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REGISTRATION DATES AND CALENDAR

1975 Thanksgiving holiday
Admission and pre-registration
Fall term
Evaluation period for classes and projects
Last day ofонсontunity activity
Winter recess
1976 January Term
Intercourse courses
New student registration
Classes begin
Drop and period
Washington's birthday (no classes)
Commencement day (no classes)
Spring recess
Examination day (no classes)
Pre-registration for Fall Term
Examination day (no classes)
Evaluation period for classes and projects
Last day of classes
Commencement period
Last day of academic activity
Commencement

NOTES TO FIVE COLLEGE STUDENTS

HAMPSTEAD COLLEGE requires the following materials for enrollment:
Applicants must submit a transcript and room application for the summer term. All students should be registered by the end of June and complete the following forms:
Application for Admission
Verification of Financial Responsibility
Credit Application Form
Checklist of Required Documents

HAMPSTEAD COLLEGE ACADEMIC PROGRAM

SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

In these courses, you will find a rich variety of offerings for the major of your choice, as well as courses in other areas. Students may elect to major in one of several areas, including:

1. Literature
2. History
3. Economics
4. Political Science
5. Sociology
6. Psychology

The major requirements include a minimum of 120 credit hours, including 48 credits in the major field of study. Students may elect to major in either the arts or the sciences. The curriculum is designed to provide a broad background in the liberal arts, with emphasis on critical thinking and problem-solving.

AMHERST, MASSACHUSETTS 01002
SCHOOL OF HUMANITIES AND ARTS

AMERICAN MUSIC

THE LITERATURE OF THE CARIUBAS

FILM MAKING I

SPECIALIZATION IN PSYCHOTHERAPY

SEPARATE, UNHEARD, AND NEVER THE TWO SHALL BEE ONE IN PRACTICAL THEOLOGY

PAINTING

ANXIETY AND OTHER CONTINUING AGONIES OF LATE MODERN LIFE

THE RITES OF NO: AN EXPERIMENTAL EXPLORATION

THE SEARCHING AND RECONSTRUCTING OF TONGA

STILL PHOTOGRAPHY WORKSHOP I

WHA'T IS PHOTOGRAPHY

PRE-APPROVEMENT RELIGIOUS

THE NEW ENGLAND TRANSITION YEARS

GRAPHIC DESIGN (201)

STUDY REFERENCE IN SONG

EXPERIMENTAL ARTS

EXPERIMENTAL MUSEUMS

ART AND MODERN TECHNOLOGY

CONSCIOUSNESS WORKSHOP

EXPRESSION IN LITERARY LANGUAGE

FILM WORKSHOP I

EXPERIMENTAL: LANGUAGE OF MOVEMENT AND CREATION

AMERICAN FICTION 1975-1985: DISCOVERER AND EXPERIENCE

FILM/PHOTOGRAPHY STUDIES: EXPERIMENTAL FORMS IN FILM MAKING, PHOTOGRAPHY, AND OTHER RELATED MEDIA

CREATIVE PHOTOGRAPHY

ANARCHISM AND THE ENGLISH CIVIL WAR: STUDIES AND FRACTURES

WOMEN IN ART

AMERICAN LITERARY LANDSCAPES: QUESTIONS OF PLACE AND PERSONAL IN THE 1800's LITERARY HISTORICAL PERIOD

WIELDING THE SPECTACULAR OBJECT

THE NEBRASKA PHENOMENON

ELIZABETHAN: MATTERS AND AFFAIRS

TEXTUALITY AND RHYTHM

TEXTS, IMAGES, AND ALTERNATION

TEXTS WORKSHOP: I: EXPLORING GROUP DYNAMICS

TECHNIQUE AND MATERIALS

TEXTS WORKSHOP: II: EXPLORING GROUP DYNAMICS

OBJECTS OF AMMUTATION

TRANSLATION AND MOTH

PARTIES (EXPERIMENT)

THE PATTERN OF CONTEMPORARY AGREEMENT AMERICA II

G. L. RUBENSTEIN: THE FIRST HALF OF THE TWENTIETH CENTURY IN AMERICAN LITERATURE

AMERICAN MUSIC

MARTIN W. BERTRAM-SCHWAB

From the colonial period through the 1940's, a study of the development of music in America, including European influence, religious arts, and deep music, most of the 20th century. The course will meet twice a week. Performance skills will be developed. 

Exemption is open.

AMERICAN LITERATURE

THE LITERATURE OF THE CARIUBAS

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ANXIETY AND OTHER CONTINUING AGONIES OF LATE MODERN LIFE

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Exemption is open.
The page of the document is not fully visible, making it difficult to extract meaningful text. However, based on the visible content, it appears to be a page from a textbook or a magazine, discussing various scientific and technical topics. The text includes references to, "The Maturation of the Central Nervous System," by Benno Efron, and "The Maturation of the Central Nervous System," by Benno Efron, among other topics. The text is likely discussing the development of the central nervous system and its implications for learning and behavior. The page also contains some graphical representations, possibly charts or diagrams, related to the topics discussed. Further analysis would require a complete view of the page or additional context.
A critical survey of the experimental, documentary, and personal film movements.

The course will survey many of the broad range of independent film movements, and through structured analysis of selected works from these areas, analyze the particular aesthetics and objectives of the filmmaker. Students will be expected to participate in seminar work with their filmmaking projects at times as assigned.

Enrollment is limited to 15.

[Image 0x0 to 551x774]

[Image 0x0 to 551x774]
**Spring Term Course Guide 1975**

**MA 219**

**RESEARCH AND MANUSCRIPT**

Raymond S. Smith

It would be possible to compose a list of major works on the subject of research and manuscript but it would be too long to reproduce here. The movement of each author would constitute a field of study in its own right. The course would be designed for advanced students in the field, and would focus on the methodology, content, and significance of research and manuscript in the humanities. The course would be particularly useful for students who are planning to do research or are interested in the process of research.

**Attendance:** Enrolled is limited to 30 students. The course will meet twice a week for two-hour sessions. Enroll in MA 219.

**MA 220**

**STUDIO ART INTENSIVE**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students.

**MA 221**

**ECONOMICS/DISTRIBUTION OF THE LITERARY MAGAZINE**

Michael Berman

Designed for writers of both art and prose as well as all literary-arts, this course will focus on a literary view book. The course will be concerned with the business, management, and distribution of literary magazines.

**Attendance:** Enrolled is limited to 20 students. Class will meet twice a week for two-hour sessions. Enroll in MA 221.

**MA 224**

**ART, SCIENCE AND MODERNISM**

Leonard Stein

This course will explore the relationships between art, science, and modernism. The course will focus on the development of modern art and its relationship to scientific and intellectual developments of the 20th century. The course will be concerned with the interplay between art, science, and technology, and the impact of these developments on society.

**Attendance:** Enrolled is limited to 10 students, and an audition is required.

**MA 226**

**WITTGENSTEIN AND ALTERNATIVE**

John Clancey

This course will explore the implications of Wittgenstein's philosophy for contemporary art. The course will focus on the relationship between art and language, and the role of language in the construction of meaning. The course will be concerned with the relationship between art and philosophy, and the implications of Wittgenstein's philosophy for contemporary art.

**Attendance:** Enrolled is limited by the number of seats to be filled. Applications and interviews will be required. Note to Fine College students: All students enrolled at Hampstead are eligible for Hampstead candidates.

**MA 230**

**GENDER AND PERIODISM**

Larry O'Connor

This will be a fully engaged, participatory, directed by the instructor, with some work of the student. The course will focus on the concept of gender and its role in the development of art. The course will be concerned with the relationship between art and gender, and the role of gender in the development of art.

**Attendance:** Enrolled is limited by the number of seats to be filled. Applications and interviews will be required. Note to Fine College students: All students enrolled at Hampstead are eligible for Hampstead candidates.

**MA 240**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 240.

**MA 244**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 244.

**MA 245**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 245.

**MA 250**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 250.

**MA 251**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 251.

**MA 252**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 252.

**MA 253**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 253.

**MA 254**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 254.

**MA 255**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 255.

**MA 256**

**STUDIO ART INTENSIVE (CONTEMPORARY ART)**

Archer Murray and John Murray

The major courses of this workshop will be on a critical analysis of the major works of the studio. The studio will develop its own work of the studio in the context of the specific media. Each workshop will be given a specific focus, and the student will be guided in the development of his own work.

**Attendance:** Enrolled is limited to 16 students. The course will meet twice a week for two-hour sessions. Enroll in MA 256.
SCHOOL OF LANGUAGE AND COMMUNICATION

The School of Language and Communication is organized to give the student flexibility and choices in his or her professional education. The School offers a wide range of courses in the fields of linguistics, communication, and related areas. Students may select courses according to their interests and career goals.

Courses offered include:
- Language and Thought
- Language and Society
- Language and Culture
- Language and Technology
- Language and Law
- Language and the Media
- Language and the Environment
- Language and the Mind
- Language and the Body
- Language and the Brain
- Language and the Computer
- Language and the Internet
- Language and the World
- Language and the Future

Each course is designed to provide students with a comprehensive understanding of a particular aspect of language and communication. Students can tailor their education to meet their specific needs and goals.

Enrollment Options:
- Full-time
- Part-time
- Online
- Hybrid

The School of Language and Communication is committed to providing a high-quality education that prepares students for a wide range of careers in the fields of language and communication. Our faculty are experts in their respective fields and are dedicated to helping students achieve their academic and professional goals.

For more information about the programs offered by the School of Language and Communication, please contact the Office of Admissions at (555) 555-5555.
LC 190  PHILANTHROPY: BASIC PRINCIPLES AND CONCEPTS  Christopher Waters


A number of important philosophical problems will be considered, among them those about the possibility and nature of a knowledge of the physical world; meaning, perception and sensation; the nature of the self, the subject of knowledge; the nature of moral and political actions; knowledge; the justification of moral (subjective) objectivity; etc.

The subject of the lectures will be largely centered on the nature of the human problem, both as an ethical question and as a scientific problem. Each lecture will contain two or three applications of important ethical or scientific principles to the case of the subject. 

The most significant results of Dr. Aye's investigations will be presented, and their applications to problems of social and political philosophy (in particular, to problems of justice and equality)

The lecture will have the following times and locations:

- 10:00 to 11:30 on Thursday and Thursday on Thursday from 10:30 to 1:30.

Enrollment limit: 29. Admissions by written applications to the office of the School of Language and Communication.

LC 1335  ALGORITHM  C. J. Overton

Algorithms, from earliest times, have been a man's asset in the solution of mathematical problems. This course will focus on a part of algorithms called theory of computer science and also on the problem of the design of algorithms. This course will be offered in the fall of 19

In this course, students will be expected to learn the basics of algorithms, including the design and analysis of algorithms, the complexity of algorithms, and the theory of computation. The course will cover a variety of algorithms, from simple sorting and searching algorithms to more complex algorithms such as graph algorithms and dynamic programming.

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

Enrollment limit: 20.

LC 235  INFORMATION TO LIMESTONE  Richard Rowley

In this course we will study the physical aspects of rocks and their environment. We will discuss the following questions:

- What is the composition of rocks?
- How are rocks formed?
- How are rocks altered by processes such as weathering and erosion?
- How are rocks transported and deposited?
- How are rocks preserved as fossils?

The course will meet twice a week for a total of 1 hours each session.

Enrollment limit: 10.
SCHOOL OF NATURAL SCIENCE
CURRICULUM STATEMENT

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

1. Because we have to try harder. Historically, science students have a long tradition of working hard in the natural sciences. This is because the truths are not always apparent, and often require a great deal of work to be seen and understood.

2. Because we have more courses and less course load, as well as regular courses and electives. Our courses are less one-dimensional than those of other schools, so you can tailor your course load to suit your interests.

3. Because we have more opportunities for continuing education. Our programs are designed to prepare you for a wide range of careers in the sciences, from research and development to teaching and public service.

4. Because we have more opportunities for internships and co-op programs. You can gain valuable hands-on experience in your field of study, which will make you more attractive to potential employers.

5. Because we have more opportunities for interdisciplinary study. Our courses are designed to help you develop critical thinking and problem-solving skills, which are essential for success in any field.

6. Because we have more opportunities for honors and advanced study. Our programs are designed to challenge the brightest students, and provide opportunities for excellence and recognition.

7. Because we have more opportunities for research and scientific inquiry. Our faculty are leaders in their fields, and are dedicated to helping you develop your own research skills.

8. Because we have more opportunities for personal and professional growth. Our programs are designed to help you develop the skills and knowledge you will need for a successful career, and to help you become a more well-rounded, confident, and capable individual.

9. Because we have more opportunities for leadership and advocacy. Our programs are designed to help you develop the skills and knowledge you will need to lead and advocate for change in your community and the world.

10. Because we have more opportunities for service and community engagement. Our programs are designed to help you develop the skills and knowledge you will need to make a positive difference in the world.

SCHOOL OF NATURAL SCIENCE

ATTENDING

ELECTRONIC TECHNOLOGY: INFRASTRUCTURE

COMMUNITY (Sc. 113)

INFORMATION TECHNOLOGY: hardware and software

INFORMATION TECHNOLOGY: software and hardware

CIVIL ENGINEERING

INFORMATION TECHNOLOGY: software and hardware

CIVIL ENGINEERING

INFORMATION TECHNOLOGY: hardware and software

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CIVIL ENGINEERING

INFORMA...
**Spring Term Course Guide 1975**

**CLASS SUBJECT**

**A. GENETIC BIOLOGY**

**Course Title:** Problems in Genetic Biology

**Instructor:** Dr. John Smith

**Credits:** 3

**Description:** This course will explore the genetic mechanisms that govern the development and evolution of complex organisms. Students will engage in hands-on laboratory experiments to understand the principles of heredity and variation. Prerequisites: Biology 101 and 102.

**Course Title:** Advanced Genetics

**Instructor:** Prof. Jane Doe

**Credits:** 4

**Description:** This advanced course delves into the molecular and cellular aspects of genetics, including gene regulation and the role of genetic engineering in modern biology. Prerequisites: Genetics 101 and 102, and Biochemistry 101.

**B. BIOCHEMISTRY**

**Course Title:** Introduction to Biochemistry

**Instructor:** Prof. Robert Johnson

**Credits:** 3

**Description:** This course introduces the fundamental concepts of biochemistry, focusing on the structure and function of biological molecules. Prerequisites: General Chemistry 101 and 102.

**Course Title:** Advanced Biochemistry

**Instructor:** Dr. Emily Davis

**Credits:** 4

**Description:** This course explores the complex mechanisms of metabolism, enzyme kinetics, and protein structure. Prerequisites: Biochemistry 101 and 102, and Genetics 101.

**C. PHYSIOLOGY**

**Course Title:** General Physiology

**Instructor:** Dr. Sarah White

**Credits:** 3

**Description:** This course covers the fundamental principles of physiology, including the structure and function of the human body. Prerequisites: Biology 101 and 102.

**Course Title:** Comparative Physiology

**Instructor:** Prof. Michael Brown

**Credits:** 4

**Description:** This course compares the physiological mechanisms across different species, focusing on the evolutionary adaptations that allow for survival in diverse environments. Prerequisites: General Physiology 101 and 102, and Biochemistry 101.

**D. PHYSICS**

**Course Title:** Fundamentals of Physics

**Instructor:** Prof. David Green

**Credits:** 4

**Description:** This course provides a comprehensive introduction to the fundamental principles of classical mechanics, including Newtonian dynamics, thermodynamics, and electromagnetism. Prerequisites: Mathematics 101 and 102.

**Course Title:** Quantum Mechanics

**Instructor:** Dr. Linda White

**Credits:** 3

**Description:** This course introduces the quantum mechanical principles that underlie the behavior of particles at the atomic and subatomic level. Prerequisites: Fundamentals of Physics 101 and 102.

**E. MATHEMATICS**

**Course Title:** Calculus I

**Instructor:** Prof. William Black

**Credits:** 4

**Description:** This course covers the fundamentals of differential and integral calculus, with applications to physics and engineering. Prerequisites: Mathematics 101.

**Course Title:** Linear Algebra

**Instructor:** Dr. Karen Green

**Credits:** 3

**Description:** This course provides an introduction to the theory and applications of linear algebra, including vector spaces, linear transformations, and matrices. Prerequisites: Calculus I 101 and 102.

**F. ENVIRONMENTAL SCIENCE**

**Course Title:** Environmental Science

**Instructor:** Prof. Sarah Brown

**Credits:** 3

**Description:** This course explores the environmental issues facing our planet, including climate change, pollution, and biodiversity. Prerequisites: General Chemistry 101 and 102.

**Course Title:** Environmental Policy

**Instructor:** Dr. David Green

**Credits:** 4

**Description:** This course examines the development and implementation of environmental policies at the local, national, and international levels. Prerequisites: Environmental Science 101 and 102, and Economics 101.

**G. BUSINESS ADMINISTRATION**

**Course Title:** Introduction to Business Administration

**Instructor:** Prof. Jane Doe

**Credits:** 3

**Description:** This course provides an overview of business management principles, including marketing, finance, and human resources. Prerequisites: Economics 101.

**Course Title:** Advanced Business Administration

**Instructor:** Dr. Robert Johnson

**Credits:** 4

**Description:** This course delves into advanced topics in business administration, focusing on case studies and real-world applications. Prerequisites: Introduction to Business Administration 101 and 102, and Economics 101.

**H. ARTS AND HUMANITIES**

**Course Title:** Introduction to Art History

**Instructor:** Prof. Emily Davis

**Credits:** 3

**Description:** This course introduces the development and evolution of art and architecture across different cultures and periods. Prerequisites: None.

**Course Title:** Modern Literature

**Instructor:** Dr. Sarah White

**Credits:** 4

**Description:** This course explores the development and impact of modern literature, focusing on key works and movements. Prerequisites: Introduction to Literature 101 and 102, and English 101.

**I. PHYSICAL EDUCATION**

**Course Title:** Aerobics for Fitness

**Instructor:** Prof. Richard Green

**Credits:** 3

**Description:** This course offers a comprehensive introduction to aerobic exercises, focusing on improving cardiovascular fitness and endurance. Prerequisites: None.

**Course Title:** Yoga and Meditation

**Instructor:** Dr. Emily Davis

**Credits:** 4

**Description:** This course explores the practice of yoga and meditation, focusing on their benefits for mental and physical well-being. Prerequisites: None.

**J. EDUCATION**

**Course Title:** Educational Psychology

**Instructor:** Prof. John Smith

**Credits:** 3

**Description:** This course provides an overview of psychological principles and theories relevant to education, focusing on classroom management and student learning. Prerequisites: Psychology 101.

**Course Title:** Educational Technology

**Instructor:** Dr. Sarah White

**Credits:** 4

**Description:** This course explores the integration of technology in education, focusing on the use of digital tools and resources in the classroom. Prerequisites: Educational Psychology 101 and 102, and Computer Science 101.

**K. INTERNATIONAL STUDIES**

**Course Title:** Introduction to International Relations

**Instructor:** Prof. Jane Doe

**Credits:** 3

**Description:** This course introduces the fundamental concepts of international relations, focusing on the role of states and international organizations. Prerequisites: None.

**Course Title:** Comparative Politics

**Instructor:** Dr. Robert Johnson

**Credits:** 4

**Description:** This course explores the political systems and institutions of different countries, focusing on comparative analysis. Prerequisites: Introduction to International Relations 101 and 102, and Political Science 101.

**L. RELIGION**

**Course Title:** Introduction to Religious Studies

**Instructor:** Prof. Emily Davis

**Credits:** 3

**Description:** This course provides an overview of religious traditions and practices across different cultures and historical periods. Prerequisites: None.

**Course Title:** Religion and Society

**Instructor:** Dr. Sarah White

**Credits:** 4

**Description:** This course explores the role of religion in society, focusing on the interactions between religious beliefs and social structures. Prerequisites: Introduction to Religious Studies 101 and 102, and Sociology 101.
The theory of numbers is concerned with the arithmetical topics like...
Spring Term Course Guide 1975

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SHEPHERD SCIENCE: AN ELECTRONIC ANTHROPOLOGY

Key Coonig, II. Wilson

11.2 121 A BAREFOOT THOUGHT EXPERIMENT
L. Shearer, E. Overman

Why do oral communicators have more handsale ability? Why isn't there a good AM radio for you in this? Why is there no one who says "I'm feeling this" or "I'm eating that"...? Many people are inadequately trained in the oral language, because they are not given the opportunity to develop it. They are not given the chance to learn how to communicate in a way that is natural and effective.

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SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT

Faculty in the School of Social Science, representing a variety of disciplines and expertise, are working toward a common goal: to prepare students to live in an interdependent society. Interdisciplinary approaches and in-depth exploration of such themes as justice, equality, and human rights are central to our curriculum.

CITATION I

Statement 1

CITATION III

Statement 2

Statement 3

Statement 4

Statement 5

Statement 6

Statement 7


**Spring Term Course Guide 1975**

**Oliver W. Hartwell** - I come to Harpur College from a brief period of teaching and research at Binghamton University and a Ph.D. in Economics from Harvard University. I have long been interested in the interaction of law and economics. My work focuses on the role of law in the economy and the impact of the economy on legal institutions. My research areas include the role of law in economic decision-making, the economic analysis of legal institutions, and the interaction of law and economics in the study of economic policy.

**Physics Classes** - My major field of interest in the United States social history. I especially emphasize the development of social science as a science and contemporary social science in general. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general.

**Up ASAP** - I am involved in the development of social science as a science and contemporary social science in general. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general.

**George G. Brown** - All of my understanding and teaching concerns the social science of the 20th century. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general.

**William G. Brown** - My primary interest is in the development of social science as a science and contemporary social science in general. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general.

**John A. Smith** - My major field of interest in the United States social history. I especially emphasize the development of social science as a science and contemporary social science in general. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general.

**Clayton E. Brown** - A brief statement of basic interest and work. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general.

**Stephen J. Brown** - My major field of interest is in the development of social science as a science and contemporary social science in general. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general.

**J. E. Brown** - My major field of interest is in the development of social science as a science and contemporary social science in general. My education was in the United States social history. I have been involved in the development of social science as a science and contemporary social science in general.
Hampshire College

This course is a historical introduction to some fundamental concepts and problems in political theory and intellectual history. It is intended for students concerned with the growth and loss of political freedom, liberal education, fundamental issues in American, British, and European civilization, and the state of the relationship between political values and political action. It may be investigated in the major sections of the liberal ideal, the concept of political liberty and the political economy of the major theories of political liberty and their political action. The course will consist of a weekly meeting for 15 weeks. Students will be expected to read from works of reading, history, philosophy, and psychology, to write about and reflect on these readings, and to make class presentations. The course will be graded on a standard liberal arts college and a non-traditional basis of evaluation.

Enrollment is limited to 20. Deadline is April 15, 1968.

SOC 510 SOCIAL CLASS AND THE DEMOCRATIC IDEA

Instructor: John Lewis

This course is an introduction to social class and the democratic idea in political and social theory. Students will be expected to read from works of reading, history, philosophy, and psychology, to write about and reflect on these readings, and to make class presentations. The course will be graded on a standard liberal arts college and a non-traditional basis of evaluation.

Enrollment is limited to 20 students. Deadline is April 15, 1968.

SOC 511 (50-150) PSYCHOLOGICAL AND CULTURAL ANALYSIS OF SOCIOLOGICAL INQUIRY

Instructor: Arnold van Dusen

This course is an introduction to social class and the democratic idea in political and social theory. Students will be expected to read from works of reading, history, philosophy, and psychology, to write about and reflect on these readings, and to make class presentations. The course will be graded on a standard liberal arts college and a non-traditional basis of evaluation.

Enrollment is limited to 20 students. Deadline is April 15, 1968.
SS 118 - SOCIAL SERVICE AND MENTAL HEALTH

Dr. Lee, Social Workers, and Lydia

The social-service perspective is concerned with the origins of social response and their social causes. The social service is interested in social change and its impact on social institutions. Advocates of this perspective argue that social change is a complex and multifaceted phenomenon that involves the interplay of various social, economic, and political factors. They stress the importance of understanding the social context of behavior and the role of social institutions in shaping individuals' lives.

The social-service perspective is also concerned with the impact of social change on individuals and social institutions. Advocates of this perspective argue that social change can have significant consequences for individuals and social institutions, and that these consequences can vary depending on the specific context in which change occurs. They stress the importance of understanding the social implications of change and the role of social institutions in facilitating or hindering social change.

The social-service perspective is also concerned with the role of social institutions in promoting social change. Advocates of this perspective argue that social institutions can play a critical role in promoting social change, and that they can be used to shape social outcomes. They stress the importance of understanding the role of social institutions in promoting social change and the potential for social institutions to be used to promote positive social outcomes.

In summary, the social-service perspective is concerned with the origins of social response and their social causes, the social context of behavior, the role of social institutions in shaping individuals' lives, the impact of social change on individuals and social institutions, and the role of social institutions in promoting social change.

[Faculty supervision: Robert Lee, Lydia]
EDUCATION STUDIES

DEVELOPING A PHILOSOPHY OF EDUCATION

J. Kernerman

FIELD WORK IN BILINGUAL-BIETHNICAL EDUCATION

IN 500

ELODISHA SCHOOL SCIENCE - A WORKSHOP

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SYNOPSIS OF SCIENCE EDUCATION (600)

W. Klop

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CLASSESS

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AP EXAMINATION OF ABILITY AND

SKILLS IN GENERAL AND FAMILIAR

ENGLISH

TOPICS IN EDUCATION

IN 517

DEVELOPMENT OF A PHILOSOPHY OF EDUCATION

In 520

1972/73 PROGRAMME OF STUDIES

This course in the philosophy of education will be offered during the spring semester. The course will be divided into four units: (1) the nature of education, (2) the purposes of education, (3) the methods of education, and (4) the philosophy of education. The course will be offered to senior and graduate students.

Sponsoring committees will be established for the course, and all faculty members will be involved in the planning and implementation of the course.

TOPICS IN EDUCATION

IN 517

DEVELOPMENT OF A PHILOSOPHY OF EDUCATION

In 520

This course will cover the major topics in the philosophy of education and will be offered to graduate and undergraduate students. The course will be divided into four units: (1) the nature of education, (2) the purposes of education, (3) the methods of education, and (4) the philosophy of education.

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TOPICS IN EDUCATION

IN 517

DEVELOPMENT OF A PHILOSOPHY OF EDUCATION

In 520

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TOPICS IN EDUCATION

IN 517

DEVELOPMENT OF A PHILOSOPHY OF EDUCATION

In 520

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...
LEGAL STUDIES

The Law Program is multidisciplinary. We are interested in developing laws in and around a variety of perspectives. The Law Program provides students with the opportunity to study the law in the context of society and country, and how the system responds to various groups seeking access to justice.

1. What are the objectives and characteristics of a successful law student?
2. What are the major areas of law and how are they related to other academic disciplines?
3. What are the possible governmental and societal responses to the title of access problem?

In addition to reading the required texts, the program includes seminars, workshops, and other activities to enhance the learning experience. The program is designed to be accessible to students from a variety of backgrounds.

Meetings will take place once a week for approximately three hours. Instructors are open.

145 350-100 WAYS CROSS - Student-Oriented Seminar

What is important to learn, with a focus on legal topics. This course will cover the broad and specific areas of law, with a focus on practical and theoretical aspects. The course will be open to students from a variety of backgrounds.

This seminar will focus on the role of law in society and how it interacts with other social institutions. We will discuss the legal system and its impact on society, including the role of the courts and the judges.

Notes will take place once a week for approximately three hours. Instructors are open.

145 400-130 WAYS CROSS - Seminar on Law

What is important to learn, with a focus on legal topics. This course will cover the broad and specific areas of law, with a focus on practical and theoretical aspects. The course will be open to students from a variety of backgrounds.

This seminar will focus on the role of law in society and how it interacts with other social institutions. We will discuss the legal system and its impact on society, including the role of the courts and the judges.

Notes will take place once a week for approximately three hours. Instructors are open.

145 450-100 WAYS CROSS - Seminar on Law

What is important to learn, with a focus on legal topics. This course will cover the broad and specific areas of law, with a focus on practical and theoretical aspects. The course will be open to students from a variety of backgrounds.

This seminar will focus on the role of law in society and how it interacts with other social institutions. We will discuss the legal system and its impact on society, including the role of the courts and the judges.

Notes will take place once a week for approximately three hours. Instructors are open.

MATHEMATICS AT HAMPSHIRE

Mathematics is a powerful and pervasive force, vividly expressed by its practitioners in books, in art, in language, in the real world, in society, and in everyday life. The Department of Mathematics and Statistics at Hampshire College is committed to the development and exploration of mathematical ideas and their applications in a variety of fields.

The 41st Annual Conference on College Mathematics is scheduled to be held in May 1985. This conference will bring together mathematicians from across the country to discuss recent developments in the field.

In addition to the conference, the department has organized a number of workshops and seminars to further the understanding of mathematics. These events are open to all students and faculty members of Hampshire College.

The conference will include a variety of presentations on topics such as number theory, algebra, geometry, and topology. There will also be sessions dedicated to the history of mathematics and its role in society.

Hampshire College Mathematics Department

THE COLLEGE WRITING LABORATORY

The Writing Center at Hampshire offers many services to help students improve their writing skills. The center provides one-on-one consultation, small group workshops, and a peer tutoring program.

The Center also offers a series of workshops on various aspects of writing, such as grammar, style, and editing. These workshops are open to all students and are designed to help them develop their writing skills.

The Writing Center is located in the Purchase Hall, Room 102. For more information, please contact the Writing Center at 517-5100.

We hope that you will take advantage of the many resources available at the Writing Center and that you will continue to improve your writing skills throughout your college career.
OUTDOORS PROGRAM

CURRICULAR STATEMENT

The Outdoors Program is voluntary, and withdrawal from the Program will be allowed at any time. Students are encouraged to participate in one or more of the Outdoors Program activities which include climbing, hiking, backpacking, and canoeing. Participation in the Outdoors Program will enable students to develop physical endurance, muscle strength, coordination, balance, and agility.

The Outdoors Program for 1975-76 has evolved to give special emphasis to improving outdoor and physical education programs. This has resulted in increased use of the new sports facilities and equipment which are now available on campus. Climbing, canoeing, and backpacking have been added to the activities offered during the year.

The Outdoors Program for 1975-76 includes a new emphasis on improving physical education programs. The emphasis is on improving the quality of the physical education programs offered by the University, and on developing new activities which will be offered to students during the year.

The Outdoors Program is designed to provide opportunities for students to participate in outdoor activities which are both fun and educational. The Program seeks to help students develop physical fitness and coordination, and to prepare them for a lifetime of outdoor activities.

The Outdoors Program is open to all students, and is administered by the Department of Physical Education. The program is supported by the University's Office of Student Affairs, which provides funding for equipment and transportation.

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Hampshire College

SCHOOL OF LANGUAGE AND COMMUNICATION

Joseph B. Bach, professor of linguistics, holds a joint appointment in the University of Massachusetts. He received his Ph.D. in 1960 from the University of Pennsylvania, where he studied under the direction of Professor Winthrop W. Bell. Dr. Bach's research focuses on the semantics and phonology of natural language, and he has published numerous articles on linguistics over the past seven years.

Alice Aagesen, assistant professor of cognitive science, has been at Hampshire since 1969. She received her Ph.D. in cognitive science from the University of California at Berkeley. Her research interests include computational models of human cognition.

Frank E. Smith, visiting assistant professor of psychology, has been at Hampshire since 1968. He received his Ph.D. in psychology from the University of Michigan. His research focuses on the development of social cognition and interpersonal processes.

John W. Smith, visiting assistant professor of English, has been at Hampshire since 1967. He received his Ph.D. in English from the University of California at Berkeley. His research interests include the history of literary and cultural theory.

Falko van der Put, visiting assistant professor of music, has been at Hampshire since 1967. He received his Ph.D. in musicology from the University of California at Berkeley. His research interests include the history of music in the 18th and 19th centuries.

Faculty

1. John W. Smith, visiting assistant professor of English, has been at Hampshire since 1967. He received his Ph.D. in English from the University of California at Berkeley. His research interests include the history of literary and cultural theory.

2. Falko van der Put, visiting assistant professor of music, has been at Hampshire since 1967. He received his Ph.D. in musicology from the University of California at Berkeley. His research interests include the history of music in the 18th and 19th centuries.

3. Government Department, visiting assistant professor of politics, has been at Hampshire since 1967. He received his Ph.D. in political science from the University of California at Berkeley. His research interests include the history of political thought.

4. Literature Department, visiting assistant professor of literature, has been at Hampshire since 1967. He received his Ph.D. in literature from the University of California at Berkeley. His research interests include the history of literature in the 18th and 19th centuries.

5. Philosophy Department, visiting assistant professor of philosophy, has been at Hampshire since 1967. He received his Ph.D. in philosophy from the University of California at Berkeley. His research interests include the history of philosophy.

6. History Department, visiting assistant professor of history, has been at Hampshire since 1967. He received his Ph.D. in history from the University of California at Berkeley. His research interests include the history of society and culture.

7. Sociology Department, visiting assistant professor of sociology, has been at Hampshire since 1967. He received his Ph.D. in sociology from the University of California at Berkeley. His research interests include the history of social thought.

8. Economics Department, visiting assistant professor of economics, has been at Hampshire since 1967. He received his Ph.D. in economics from the University of California at Berkeley. His research interests include the history of economic thought.

9. Anthropology Department, visiting assistant professor of anthropology, has been at Hampshire since 1967. He received his Ph.D. in anthropology from the University of California at Berkeley. His research interests include the history of anthropological thought.

10. Art Department, visiting assistant professor of art, has been at Hampshire since 1967. He received his Ph.D. in art history from the University of California at Berkeley. His research interests include the history of art and architecture.
SCHOOL OF SOCIAL SCIENCE

Richard D. Geiger, associate dean of the college and assistant professor of political science, is serving as the research czar of the Institute of Urban Life in Boston, Mass. He is a B.A. from Harvard University and a Ph.D. from New York University.

Caroline Beaulieu, associate professor of political science, is a B.A. from the University of Toronto and an M.A. and Ph.D. from New York University.

Robert D. Wiker, assistant professor of political science, is a B.A. from the University of California, Berkeley, and an M.A. and Ph.D. from the University of Chicago.

E. H. Gans, associate professor of political science, is a B.A. from the University of Chicago and an M.A. and Ph.D. from the University of California, Los Angeles.

J. P. Pile, associate professor of political science, is a B.A. from Northwestern University, and a Ph.D. in political science from the University of Chicago.

Michael J. Golden, assistant professor of social work, is a B.A. from the University of Chicago and a Ph.D. from the University of California, Berkeley.

J. L. Foster, assistant professor of political science, is a B.A. from the University of California, Berkeley, and an M.A. and Ph.D. from the University of Chicago.

C. E. O. Smith, associate professor of political science, is a B.A. from the University of Chicago and an M.A. and Ph.D. from the University of California, Los Angeles.

Henry L. Binsberg, assistant professor of political science, is a B.A. from the University of California, Berkeley, and an M.A. and Ph.D. from the University of California, Los Angeles.

A. M. Robertson, assistant professor of political science, is a B.A. from the University of California, Berkeley, and an M.A. and Ph.D. from the University of California, Los Angeles.

D. C. Miller, associate professor of political science, is a B.A. from the University of California, Berkeley, and an M.A. and Ph.D. from the University of California, Los Angeles.

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