special Costs: None

REHEARSAL AND PERFORMANCE: TED HUGHES' SENECA'S OEDIPUS

JT 150

Barry M. Cohen*

A full-time, four to six days a week, rehearsal and performance workshop culminating in the presentation of Ted Hughes' Seneca's Oedipus early in February in the Performing Arts Center of Emma Goldman Hall, Hampshire College. There will be approximately thirty rehearsal days for twelve to sixteen acting and dancing roles cast by public audition, as well as crew and crew head assignments in costume, set, light, sound and property construction and rigging. Rehearsal techniques will vary in order to accommodate the actors' needs and experience.

Enrollment: 12-15 actors, 4-6 dancers, plus crew

Prerequisites: Auditions for actors and dancers, December 8 (7-10 p.m.) and December 9 (2-5 p.m.) in Emma Goldman Hall. Interviews for crew, December 9 (2-5 p.m.) and December 10 (7-9 p.m.). For more information, watch for posters.

Special Costs: None

*Barry Cohen is a Division III student in theatre.

REHEARSAL AND PERFORMANCE: SLAWOMIR MROZEK'S TANGO

JT 151

James Weed*

Slawomir Mrozek is among the leading, and most innovative, European dramatists. His play Tango was highly acclaimed and is characterized by Mrozek's energetic application of perfect logic to illogical ends. The play begs for a group of committed and creative people to work with it: to explore both its skeleton and nuances through varied rehearsal techniques and through open, active interchange of ideas. The play will be rehearsed full time in January, six days a week and is scheduled for performance in early February in the Performing Arts Center of Emma Goldman Hall. We will need actors and technicians willing to commit themselves to an intensive month of work and discovery.

Enrollment: 7 actors, 8 crew members

Prerequisites: Auditions will be held Monday, December 9 (7-10 p.m.) and Tuesday, December 10 (2-5 p.m.) in Emma Goldman Hall. Watch for audition notices for further information. Crew interviews will be held after the acting auditions.

Special Costs: None

*James Weed is a Division III student in theatre.

Kathy Tobin

The course can be defined quite openly as an opportunity to experience and study dance - as movement, as art, as history, and as a theatrical spectacle.

Movement is the essence of life, dance its ultimate expression. The myths of man speak of the creation of the world as the dance of the God Shiva, Lord of the Dance. Man's earliest art form is dance; before he tried to express his experiences of life through materials man tried to express his feelings with his body. Early man danced on every occasion: for joy, grief, love, fear, at sunrise, death, birth. This is the sacred or religious form of dance.

How, then, did theatrical dance evolve from the ritual dances? The profession and spectacle of dance came about when the dancer tried to present a meaning through his movements and gestures. The elements of theatre dance have been present for centuries: a performer with movement skills; a role to be played; a stage to play on; music, costume and decor to add to his performance; an audience to respond to it. The relative importance of each element varies through the centuries as theatrical tastes change. The development of theatrical dancing can be traced in written sources from the 16th century on down to the present. Each student will be expected to study and review for class presentation an era of dance, such as the Court Ballet or the Romantic Ballet. In addition to this general class presentation, students will be expected to outline in detail a ballet or modern dance, relating it to the society, art and ideas of its time. In this way an individual dance may be seen as part of the lyric imagination of its epoch. A study of dance history makes us more discriminating; we learn to make judgments, to discriminate between fashionable novelties and genuine innovations.

Students will be expected to attend several dance performances in New York City, Boston, or locally. Of all the worlds of make-believe dance is the one to most enrich spectators who have learned to give themselves wholeheartedly to unreality, to a dream, to a vision. Dance fills the eyes. Ibsen said, "To be a poet is chiefly to see." Those who can see, the dance turns into poets. To see dance, then, is of high importance.

The first feeling or taste we need to develop for any art is purely unconscious and sensual. Only gradually do we become absorbed while absorbing it. Finally, students will be asked to move beyond the beginning level of "seeing," to make judgments, to discern and verbalize their impressions of the dance performance. What does one look for in movement? How does one appraise style, structure, clarity, and organization of ideas in movement? What should one expect from a dance created as a theatrical experience? These are questions to be considered when writing dance reviews. Critical writing for the art of dance is still a pioneering field, one needing trained, creative and understanding writers.

Enrollment: 20

Prerequisites: None

Special Costs: For dance concerts attended

A MONTH OF MIME

JT 153

Andrea Stander

Mime is imitation of self, active and passive, nature which moves and is moved...

Etienne Decroux

The art of mime today is the ability to express oneself clearly, effectively and spontaneously through the use of the body as an entity of expression.

Tony Montanaro

The purpose of this workshop is to introduce you to the personal celebration of mind and body that is mime. We will spend the month exploring the possibilities of this "entity of expression" that is the human body; possibilities that are limited only by our own imaginations.

Members of the workshop will be trained in the classical techniques and skills of the mime, the acrobat, the clown and the actor. We will use these skills in approaching the challenge of spontaneous creation and development of characters, moods, scenes, theatrical events. The emphasis of the workshop will be equally on the development of individual skill and the nurturing of a working ensemble of mimes. Mime is and always has been a performing art and it is only natural that any work in mime should be work toward performance. To that end, the culmination of the workshop will be an opportunity for the ensemble to present its work to the Five-College community.

This workshop will demand a lot of each member, you will be constantly asked to push yourself beyond what you thought were your limits both physical and mental. But...it will be fun, it will make you feel good and when it is all over you will know some very special magic.

Class will meet five days per week, three hours daily, with at least four hours of individual outside work necessary each day. Evenings will be reserved occasionally for films, discussions and general clowning around.

Enrollment: 15

Prerequisites: None

Special Costs: None

 CRITERIA FOR SCIENTIFIC CHOICE: A RESEARCH SEMINAR IN WASHINGTON, D.C.

JT 154

Ming Ivory

 Students may participate in one of two ways:

TRACK ONE. This way is designed for Division I and II students who may have no previous experience in historical research, but who are interested in science-society relationships. Students will be assisting me in a project related to the National Science Foundation 1960-1970. In this decade, the concept of "scientific choice" was first consciously introduced into discussions of science policy. Prior to the 1960s, it was considered improper to assign relative priorities among the various scientific disciplines. The "nature of science" made it impossible to determine what line of research would be beneficial in the future, and so one had to rely on the judgments of the scientists themselves when it came to deciding how much money to spend on physics vs. biology. In 1962, the concept of "scientific choice" gained acceptance, and administrators began to consider imposing social priorities on science from "outside." In 1968, the NSF, created originally as a guardian of "pure" science, introduced its RANN program (Research Applied to National Needs), marking a further development in science policy.

Students working in this track will be closely guided in the development and carrying out of research tasks. As a group we will attempt to determine how the NSF actually went about making decisions on what to fund. We will be paying special attention to how it interpreted its operations to the public over this period when ideas about the nature of science and whether it can be directed were changing. The research will involve library searching (at NSF, Library of Congress, and other science-supporting agencies), interviews with current administrators, quantification of data, and attendance at hearings on current related issues. By participating in this track, students will be introduced to intensive research methods, and can expect to learn a great deal about the NSF and science policy.

TRACK TWO. Division II and III students who may be interested in related topics (adversary science, space priorities, environmental action, public policy in general, science and culture issues, etc.) can join this track, which will consist of those students with independent research projects and those having jobs in government or private agencies (e.g., the Center for Science in the Public Interest, Environmental Action, etc.). The seminar will provide these students with a forum in which they can share their experience with others, get useful feedback on methods and problems, and discuss the wider issues of science and society.

THE TWO TRACKS will meet together frequently to exchange ideas and suggestions, to hear progress reports, and to discuss science-society issues. In addition, guest speakers from the Washington area will be invited to talk to the group. The two tracks together will constitute a Hampshire community, which will hopefully prevent that "lost" feeling that sometimes results from isolated field work. The cultural surroundings of Washington, D.C., plays, concerts, etc., can further augment this January experience.

Enrollment: 20

 Prerequisites: Interview with Jane Fleishman, Box 832, Hampshire,
phone: 542-5847

Special Costs: Every attempt is being made to find cost-free housing on a student-by-student basis. Possibilities include staying with relatives, friends, etc., and negotiating some kind of exchange with local colleges. Costs of transportation to and from Washington and meals to be arranged.

MONTAGUE AND NUCLEAR POWER: A PRELIMINARY INVESTIGATION

JT 155

Michael Zimmerman

This course is designed to serve as a preliminary analysis of the proposed Montague nuclear power plant. During the course of the month we will have two major goals. The first will be to begin gathering information dealing directly with the Montague site. Research in this area may go off in many directions: land use planning; environmental effects of radiation; thermal pollution; aesthetic and visual pollution; socio-economic effects on the town of Montague; the psychological effects of living next to a nuclear power plant; etc.

The second goal is to learn as much about nuclear power generation in general as time will allow. Why are the experts so violently divided on this issue? What are the possibilities of accidents occurring? How does the licensing procedure work? When does the electric utilities' responsibility to the public end and who then is to safeguard the transporting, refinement and storage of fissionable materials and wastes? Looking into these questions, among many others, should bring us closer to being able to make a rational decision on the efficacy of considering nuclear power a workable, large scale national power source. The nature of the questions asked may lead us to briefly examine the possibility of using alternative sources of energy as well as questioning the importance and effect of energy conservation.

It is anticipated that students who participate in this course will continue to work in the spring. The information gathered during this month will then be used to critique and add to the environmental reports issued thus far with students from the January course leading groups of incoming students.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

TEACHING PHYSICS BY COMPUTER

JT 156

Allan Kraus

The computer when used in an interactive mode can be a very useful device for teaching basic concepts of physics. This course is intended as a short and intense introduction to this technique, and the objective will be to design interactive programs which other students can use in their study of physics.

Some possible subjects for programs are ballistic trajectory problems, boundary value problems in electrodynamics, solving the Schrodinger equation, Fourier transforms and many others. No prior knowledge of programming is required, since the necessary skills can be learned "on the job."

The class will meet three times per week.

Enrollment: No maximum

Prerequisites: Interview with instructor

Special Costs: None

ROOTS

JT 157

Margret Wilcox

This course will be for persons interested in learning more about plant roots. Individual research projects will center around roots and their growth. Projects can be laboratory or greenhouse oriented. Some outdoor projects might also be possible.

The course will meet three days a week in the mornings.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

BIO-INORGANIC CHEMISTRY

JT 158

David Gay

Metal ions are of extreme importance in many life processes, e.g., oxygen transport by haemoglobin and nitrogen fixation by soil bacteria. They are an integral part of many coenzymes and are required for proper functioning of the nervous system.

This course involves a systematic study of the chemical elements from the study of the principles of chemical reactivity, as illustrated by the reaction of transition metal ions.

The course will have four two-hour seminars per week, plus labs.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

PHYSIOLOGY AND NEUROPHYSIOLOGY PROJECTS

JT 159

Al and Ann Woodhull

We want to develop several physiological and neurophysiological preparations and procedures for use in courses we will teach in the spring. This activity will be an opportunity for students to experience the joys (and frustrations) of setting up experiments from published descriptions. Possible projects include: measuring metabolic rates of small animals; recording electrical activity of organs such as the heart and the eye; and recording from the nerves and muscles of worms, crayfish, fish, or frogs. Participants must have an ability to work independently and be prepared to spend long hours in the lab (6-8 hours a day).

Enrollment: No maximum

Prerequisites: Interview with instructor

Special Costs: None

A PRACTICAL FIELD COURSE IN TECHNIQUES OF WILDLIFE OBSERVATION AND COLLECTION
C. C. Hammann, Sr.

JT 160

The Spring term's work in Animal Behavior and Training will require that we have crows to train. The acquisition of same at Bradley Field in Windsor Locke, Connecticut, will be the subject of one portion of the January Term presentation along with construction of facilities to house the birds.

In cooperation with other members of the Natural Science faculty, the group will become acquainted with the techniques used in observing and studying such native fauna as "coy-dogs," deer and birds of prey.

Because most of these are on-going projects, there does not appear to be a need to limit the size of the group, as it can be split up into the several areas and then be rotated. However, a reasonable tolerance for prolonged exposure to New England winter weather will be necessary.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

TRACKING THE NEW ENGLAND CANID

JT 161

Jay Lorenz*, John O'Toole*, Robert McNitt*

The New England canid is intellectually interesting because of its unknown origin and the biological, social and political aspects of classifying it as a wolf, coyote or hybrid. This course will provide students with an opportunity to be involved in an on-going field study of the life history of the New England canid.

Part of the project's field work will take place in the bush and will include overnight camping. Laboratory analysis of specimens will complement field work.

Enrollment: 15

Prerequisites: Interview with instructor

Special Costs: None

*Jay Lorenz is a Five College graduate student.

*John O'Toole is a Division III student in biology.

*Robert McNitt is a Division III student in biology.

SUPPLEMENTARY ACTIVITIES

Travel Mini-Courses Lectures

JT 201

PARIS AND THE FRENCH ALPS*

R. Bruce Carroll

Leaving Boston on 29 December, we shall fly to Paris for five days of touring the city. On 3 January, we shall take the train to Flaine, France, for a week, and then to Avoriaz, France, for two weeks of skiing. We shall return from Geneva to Boston on 23 January 1975.

Costs: \$650.00, which will cover air transportation (Boston-Paris, Geneva-Boston), transfers, train fares, hotel accommodations in Paris and condominium apartments in Flaine and Avoriaz (two to six per unit) and lift tickets. Food (which last year averaged less than \$90.00 per person for the same trip) and personal expenses are not included.

Enrollment: 40

Prerequisites: Interview with instructor, as soon as possible

*A H.C. Outdoors Program and Amherst College Ski Team activity

JT 202

LONDON THEATRE SEMINAR

Daphne Reed

Two week field trip to London for intensive experience and study of London's professional theatre scene. On-location seminars weekday mornings, six theatre tickets for weekday evening performances reserved in advance in orchestra or dress circle seats. Included is round trip air transportation via regularly scheduled transatlantic jetliner, accommodation in twin-bedded room with private bath (single at modest supplement), continental breakfasts, service charges and orientation to London. Optional: Two long weekends (Friday-Monday) for special half-fare trips to Amsterdam or Paris, to other action spots in England, or ski weekend in French or Swiss Alps (at some extra cost, to be arranged). Sponsored by the University of Hartford.

Departure December 30, return January 13. Cost: \$487 inclusive; \$100 deposit necessary by November 22. Contact Daphne Reed for arrangements; this trip is "sold out" early, so please indicate your interest as soon as possible.

EXPLORING PHYSICAL FITNESS

JT 203

Eric Evans

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, vitamins, carbohydrate loading, specificity in fitness, cardiovascular efficiency, and others. The plan now is to spend one-third of the class time in discussion and two-thirds in active physical exercise. Participants will keep a diary, and a simple and straightforward physical test will be done at the start and finish of the course in order to measure each individual's progress during the month. This course will not be time consuming.

Class will meet Monday, Wednesday and Friday afternoons from 3 to 5 p.m. at the Robert Crown Center.

Enrollment: 8

Prerequisites: Interview with instructor

Special Costs: None

BEGINNING SHOTOKAN KARATE

JT 204

Marion Taylor

The course will cover basic methods of blocking, punching, kicking and combinations of these techniques; basic sparring practice; and basic kata — prearranged sequences of techniques simulating defenses against multiple opponents. No previous experience is required.

The course will meet 2-4 p.m. daily from January 6 to 26 in the Robert Crown Center.

Enrollment: No maximum

Prerequisites: None

Special Costs: None

INTERMEDIATE SHOTOKAN KARATE

JT 205

Marion Taylor

The course will stress more advanced block and counter-attack sequences and their application in sparring situations and more advanced kata. The course is designed for students with one or more semesters of previous training.

The course will meet 7-9 p.m. daily from January 6 to 26 in the Robert Crown Center.

Enrollment: No maximum

Prerequisites: Interview with instructor

Special Costs: None

NORDIC AND ALPINE SKIING FOR BEGINNERS

JT 206

Jan Aase*/Nordic and Lisa Bassi*/Alpine

This course is designed to allow beginning skiers the opportunity of having two weeks of ski instruction at the lowest price possible. We will be running two courses during January in two week sessions. The first week of each session will be strictly cross-country skiing to promote balance and confidence on skis. The second week will consist of intensive alpine training at a near-by area. The course's ultimate aim is to produce confident, proficient, well-rounded skiers. First session: Jan 2-16; second session: Jan 17-31.

Enrollment: No maximum

Prerequisites: None

Special Costs: \$40-\$50 in fees; also rental fees for equipment

* Jan Aase and Lisa Bassi are students in the Outdoors Program.

YOGA

Laura Carlson

I am presently teaching a yoga class for residents of Prescott House, three mornings and evenings a week. During January I will continue the activity. Members of the January Term community are invited to participate. Times will be arranged according to the participants' schedules.

URBAN RESEARCH IN PROGRESS: LECTURES ON GARY, INDIANA

Ed Greer

A series of five lectures on the historical development of the power structure of Gary, Indiana, with emphasis on the role of economic factors and race. These lectures will be based on the manuscript of my forthcoming book Big Steel, Little Steel: Limits of Black Reform in Gary, Indiana.

The lectures will be given during the last week of January Term.

WINTER ECOLOGY

JT 207

Raymond Coppinger

This course (to be offered January 3 - 17 only) will offer a unique field experience focusing on the special adaptations of plants and animals wintering in the North. Course material will span the subject areas of animal ecology, ethology, plant autecology, aquatic biology and the physical environment above and beneath the snow and ice.

The course will be taught by four polar and alpine experts with guest lectures on the behavioral anatomical and physiological adaptations of arctic mammals by Ray Coppinger and Mike Sands. See Ray Coppinger for further particulars and necessary equipment.

Cost \$370, for tuition, room and board.

JANUARY TERM INSTRUCTORS

MIRIAM BARNDT-WEBB is visiting professor of music in the School of Humanities and Arts. Her Ph.D. in Musicology is from the University of Illinois. She has taught at several colleges, including Smith, and has also been active as a performer, conductor and vocal soloist.

MICHAEL BENEDIKT, associate professor of writing and literature, is an accomplished poet, translator, and art critic. Among his published works are poetry collections Sky, The Body, and Hole Notes. He is poetry editor for The Paris Review.

MERLE BRUNO, assistant professor of biology, holds a Ph.D. from Harvard. Her work on crustacea and vertebrate sensory neurophysiology was supported by the National Institute of Health. She is the author of several teachers' guides for elementary science studies.

R. BRUCE CARROLL, Director of Field Studies and associate professor of political science, taught at Middlebury and Smith Colleges. His Ph.D. is from the University of Chicago.

RAYMOND COPPINGER, associate professor of biology, worked at the Woods Hole Oceanographic Institute, 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, Mount Holyoke and Smith Colleges and the University of Massachusetts).

JAMES DAVIDSON is Circulation Supervisor of the College library. He is currently working for an M.A. in medieval studies at the Medieval Institute at Western Michigan University.

BARBARA ELKINS holds a B.S. from Simmons College. She is an accomplished weaver and has received awards for her ecclesiastical weaving. Her specialty is weaving prayer shawls (talasim).

CHRIS ENOS, visiting professor of photography, earned a B.A. in sculpture and an M.F.A. in photography at the San Francisco Art Institute. She has taught at the San Francisco Academy of Art, the University of California at Berkeley, and most recently at Windham College.

ERIC EVANS is assistant to the director of the Outdoors Program. He is a national kayaking champion and an avid cross-country skier.

MONICA FAULKNER, assistant professor of sociology, is a specialist in the sociology of higher education. Her teaching experience includes courses dealing with sex roles, family interaction, and the sociology of science. She holds a Ph.D. from the University of California at Los Angeles.

DAVID CAY, associate professor of chemistry, is a native of Barbados. He has a B.Sc. in chemistry from the University of London, and a Ph.D. in physical inorganic chemistry from the University of the West Indies. Prior to Hampshire he taught at Xavier College in Sydney, Nova Scotia.

LEONARD GLICK, Dean of the School of Social Science and professor of anthropology, holds an M.D. from the University of Maryland School of Medicine and a Ph.D. from the University of Pennsylvania. Since coming to Hampshire he has developed interests in Jewish history and culture and has cooperated with students in introducing courses in this area.

GRAHAM GORDON, assistant professor of human development, is Master of Dakin House. His past experience includes service as a pastor and as an administrator for the Board of Christian Education, Presbyterian Church.

LINDA GORDON, Master of Dakin House and assistant professor of human development, is an experienced counselor in group therapy, family and marital counseling, drug abuse and personal group, among other areas. Her most recent work was concerned with the techniques of bio-energetic analysis.

EDWARD GREER, associate professor of political science, holds a J.D. from Yale Law. He directed the urban affairs program at Wheaton College. He is the author of Big Steel, Little Steel and editor of a reader, Black Liberation Politics.

MICHAEL GROSS, assistant professor of history of science, recently received his Ph.D. from Princeton. His major field of inquiry is life sciences in the 19th century.

CHARLES HAMMANN has a B.S. in agriculture from the University of Rhode Island. He has extensive experience in animal husbandry and is an accomplished animal trainer.

JOY HARDIN is an instructor in the Outdoors Program. Her teaching interests include physical competence and mind-body integration. She is currently working toward a Ph.D. in Physical Education.

JOHN HORNIX, visiting assistant professor of psychology, received a B.S. from Tufts University and a Ph.D. from the University of Illinois. His main interests are in social and ecological psychology.

MING IVORY, faculty associate in the sociology of science, obtained her B.S. from Tufts University, and her M.A. from the University of Pennsylvania where she is currently working toward a Ph.D. She worked as a research assistant at the Smithsonian Institution in Washington, D.C.

GLORIA JOSEPH, associate professor of education, holds a Ph.D. from Cornell where she was assistant dean of students and associate professor in the African Studies and Research Center. At the University of Massachusetts she served as co-chairperson of the Committee to Combat Racism.

L. BROWN KENNEDY, assistant professor of literature, received an M.A. from Cornell where she is a Ph.D. candidate. Her interests include the Renaissance and the 17th century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton.

DAVID KERR, assistant professor of mass communication, is completing a Ph.D. at Indiana University. His teaching experience includes courses in radio-television, journalism and English.

ALLAN KRASS, associate professor of physics, has taught at the University of California in Santa Barbara and Princeton University. While in California, he served as a consultant to the Stanford Linear Accelerator Center. His Ph.D. in theoretical physics is from Stanford.

JOAN LANDES, assistant professor of political science, has an M.A. from New York University where she is presently completing a doctorate. Her research interests are on the theoretical foundations of the women's liberation movement.

PHOEBE LARKEY has appeared in concerts with the Morningside Consort of New York, the Bergen Baroque Ensemble and the Ad Hoc Consort. She teaches adult recorder groups and children's classes as well as private students, and is one of the founders of the North Jersey chapter of the American Recorder Society. Ms. Larkey taught recorder playing at Hampshire during January Term 1974.

SANDRA LILLYDAHL is non-print media clerk in the College library. Her interests include acupuncture, body massage, herbal cures and natural healing.

RALPH LUTTS is a naturalist in the Outdoors Program. He is currently doing research toward his Ph.D. in environmental education. Previously, he was curator of the Boston Museum of Science.

ROBERT MRQUEZ, associate professor of Hispanic American literature, worked for the World University Service in Peru and Venezuela, and coordinated the migrant education program in Middlesex County, Massachusetts. He holds a B.A. from Brandeis and an M.A. from Harvard.

WILLIAM MARSH, associate professor of mathematics, was chairman of the mathematics department at Talladega College in Alabama. His Ph.D. is from Dartmouth, and his special interests include the foundations of mathematics and linguistics.

ROBERT MEACHER, associate professor of the philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include Personalities and Powers, Beckonings, and Toothing Stones: Rethinking the Political.

DONNA MULLER has a Ph.D. in education from Syracuse University. She has received instruction in weaving from the Amherst Art Center and the Hill Institute where she is preparing for a master weaver's certificate. She is vice-president of the Massachusetts Hampshire Weavers Guild, and is a member of Amherst Weavers and Handweavers Guild of America.

LAWRENCE PITKETHLY, assistant professor of history, is a native of Northern Ireland. He has an M.Sc. in the history of political ideas from the London School of Economics where he is a doctoral candidate. He is a Hegelian-Marxian scholar, translator and active poet with work published in London journals.

ROBERT RARDIN, assistant professor of linguistics, is a candidate for the Ph.D. at Massachusetts Institute of Technology. He speaks six languages and his interests include international affairs and peace work.

DAPHNE REED is assistant to the dean; she has taught theatre at Mt. Holyoke College and St. Hyacinth College in Granby, Massachusetts.

JOHN REID, assistant professor of geology, has conducted lunar surface and terrestrial mantle research at the Smithsonian Astrophysical Observatory in Cambridge. He has a Ph.D. from the Massachusetts Institute of Technology. His major interests include an on-going study of the natural history of the American Southwest.

CHERYL SCHAEFFER has done work in the women's movement here in the Connecticut valley and in Wisconsin. She is currently employed at Hampshire as a secretary/researcher to the Carnegie Women and Career Options.

RENEE SCHULTZ is currently working on her M.A. in feminism and sexuality. She has been doing individual and group counseling in the field of human sexuality. She has had training with Eleanor Hamilton, Family Planning and the National Association of Sex Educators and Counselors.

ROSEMARY SIMON is a staff member of the Springfield Human Development Center and a counselor at The Amherst Family Planning Clinic. She has trained with the National Sex Forum in San Francisco and has been involved in group facilitation and individual counseling for several years.

ANDREA STANDER is a graduate of Hampshire College. She studied mime with Kenyon Martin at the National Mime Theatre and is currently studying with Tony Montanaro at the Celebration Mime Theatre in Maine.

HOWARD STITH is better known to Hampshire people by his professional name, Poor Howard. He plays the twelve-string guitar and sings and talks blues. Poor Howard has been on the Hampshire campus twice, playing to standing-room-only audiences.

HARRIS STONE, visiting assistant professor of urban studies, holds a B.A. from Brown University and an M.Arch. from Harvard. He is the author of Workbook of an Unsuccessful Architect. He is interested in the process whereby societies and their various institutions structure the physical environment.

JANET TALLMAN, assistant professor of anthropology, is currently completing her doctorate at the University of California at Berkeley. She conducted field work in Yugoslavia on social interaction patterns in rural and urban Serbia.

MARION TAYLOR is a member of the Outdoors Program staff teaching martial arts.

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

KATHY TOBIN, formerly a member of Hampshire College's staff, is now teaching English at Holyoke Community College. During January Term 1974 she taught a course on ballet.

ROBERT ULLIAN holds a B.A. from Amherst College and an M.F.A. from Columbia University. He was recently fiction consultant to the New York State Council on the Arts and has taught writing workshops and tutorials at Radcliffe College. He has published articles in Esquire, Mademoiselle, the Bennington Review and the Boston Phoenix.

EDWARD WARD is assistant director of the Outdoors Program. He is an experienced mountaineer, climbing extensively in Alaska, Canada, and the American West.

HARVEY WASSERMAN, faculty associate in Journalism, is the author of Harvey Wasserman's History of the United States. He was co-founder of the Liberation News Service. His particular interest is in late 19th and early 20th century American social history.

MARGRET WILCOX is a member of the School of Natural Science. She studied paleobotany at Cornell and is interested in plants of all kinds and ecology.

ALBERT WOODHULL, faculty associate in biology, holds a Ph.D. from the University of Washington. He taught in the Peace Corps in Nigeria. His research interests are centered on the physiological bases of behavior.

ANN WOODHULL, assistant professor of biology, received her Ph.D. from the University of Washington for work on the biophysics of nerve membranes. She taught high school math in Nigeria as a Peace Corps volunteer. Her interests are physiology and neurobiology.

MICHAEL ZIMMERMAN, faculty associate in the Environmental Studies Program, has conducted inquiries into different biological systems, such as solid waste disposal, composting, and the marine environment at the mouth of a river. He is a graduate of the University of Chicago.

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